



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rice Canyon Elementary School	35-75176-6118442	5/12/2026	6/11/2026

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Rice Canyon Elementary School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	4
Educational Partner Involvement	4
Resource Inequities	5
Comprehensive Needs Assessment Components	5
School and Student Performance Data	9
Student Enrollment.....	9
CAASPP Results.....	11
ELPAC Results	15
Student Population.....	18
Overall Performance	20
Academic Performance	21
Academic Engagement.....	29
Conditions & Climate.....	32
School Site Council Membership	34
Goals, Strategies, & Proposed Expenditures.....	35
Goal 1.....	35
Goal 2.....	39
Goal 3.....	43
Budget Summary	47
Budget Summary	47
Other Federal, State, and Local Funds	47
Budgeted Funds and Expenditures in this Plan	48
Funds Budgeted to the School by Funding Source.....	48
Expenditures by Funding Source	48
Expenditures by Budget Reference	48
Expenditures by Budget Reference and Funding Source	48
Expenditures by Goal.....	48
Recommendations and Assurances	50
Instructions.....	52
Appendix A: Plan Requirements	59
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	62
Appendix C: Select State and Federal Programs	65

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) and in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

In alignment with LEUSD's LCAP, this plan was developed as a result of a comprehensive needs assessment inclusive of a root cause analysis in order to meet the needs of students most at-risk of not meeting standards.

Educational Partner Involvement

How, when, and with whom did your Rice Canyon Elementary 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

Meaningful involvement of parents, students, and other community partners is critical to the development of the SPSA and the budget process. Within California, these are referred to as educational partners. The SPSA was crafted with school site-level advisory groups, English Learner Advisory committee, student advisory groups, and community input. The Educational Partner Engagement process is an ongoing, annual process.

The school collaborated with the following groups: English Language Advisory Council (ELAC), School Site Council (SSC), RCE Leadership Team, RCE staff, and District Office.

ELAC Meetings (9/11/25, 11/20/25, 3/5/26)

Elected ELAC representatives, discussed SPSA goals, goals of the ELAC team, elected DELAC representative, chairperson, and secretary. Calendared future meetings. Parents were introduced to the roles and responsibilities of each position and shared their vision for the school year.

ELAC meeting held. Discussed the purpose of ELAC, reclassification requirements for ELs, i-Ready scores, and student proficiency. The meeting provided an opportunity for parents to ask questions about how students' progress is measured and the resources available to support their academic growth.

ELAC meeting. Discussed and reviewed school data, including student performance and progress toward goals.

Conducted a needs assessment for EL students to identify specific areas of support. Reviewed LCAP and SPSA goals, and gathered parent input on how to improve academic outcomes for EL students. Most feedback aligned with current goals, with a desire to increase parent engagement opportunities.

ELAC meeting. Discussed the ELPAC testing process and what parents can do to support their children at home.

Addressed attendance concerns for EL students, shared strategies for improving attendance, and provided resources to families. Held an open forum for Q&A, allowing parents to voice concerns and offer suggestions.

Feedback Summary:

Parent feedback through ELAC consistently affirmed that current schoolwide strategies and supports are effective and should continue. Families expressed appreciation for the transparency of data and resources provided, while also emphasizing the need to expand parent engagement opportunities and increase support structures for students who are struggling academically.

Leadership Team Meetings (9/4/25, 10/2/25, 11/6/25, 12/4/25, 2/5/26, 3/5/26, 4/9/26)

Discussed current SPSA plan, its purpose, and budget. Team explored SPSA and data. Principal presented CAASPP data; leadership provided feedback.

Discussed need to adjust budget to reset the site's PLC focus and roadmap. Presented and discussed after-school planning opportunities for teachers with administration.

Reviewed draft SPSA. Team analyzed parent needs assessment results and provided input on SPSA goals and budget.

Leadership identified professional development in PLCs as a priority for 2026–2027.

Feedback Summary:

Leadership team feedback reinforced that current instructional strategies and systems are yielding positive outcomes and should be sustained. The team emphasized strengthening PLC structures and continuing targeted professional development, while also identifying the importance of expanding intervention supports and refining systems to better meet the needs of struggling students.

RCE Staff Meetings (9/10/25, 10/8/25, 11/12/25, 12/10/25, 2/11/26, 3/11/26, 4/8/26)

Discussed current and future SPSA plans, including purpose and budget. Principal presented CAASPP data highlighting achievement gaps for SPED and EL students, while celebrating areas of growth.

Discussed need to adjust budget to reset PLC focus and roadmap. Determined to provide after-school planning opportunities with administration.

4/15/2026: Reviewed and discussed final SPSA submission.

Feedback Summary:

Staff feedback indicated strong alignment around continuing current instructional practices and supports, as data reflects areas of progress. Teachers emphasized the value of ongoing professional development and collaboration time, while also identifying the need to expand targeted interventions and instructional supports for students not yet meeting grade-level expectations.

School Site Council (8/28/25, 9/25/25, 10/30/25, 11/20/25, 2/26/26, 3/26/26, 4/30/26, 5/7/26)

Reviewed SPSA plan, purpose, and budget, including processes for adjustments.

Discussed budget revisions to support para-professional staffing.

Discussed need to strengthen PLC focus and implementation.

4/9/2026: Final SPSA draft presented and approved.

Feedback Summary:

School Site Council feedback affirmed that current schoolwide efforts are effective and should be maintained. Council members supported continued investment in instructional supports, including para-educator assistance and PLC development, while also encouraging expanded opportunities for student intervention and increased family engagement.

District Office (LEA Support) (9/10/25, 9/15/25, 12/9/25, 1/26/26, 3/3/26, 3/18/26)

Provided training on Monitoring and Evaluation and Evidence-Based Interventions.

Provided training and feedback on Comprehensive Needs Assessment.

Provided training and feedback on Root Cause Analysis, unpacking actions, and developing aim statements.

Provided feedback on SPSA draft development.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Rice Canyon is not CSI or ATSI

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Goal 1: Academic Excellence

Goal 1a: ELA

Schoolwide ELA data indicates that while growth is occurring, a significant number of students remain below grade level. The most pressing needs include strengthening Tier 1 comprehension instruction, particularly vocabulary development and informational text analysis. There is also a need for systematic small-group phonics and decoding support in grades

K–2 and structured fluency routines across grades 1–3. Vertical alignment of comprehension strategies across grades 2–5 must be strengthened to ensure consistency in instructional practice.

English Learners continue to show growth, but ELA performance remains in the Low range on the Dashboard. ELPI performance is in the Medium range, indicating moderate progress in language acquisition but insufficient acceleration toward full proficiency. EL students require strengthened designated ELD implementation, explicit academic vocabulary instruction, structured oral language development opportunities, writing scaffolds aligned to language proficiency levels, and targeted reclassification planning. Language objectives must be embedded consistently across content areas.

Students with Disabilities represent the most urgent ELA concern. Dashboard estimates indicate Very Low performance levels. Students with Disabilities performed in ELA -106.4 dfs (RED). Chronic absenteeism rates among SWD students further compound academic challenges. There is a need for structured literacy interventions, particularly in phonics, morphology, and fluency. Co-teaching models must be refined to ensure meaningful access to grade-level standards. IEP goals should align closely to grade-level expectations, and progress monitoring cycles must occur consistently every 4–6 weeks. Attendance interventions tied to IEP team processes should also be strengthened.

Homeless students demonstrate fluctuating performance with chronic absenteeism contributing to academic inconsistency. These students require stabilized attendance supports, priority access to intervention services, consistent tutoring access, and family outreach coordination to reduce instructional disruption.

Goal 1b: Math

Math performance remains an area of significant need. Although growth is evident from fall to winter, the majority of students remain one grade level below proficiency. A substantial group remains two or more grade levels below. Core math instruction must emphasize conceptual understanding, especially in Number and Operations, which appears to be a consistent deficit domain. Daily math fluency routines, structured math discourse practices, and frequent spiral review must become embedded practices across grade levels.

English Learners require explicit math vocabulary instruction, language frames to explain reasoning, and visual supports to bridge language comprehension gaps. Structured academic discourse protocols should be used regularly to strengthen mathematical reasoning language.

Students with Disabilities show Very Low performance levels in Math. Students with Disabilities in Math performed at -122.2 dfs (RED). Instruction must emphasize the concrete-representational-abstract model, structured small-group reteach cycles, and assistive technology supports where appropriate. IEP goals must connect clearly to grade-level math standards. Increased math intervention time and explicit problem-solving frameworks are necessary to close the gap.

Homeless students require consistent attendance support and prioritized intervention placement to prevent widening math achievement gaps. Supplemental tutoring and accessible at-home math resources should be considered to reinforce instruction.

Goal 1c: ELPI

ELPI performance is currently in the Medium range, indicating moderate but insufficient progress toward English language proficiency. To accelerate progress, the school must strengthen designated and integrated ELD practices, increase reclassification rates, and provide targeted support for Long-Term English Learners. Writing instruction aligned to ELPAC criteria should be embedded regularly. Teachers require ongoing professional development in integrated ELD strategies and language objective development. Monitoring of RFEP students must also continue to ensure sustained academic performance after reclassification.

Goal 2: Culture/Climate

Goal 2a: Suspension

Suspension rate for Homeless Youth 4.2% (ORANGE). Rice Canyon's suspension rate remains Very Low, indicating effective implementation of PBIS expectations (ROAR), restorative conversations, and structured supervision during high-transition times such as recess and dismissal.

While overall suspension data reflects strength, subgroup monitoring remains essential. Students with Disabilities, although not over represented in suspension percentage, show compounding risk when attendance and academic data are considered together. Continued refinement of Behavior Intervention Plans, co-teaching support, and early behavioral intervention will remain a focus to prevent escalation.

The site will continue monthly data monitoring of discipline referrals and suspension patterns by subgroup to ensure disproportionality does not emerge. Ongoing SEL integration, counseling support, and Wellness Room access will reinforce proactive behavior systems.

The goal is to maintain Very Low suspension rates while ensuring equitable discipline outcomes across all student groups.

Goal 2b: Chronic Absenteeism / Graduation

Chronic absenteeism remains the most urgent culture and climate priority though we have seen improvement from 24/25 to 25/26. All Students 21.3% chronically absent (ORANGE), English Learners 20.4% (ORANGE), Homeless Youth 22.9% (ORANGE), SED 26.5% (RED), SWD 36.8% (ORANGE), Hispanic 21.9% (ORANGE), White 15.9% (ORANGE).

- . Despite this average, the Dashboard Chronic Absenteeism indicator remains Very High at 21.3%
- . Grade-level attendance percentages range from 92.60% to 94.98%, with TK and Kindergarten showing the lowest average daily attendance percentages near 92.6%
- . Early grade absenteeism is particularly concerning given its strong predictive relationship to long-term literacy outcomes.

Students with Disabilities, Homeless Youth, and English Learners demonstrate disproportionately high chronic absenteeism rates

- . These patterns significantly impact academic acceleration efforts reflected in iReady and DIBELS growth data.

The site will implement intensified tiered attendance interventions including bi-weekly attendance monitoring cycles, early parent contact for 3+ absences, bilingual communication outreach, targeted attendance contracts for Tier 2 and Tier 3 students, and SARB referral when necessary. Attendance messaging will continue to connect daily presence to long-term academic and college/career readiness outcomes.

Although graduation metrics apply at the secondary level, improving elementary attendance habits is foundational to long-term graduation success and future Dashboard indicators.

The overarching focus under Goal 2 is to ensure Rice Canyon remains a safe and positive campus while aggressively reducing chronic absenteeism to improve both immediate academic outcomes and long-term student success.

Goal 3: Educational Environment

Goal 3a: Professional Learning Community

Rice Canyon has established PLC structures; however, academic data suggests the need for greater precision and accountability within PLC practices.

Although Reading showed movement from Fall to Winter with decreases in students two or more grade levels below, a significant percentage of students remain one grade level below (126 students) and require systematic acceleration. In Math, 239 students remain one grade level below, indicating that Tier 1 instruction must improve to reduce reliance on intervention.

Students with Disabilities continue to show Very Low academic performance levels in both ELA and Math, while English Learners demonstrate growth but remain in the Low performance range academically. These subgroup trends signal that PLC conversations must intentionally include disaggregated data analysis and targeted instructional planning.

Professional Learning Communities must now focus on:

Clear identification of essential standards per trimester

Common formative assessments aligned to priority standards

Consistent analysis of subgroup performance (EL, SWD, Homeless)

Development of short-cycle intervention plans (4–6 week cycles)

Monitoring of Tier 1 instructional effectiveness before Tier 2 expansion

Vertical articulation between grade levels to prevent skill gaps

Shared strategies for vocabulary development, math discourse, and writing across content areas

The goal is to move PLCs from compliance-based collaboration to impact-driven collaboration, where every meeting produces measurable instructional adjustments tied directly to student evidence.

Strengthening PLC structures will directly support reductions in the number of students performing one or more grade levels below proficiency and will increase overall instructional coherence across the campus.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Rice Canyon Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	%	0.17%			1
African American	1.15%	2.52%	3.37%	7	15	20
Asian	2.13%	2.68%	1.85%	13	16	11
Filipino	1.97%	1.85%	1.68%	12	11	10
Hispanic/Latino	67.21%	67.62%	69.02%	410	403	410
Pacific Islander	0.33%	0.17%	0.17%	2	1	1
White	24.26%	21.64%	21.04%	148	129	125
Multiple/No Response	2.95%	3.52%	2.69%	18	21	16
Total Enrollment				610	596	594

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		47	57
Kindergarten	81	67	82
Grade 1	94	84	68
Grade 2	81	92	91
Grade3	113	84	90
Grade 4	110	112	91
Grade 5	103	110	115
Total Enrollment	610	596	594

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	50	46	48	8.9%	8.2%	8.1%
Fluent English Proficient (FEP)	33	26	21	4.5%	5.4%	3.5%

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	108	113	84	107	112	83	107	112	83	99.1	99.1	98.8
Grade 4	99	109	112	98	109	108	98	109	108	99.0	100	96.4
Grade 5	109	101	109	105	99	106	105	99	106	96.3	98	97.2
All Grades	316	323	305	310	320	297	310	320	297	98.1	99.1	97.4

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2419.	2411.	2427.	15.89	17.86	21.69	30.84	25.89	31.33	28.04	27.68	25.30	25.23	28.57	21.69
Grade 4	2503.	2453.	2479.	37.76	20.18	23.15	22.45	19.27	34.26	22.45	27.52	19.44	17.35	33.03	23.15
Grade 5	2523.	2507.	2504.	27.62	14.14	23.58	37.14	40.40	24.53	16.19	21.21	25.47	19.05	24.24	26.42
All Grades	N/A	N/A	N/A	26.77	17.50	22.90	30.32	28.13	29.97	22.26	25.63	23.23	20.65	28.75	23.91

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.95	12.50	19.28	71.96	63.39	63.86	13.08	24.11	16.87
Grade 4	21.43	17.43	22.22	67.35	62.39	66.67	11.22	20.18	11.11
Grade 5	26.67	20.20	23.58	60.00	64.65	59.43	13.33	15.15	16.98
All Grades	20.97	16.56	21.89	66.45	63.44	63.30	12.58	20.00	14.81

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.28	9.82	12.05	68.22	58.93	71.08	21.50	31.25	16.87
Grade 4	23.47	14.68	8.33	62.24	55.05	75.00	14.29	30.28	16.67
Grade 5	20.00	9.09	16.04	61.90	77.78	57.55	18.10	13.13	26.42
All Grades	17.74	11.25	12.12	64.19	63.44	67.68	18.06	25.31	20.20

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.95	7.14	7.23	71.03	77.68	78.31	14.02	15.18	14.46
Grade 4	20.41	6.42	12.04	72.45	79.82	70.37	7.14	13.76	17.59
Grade 5	15.24	15.15	15.09	75.24	76.77	66.98	9.52	8.08	17.92
All Grades	16.77	9.38	11.78	72.90	78.13	71.38	10.32	12.50	16.84

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.21	19.64	18.07	73.83	66.96	61.45	14.95	13.39	20.48
Grade 4	31.63	18.35	15.74	60.20	64.22	74.07	8.16	17.43	10.19
Grade 5	23.81	17.17	20.75	64.76	65.66	58.49	11.43	17.17	20.75
All Grades	21.94	18.44	18.18	66.45	65.63	64.98	11.61	15.94	16.84

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	108	113	84	107	113	83	107	113	83	99.1	100	98.8
Grade 4	100	109	112	98	109	108	98	109	108	98.0	100	96.4
Grade 5	109	101	109	105	99	106	105	99	106	96.3	98	97.2
All Grades	317	323	305	310	321	297	310	321	297	97.8	99.4	97.4

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2427.	2425.	2425.	16.82	12.39	16.87	28.04	32.74	30.12	30.84	28.32	19.28	24.30	26.55	33.73
Grade 4	2487.	2469.	2470.	16.33	14.68	12.96	42.86	29.36	25.00	29.59	32.11	44.44	11.22	23.85	17.59
Grade 5	2508.	2494.	2501.	15.24	8.08	17.92	33.33	30.30	16.04	29.52	31.31	38.68	21.90	30.30	27.36
Grade 11															
All Grades	N/A	N/A	N/A	16.13	11.84	15.82	34.52	30.84	23.23	30.00	30.53	35.35	19.35	26.79	25.59

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.69	19.47	27.71	57.94	59.29	45.78	23.36	21.24	26.51
Grade 4	27.55	21.10	14.81	56.12	56.88	62.04	16.33	22.02	23.15
Grade 5	18.10	10.10	16.04	53.33	61.62	58.49	28.57	28.28	25.47
Grade 11									
All Grades	21.29	17.13	18.86	55.81	59.19	56.23	22.90	23.68	24.92

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.50	14.16	16.87	57.01	55.75	53.01	21.50	30.09	30.12
Grade 4	12.24	13.76	13.89	71.43	51.38	62.96	16.33	34.86	23.15
Grade 5	13.33	8.08	11.32	65.71	65.66	57.55	20.95	26.26	31.13
All Grades	15.81	12.15	13.80	64.52	57.32	58.25	19.68	30.53	27.95

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.69	15.04	18.07	69.16	65.49	57.83	12.15	19.47	24.10
Grade 4	16.33	12.84	15.74	70.41	61.47	63.89	13.27	25.69	20.37
Grade 5	11.43	6.06	15.09	70.48	78.79	62.26	18.10	15.15	22.64
All Grades	15.48	11.53	16.16	70.00	68.22	61.62	14.52	20.25	22.22

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	1414.4	*	*	1423.1	*	*	1393.6	*	10	14	7
1	*	*	*	*	*	*	*	*	*	6	7	9
2	*	*	*	*	*	*	*	*	*	9	5	6
3	*	*	*	*	*	*	*	*	*	10	9	7
4	*	*	*	*	*	*	*	*	*	9	8	8
5	*	*	*	*	*	*	*	*	*	6	9	6
All Grades										50	52	43

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	14.29	*	*	28.57	*	*	35.71	*	*	21.43	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.00	13.46	18.60	42.00	51.92	44.19	42.00	28.85	27.91	4.00	5.77	9.30	50	52	43

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	7.14	*	*	42.86	*	*	28.57	*	*	21.43	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	21.15	27.91	44.00	55.77	39.53	32.00	17.31	18.60	4.00	5.77	13.95	50	52	43

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		14.29	*		21.43	*		35.71	*		28.57	*		14	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	8.00	11.54	9.30	40.00	32.69	41.86	46.00	48.08	44.19	6.00	7.69	4.65	50	52	43

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	28.57	*	*	50.00	*	*	21.43	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.00	34.62	25.58	62.00	57.69	58.14	6.00	7.69	16.28	50	52	43

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	0.00	*	*	78.57	*	*	21.43	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	25.00	27.91	70.00	67.31	55.81	10.00	7.69	16.28	50	52	43

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	14.29	*	*	64.29	*	*	21.43	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.00	7.69	13.95	80.00	75.00	74.42	10.00	17.31	11.63	50	52	43

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	28.57	*	*	35.71	*	*	35.71	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.00	30.77	18.60	58.00	59.62	69.77	6.00	9.62	11.63	50	52	43

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
596	70.6%	7.7%	1.5%
Total Number of Students enrolled in Rice Canyon Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	46	7.7%
Foster Youth	9	1.5%
Homeless	41	6.9%
Socioeconomically Disadvantaged	421	70.6%
Students with Disabilities	86	14.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	2.5%
American Indian	0	0.0%
Asian	16	2.7%
Filipino	11	1.8%
Hispanic	403	67.6%
Two or More Races	21	3.5%
Pacific Islander	1	0.2%
White	129	21.6%

Conclusions based on this data:

1. See Comprehensive Needs Assessment.

2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

School and Student Performance Data

Academic Performance English Language Arts

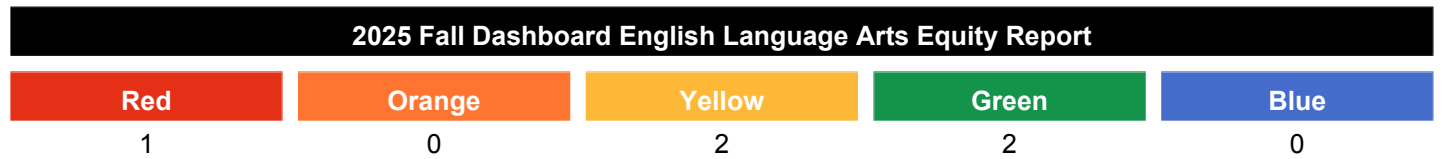
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 5.9 points above standard Increased 15.4 points 287 Students	English Learners  Yellow 10 points below standard Increased 18 points 31 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color 2.1 points below standard Increased 25.5 points 15 Students	Socioeconomically Disadvantaged  Yellow 6.6 points below standard Increased 13.8 points 205 Students

Students with Disabilities  Red 106.4 points below standard Declined 30.5 points 34 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Green 3.2 points below standard Increased 18.6 points 188 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 21.9 points above standard Increased 14.3 points 65 Students

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

School and Student Performance Data

Academic Performance Mathematics

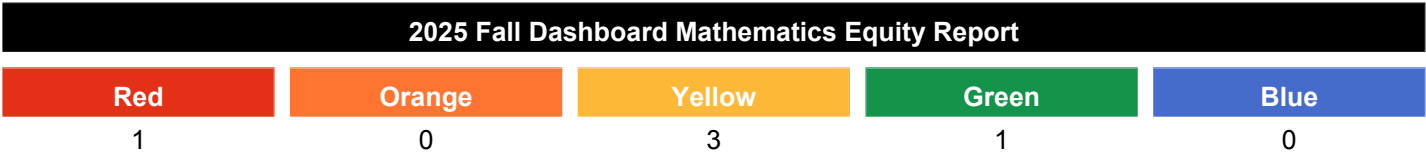
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 14.3 points below standard Maintained 2.5 points 288 Students	English Learners  Yellow 25.5 points below standard Increased 20.3 points 32 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color 24.5 points below standard Maintained 0.7 points 15 Students	Socioeconomically Disadvantaged  Yellow 24.6 points below standard Maintained 1 points 206 Students

Students with Disabilities  Red 122.2 points below standard Declined 62.2 points 34 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Yellow 22.8 points below standard Maintained 1.7 points 188 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 6.7 points above standard Increased 9 points 65 Students

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment..

School and Student Performance Data

Academic Performance Science

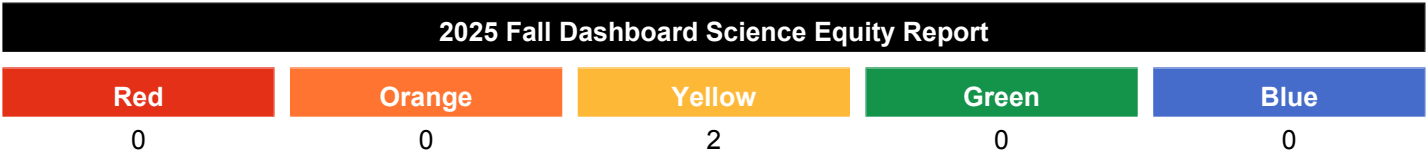
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 53.9 science points Maintained -1.5 points 102 Students	English Learners  No Performance Color 52.1 science points Increased 9.1 points 14 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Yellow 49.4 science points Declined 5.4 points 70 Students

Students with Disabilities  No Performance Color 30.4 science points Declined 14.3 points 13 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 51.2 science points Maintained -0.2 points 62 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 56.6 science points Declined 7.7 points 26 Students

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

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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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 No Performance Color
53.1 making progress.	making progress.
Number Students: 32 Students	Number Students: 0 Students

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.

2025 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
12.5%	34.4%	0%	53.1%

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

School and Student Performance Data

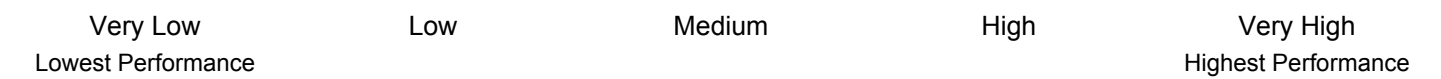
Academic Performance College/Career Report

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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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

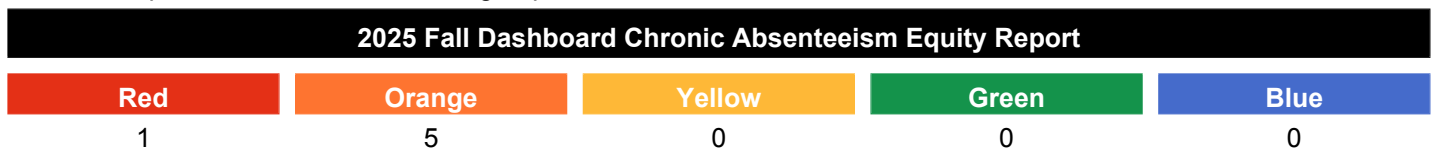
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Orange 21.3% Chronically Absent Declined 0.7 620 Students	English Learners  Orange 20.4% Chronically Absent Declined 2 49 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Homeless  Orange 22.9% Chronically Absent Declined 6 48 Students	Socioeconomically Disadvantaged  Red 26.5% Chronically Absent Maintained -0.2 445 Students

Students with Disabilities  Orange 36.8% Chronically Absent Declined 6.5 114 Students	African American  No Performance Color 44.4% Chronically Absent Increased 8.7 18 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 18.8% Chronically Absent Declined 9.8 16 Students	Filipino  No Performance Color 9.1% Chronically Absent Increased 0.8 11 Students	Hispanic  Orange 21.9% Chronically Absent Declined 1.5 420 Students
Two or More Races  No Performance Color 27.3% Chronically Absent Declined 6.1 22 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 15.9% Chronically Absent Increased 0.7 132 Students

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

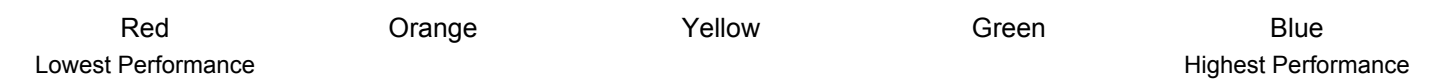
School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 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.

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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 students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

School and Student Performance Data

Conditions & Climate Suspension Rate

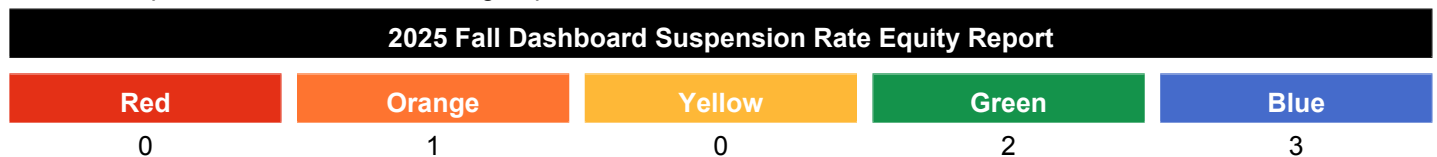
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.5% suspended at least one day Declined 0.3% 627 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 49 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Homeless  Orange 4.2% suspended at least one day Increased 3.3% 48 Students	Socioeconomically Disadvantaged  Green 0.7% suspended at least one day Declined 0.5% 449 Students

Students with Disabilities  Blue 0% suspended at least one day Maintained 0% 116 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 18 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 16 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 11 Students	Hispanic  Blue 0.5% suspended at least one day Maintained -0.2% 423 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 22 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 0.7% suspended at least one day Declined 0.6% 136 Students

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Scott Poncy	X				
Rocio Alaoui				X	
Lisa Boyer				X	
Amy Lynch				X	
Jessica Aguilar				X	
Elda Alvarez		X			
Courtney Mihali		X			
Terri Cicchelli		X			
Stephanie Carter			X		
Kylene Kulzer				X	
Numbers of members of each category:	1	4	1	4	

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Rice Canyon will provide opportunities where students will demonstrate academic excellence in the following areas: ELA, Math

Goal 1a.

Students with disabilities will move from -106.4 points below standard to -100.5 points below standard on the CAASPP (improve by 5.9 points) in ELA.

Goal 1b.

Students with disabilities will move from -122.2 points below standard to -117.2 points below standard on the CAASPP (improve by 5 points) in Math.

Goal 1c.

English Learner students making progress toward English Language proficiency will increase from 53.1% to 60% (improve by 6.9%) on the English Learner Progress Indicator (ELPI) with the CA State Dashboard.

Goal 1d.

Socioeconomically disadvantaged students will move from -6.6 points below standard to 3.4 points above standard on the CAASPP (improve by 10 points) in ELA.

Goal 1e.

Socioeconomically disadvantaged students will move from -24.6 points below standard to -14.6 points below standard on the CAASPP (improve by 10 points) in Math.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

ACADEMIC EXCELLENCE

LEUSD will create opportunities for promoting academic excellence for all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students with disabilities (SWD) continue to demonstrate growth on local assessments; however, they remain significantly below the performance levels of their general education peers. On the most recent CAASPP data, SWD students remain substantially below the Distance From Standard (DFS) benchmark in both English Language Arts and mathematics, indicating a continued need for targeted instructional support.

Local assessment data shows encouraging improvement. The most recent i-Ready Reading diagnostic indicates 140 students (45%) are now performing at or above early grade level, compared with significantly lower levels earlier in the year. Additionally, the number of students performing two or more grade levels below decreased to 47 students, showing meaningful progress in literacy development.

In mathematics, improvement is also evident. The most recent i-Ready Math diagnostic shows 106 students performing at or above early grade level, an increase from the beginning of the year, while the number of students performing two or more grade levels below grade level decreased from 135 students in the fall to 74 students most recently.

English Learner (EL) students have demonstrated progress toward English language proficiency on the Ca State Dashboard; however, the percentage of students making adequate progress toward proficiency remains below the district target. Continued focus on language development, vocabulary acquisition, and structured academic discourse will remain priorities to accelerate EL progress.

To address these needs, SWD and EL students will continue receiving services within their general education classrooms whenever appropriate. Push-in instructional support will remain a priority model for services in grades TK–3 for students with disabilities and TK–5 for English Learners, allowing students to access grade-level instruction while receiving targeted support.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students with Disabilities DFS/CAASPP/ELA	-106.4 DFS	SWD students will decrease DFS from -106.4 DFS to -95.0 DFS in ELA on the CAASPP as measured by the 2027 CA Dashboard.
Students with Disabilities DFS/CAASPP/Math	-122.2 DFS	SWD students will decrease DFS from -122.2 DFS to -110.0 DFS in math on the CAASPP as measured by the 2027 CA Dashboard.
English Learner Progress Indicator CA Dashboard	53.1% are making progress toward English Language Proficiency	EL students will show 53.1% to 60% progress toward English Language Proficiency as measured by the 2027 CA School Dashboard.
Socioeconomically disadvantaged students DFS/CAASPP/ELA	-6.6 DFS	Socioeconomically disadvantaged students will move from -6.6 DFS to 0 DFS in ELA on as measured by the 2027 CA Dashboard.
Socioeconomically disadvantaged students DFS/CAASPP/math	-24.6 DFS	Socioeconomically disadvantaged students will move from -24.6 DFS to -15.0 DFS in math on the CAASPP as measured by the 2027 CA Dashboard.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

1.1	Provide para-educator push-in classroom support to assist students identified through benchmark and common assessments, with a focus on Students with Disabilities (SWD), English Learners (EL), and Socioeconomically Disadvantaged students. Classified Extra Duty-28 wks X 3 days wk X 2 hrs a day X \$30 hr(approx) X 4 Paras = \$20,160 (\$1227.42 buffer for some weeks adding an extra day or extra person based on student need)	SWD, EL	21,387.42 Title I Part A: Allocation 2X40: Classified Extra Duty
1.2	Teachers and para-educators will offer after school tutoring support to students performing at the lowest levels academically including EL students, students with disabilities, and socially-economically disadvantaged students. Teachers - 75(15 hrs per grades 1-5) total hrs X \$88.23=\$6,617.25 Para Educators - 40 hrs X \$30=\$1,200 X 2 Aides=\$2,400	All	6617.25 Title I Part A: Allocation 1140: Certificated Extra Duty 2,400 Title I Part A: Allocation 2X40: Classified Extra Duty
1.3			

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall, the implementation of Goal 1 strategies at Rice Canyon Elementary has been consistent, targeted, and increasingly effective, resulting in measurable academic growth across reading and mathematics, particularly in reducing the number of students performing significantly below grade level.

Implementation Strengths:

Strategies aligned to Goal 1—including targeted small group instruction, intervention supports, data-driven PLC collaboration, and consistent use of i-Ready diagnostics and DIBELS—were implemented schoolwide with fidelity. Teachers regularly used diagnostic data to group students, monitor progress, and adjust instruction, while intervention systems provided additional support for students performing below grade level. The integration of foundational skill development (phonics, decoding, fluency) alongside standards-based instruction reflects a balanced and intentional approach to addressing diverse student needs.

Evidence of Effectiveness (Reading):

Reading data demonstrates clear improvement across multiple performance bands:

Students at Mid/Above Grade Level increased from 35 to 69 students, nearly doubling

Students two or more grade levels below decreased significantly (from 80 students combined to 47)

DIBELS data shows movement from “well below/below” into benchmark ranges, particularly in early literacy skills such as decoding and word reading

These gains indicate that early literacy strategies, intervention supports, and explicit instruction in foundational skills are producing positive outcomes, especially in primary grades.

Evidence of Effectiveness (Math):

Math data reflects similar trends of improvement, particularly in reducing the lowest-performing groups:

Students three or more grade levels below decreased from 35 to 14 students

Students at Early On/At Grade Level increased significantly (from 41 to 106 combined)

While the largest group of students remains one grade level below, the reduction in the most at-risk students demonstrates that intervention and targeted support strategies are effectively accelerating learning for students with the greatest needs.

Overall Effectiveness:

The strategies implemented under Goal 1 are producing positive and measurable outcomes, particularly in:

Reducing the number of students in the lowest performance bands

Increasing the number of students approaching or meeting grade-level expectations

Strengthening foundational literacy and math skills

At the same time, data indicates that a substantial portion of students remain one grade level below, suggesting that while interventions are effective at moving students out of the lowest levels, continued focus is needed to accelerate students to full grade-level proficiency.

Conclusion:

Overall, the implementation of Goal 1 strategies has been effective and impactful, demonstrating strong systems of instruction, intervention, and data use. Continued refinement—particularly in accelerating students from “below grade level” to “on grade level”—will further strengthen outcomes and ensure sustained progress toward full academic proficiency for all student groups.

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

Due to conflicting trainings Goals 1.2 data days for teachers were not able to be held leaving \$6,300.40 of \$6300.40 originally planned unused so our SSC agreed to move that money to Goal 1.1 to ensure we could continue to provide para-educators supporting our students throughout the year.

Every grade level has a para-educator to support student learning for two additional hours a day.

The SPED team met with all grade level PLC once a month (6 times a month).

Tutoring was available for EL and significantly below grade level math students twice a week from October to March.

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.

Due to district conflicting trainings data days for teachers we were not able to be held so we moved money to ensure we could continue to have para-educators supporting our students throughout the year.

PLC support has been moved to goal 3 for the 26/27 school year SPSA.

Para training has been moved to goal 3 for the 26/27 school year SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student / Family & Community Engagement.

At Rice Canyon Elementary School students and parents will be actively and positively engaged in the school community as evidenced by a decrease in 5% in chronic absenteeism as compared to last school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Student, Family and Community Engagement: LEUSD will enhance student well-being by improving student, family, and community engagement.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Chronic absenteeism continues to be a concern for RCE with all Students 21.3% chronically absent (ORANGE), English Learners 20.4% (ORANGE), Homeless Youth 22.9% (ORANGE), SED 26.5% (RED), SWD 36.8% (ORANGE), Hispanic 21.9% (ORANGE), White 15.9% (ORANGE).

Steps taken to address chronic absenteeism will include an attendance initiative created by administrators, teacher leaders, and the school attendance clerk. The initiative included an aggressive outreach effort in which parents were contacted prior to becoming chronically absent, several scheduled SART meetings, a "School is Cool" campaign, several incentives for improved attendance, class and student recognition at Friday Flag, flyers and information text sent to parents via parents regarding the outcomes for students with poor attendance. Teachers will address chronic absenteeism at Back to School and admin will hold information sessions for parents regarding attendance.

Rice Canyon Elementary hosts numerous family engagement events and maintains multiple communication platforms to keep families informed and connected to student learning. However, coordinating event logistics, maintaining consistent ParentSquare communication and conducting ongoing parent outreach requires dedicated support to ensure timely and effective communication with families. Additional classified support will strengthen school-family partnerships, increase participation in school activities, and improve consistent communication with all families.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism: All Students	21.3% chronically absent	18% chronically absent by June 2026
CA Dashboard - Chronic Absenteeism: Homeless	22.9% chronically absent	20% chronically absent by June 2026
CA Dashboard - Chronic Absenteeism: Students with Disabilities	36.8% chronically absent	30% chronically absent By June 2026
CA Dashboard - Chronic Absenteeism: EL Students	20.4% chronically absent	18% chronically absent by June 2026
CA Dashboard - Chronic Absenteeism: Socioeconomically Disadvantaged	26.5% chronically absent	20% chronically absent by June 2026

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide staff to support/coordinate and strengthen family and community engagement efforts throughout the school year. Support may include classified and certificated extra duty and occasional teacher release time to assist with organizing and implementing school events, managing Parent Square communication, conducting parent outreach and contact, updating the school website and communication platforms, supporting family participation in school programs and activities, etc. These added efforts will help ensure consistent communication with families, increased participation/attendance in school and school events, and stronger partnerships between the school and community, ultimately supporting student success and a positive school culture to encourage school attendance and reduce our chronic absentee problem in all subgroups as identified in the dashboard. Classified Parent Engagement program, planning, communication(174 Days X 3 hrs a Day X \$30 hr(approx) = \$15,660, Classified Parent Engagement w/ Specific Events-16 Events X 3 Para per X 1 hr each X \$30 hr(approx) = \$1,440 w/ additional Buffer for possible event time overage=\$1487 Certificated Parent Engagement during school 213.71 per Teacher 2 per event for total of 4 events = \$1,709.68(w/ 290.32 buffer if pull sped teacher cost goes up), and Certificated Extra duty for after school-4 Events X 2 Hrs per event X 76.18 per hr X 4 Teachers per event = \$2,437.76.	All	15659.80 Title I Part A: Allocation 2X40: Classified Extra Duty 2437.76 Title I Part A: Allocation 1140: Certificated Extra Duty 2000 Title I Part A: Allocation 1130: Certificated Sub 1487 Title I Part A: Parent Involvement 2X40: Classified Extra Duty
2.3			
2.4		All	
2.5		All	

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall, the implementation of Goal 2 strategies at Rice Canyon Elementary has been comprehensive and well-coordinated, focusing on improving student engagement, attendance, school climate, and family connection. These strategies have been implemented with consistency and have contributed to maintaining a positive school environment while showing areas of progress, particularly in attendance stabilization and student connectedness.

Implementation Strengths:

Goal 2 strategies—including attendance campaigns, family outreach, PBIS systems, SEL supports, and structured supervision—have been implemented schoolwide with strong alignment and staff buy-in. The school has maintained consistent communication through ParentSquare, direct outreach, and engagement events, while also reinforcing expectations through PBIS (ROAR), counseling supports, restorative practices, and structured supervision systems. Additionally, proactive monitoring of attendance and targeted follow-up with families has been a key component of implementation.

Evidence of Effectiveness (Attendance & Engagement):

Attendance data indicates overall stability and strong daily attendance rates:

The school maintains an overall 93.84% attendance rate, reflecting consistent student presence

School climate systems remain a strength:

Suspension rates remain very low

PBIS, SEL, and supervision systems contribute to a safe, structured, and positive learning environment, as outlined in the CSSP implementation

These outcomes indicate that strategies supporting behavior, safety, and engagement are being implemented effectively and are contributing to a stable and positive school climate.

Areas of Partial Effectiveness:

While overall attendance is strong, chronic absenteeism remains a key area of concern:

Chronic absenteeism remains Very High (21.3%) on the Dashboard, despite slight improvement

Additionally, subgroup data (e.g., English Learners and Students with Disabilities) indicates that attendance challenges persist disproportionately, suggesting that current strategies, while effective at a universal level, require more targeted and differentiated approaches.

Family engagement efforts have increased; however, data and site analysis indicate continued need for:

Stronger bilingual communication systems

Increased family understanding of attendance expectations and policies

Overall Effectiveness:

The strategies implemented under Goal 2 are effective in maintaining a safe, positive, and structured school climate, as evidenced by low suspension rates, strong PBIS implementation, and stable attendance rates. The school has successfully created an environment where students feel supported, supervised, and connected.

However, the effectiveness is moderate in fully addressing chronic absenteeism, as this remains the most significant gap. This indicates that while universal systems are strong, more targeted interventions are needed for specific student groups and families.

Conclusion:

Overall, Goal 2 strategies have been successfully implemented and are effective in promoting a positive school climate and maintaining strong daily attendance rates. Continued focus on targeted attendance interventions, enhanced family communication, and subgroup-specific supports will be critical to improving chronic absenteeism and strengthening overall student engagement outcomes.

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

No major differences to report.

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.

Due to the increase in Chronic Absentism in all groups, RCE will focus on chronic absenteeism in all groups but also target EL and SWD subgroups with an aggressive parent outreach initiative and an incentive program for 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 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Educational Environment

At Rice Canyon Elementary 100% of teachers will improve their professional practice in the areas of Professional Learning Communities. 100% of RCE teachers will participate implementation of common and benchmark assessments to monitor and increase student achievement, the adoption of a new math curriculum and frameworks, and 95% curriculum in the 2025-2026 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Educational Environment

LEUSD will ensure that all staff shall be equipped to provide an effective educational environment.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of site-based implementation data indicates a need to strengthen staff capacity in the effective use of Professional Learning Communities (PLCs) to support high-quality, data-driven instruction. Current PLC rubric ratings show inconsistent implementation across grade levels and teams, with Transitional Kindergarten and Kindergarten teams at a level 1 (foundational), grades 1 and 2 at a level 3 (developing), and grades 3 through 5 and the Special Education team at a level 2 (partial implementation). These results indicate that while some foundational PLC structures are in place, there is not yet a consistent, schoolwide system for collaborative planning, data analysis, and instructional response.

This variability in PLC implementation reflects a need for greater clarity, calibration, and accountability around PLC expectations and practices. Current data suggests that teams are at different stages in their ability to effectively analyze student data, develop common assessments, implement targeted instructional strategies, and monitor the impact of those strategies on student learning. As a result, the effectiveness of PLCs as a driver of instructional improvement is not yet fully realized across the school.

To address this identified need, Rice Canyon Elementary will focus on building collective teacher capacity through structured professional development, ongoing coaching, and the development of a site-based Guiding Coalition to support and sustain PLC practices. Emphasis will be placed on establishing consistent PLC protocols, strengthening the use of data cycles, aligning instruction to identified student needs, and ensuring that all teams engage in collaborative inquiry and actionable planning. Strengthening PLC implementation across all grade levels will create a more cohesive instructional system and support improved outcomes for all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PLC Rubric: Transitional Kindergarten 1-10	PLC rubric is a 1	TK PLC rubric will be a 2
PLC Rubric: Kindergarten 1-10	PLC rubric is a 1	Kinder PLC rubric will be a 2
PLC Rubric: First Grade 1-10	PLC rubric is a 3	PLC rubric will be a 4
PLC Rubric: Second Grade 1-10	PLC rubric is a 3	PLC rubric will be a 4

PLC Rubric: 3rd Grade 1-10	PLC rubric is a 2	PLC rubric will be a 3
PLC Rubric: 4th Grade 1-10	PLC rubric is a 2	PLC rubric will be a 3
PLC Rubric: 5th Grade 1-10	PLC rubric is a 2	PLC rubric will be a 3
PLC Rubric SPED Team 1-10	PLC rubric is a 2	PLC rubric will be a 3

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.2	Schools Guiding Coalition Team will attend PLC conference in Fall(7 Teachers & 1 Admin) (7 Cert Subs X 213.71 = \$1495.97) (8 People attending X 2000 approximate per person cost = \$16000)	All	1495.97 Title I Part A: Allocation 1130: Certificated Sub 16,000 Title I Part A: Allocation 5200: Conferences
3.3	Guiding Coalition will meet to develop the schools long term roadmap for the schools PLC program. They will develop data gathering tools, engage with community groups involved to gather data, analyze the data and propose actions steps to increase the schools PLC program effectiveness. (2 after school Days X 7 teachers X 76.18 pr hr X 1 hr per session=\$1066.52)	All	1,066.52 Title I Part A: Allocation 1140: Certificated Extra Duty
3.4	Para Educators Providing in-class literacy support will attend a 3 hour training (5 paras X \$30 pr hr (approx) X 3 hrs = \$450) to start the year offered during one of the first teacher work days. Additionally they will receive 2 after school opportunities to continue that training throughout the year(beginning and end). PD led and Provided by Coaches and district content specialists.(3 Cert. Coaches X 76.18 X 2=457.08) & (5 paras X \$30 Approx per hr X 2 Opportunities= 300)	All	750 Title I Part A: Allocation 2X40: Classified Extra Duty 457.08 Title I Part A: Allocation 1140: Certificated Extra Duty

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall, the implementation of Goal 3 strategies at Rice Canyon Elementary has been intentional and expansive, focusing on strengthening family engagement, staff collaboration, and organizational systems to support student success. These strategies have been implemented with increasing consistency and have positively impacted school culture, communication, and stakeholder involvement.

Implementation Strengths:

Goal 3 actions—including expanded family engagement opportunities, improved communication systems (ParentSquare, website updates), increased staff collaboration through PLCs, and additional supports such as extra duty

and release time—have been implemented across the school. The site has prioritized creating multiple access points for families to engage (events, communication platforms, outreach), while also strengthening internal systems that support alignment of instruction and planning.

Staff collaboration structures, including PLC planning and data discussions, have supported alignment of instructional practices and responsiveness to student needs. Additionally, the use of classified and certificated support roles to assist with communication, event coordination, and outreach has strengthened the school's ability to consistently engage families.

Evidence of Effectiveness (Family Engagement & Systems):

Schoolwide efforts have resulted in increased opportunities for parent participation and improved communication systems:

Expanded events, outreach efforts, and communication platforms have increased family access and visibility into school programs and expectations, as reflected in site initiatives and CSSP emphasis on family partnerships

Attendance data and engagement indicators suggest that families are connected to the school, contributing to:

A stable overall attendance rate, reflecting consistent student participation

Additionally, improved communication and collaboration systems have supported broader school outcomes, including positive school climate and academic progress, indicating that systems-level supports are contributing to overall effectiveness.

Areas of Partial Effectiveness:

While engagement opportunities have increased, data and site analysis indicate that participation is not yet consistent across all family groups:

English Learner families and some subgroups require more targeted outreach and clearer communication systems to ensure equitable access and understanding

Chronic absenteeism remains elevated, suggesting that family engagement strategies are not yet fully impacting attendance behaviors for all students

Additionally, while staff collaboration structures are in place, continued refinement is needed to ensure:

Consistent use of collaboration time for high-impact instructional planning

Alignment across grade levels and teams

Overall Effectiveness:

The strategies implemented under Goal 3 are effective in building systems for communication, collaboration, and engagement, resulting in increased opportunities for family involvement and stronger internal alignment among staff. These systems have contributed to a positive school culture and supported both academic and climate outcomes.

However, effectiveness is moderate in achieving full engagement across all families and maximizing the impact of collaboration structures, indicating the need for more targeted, strategic implementation moving forward.

Conclusion:

Overall, Goal 3 strategies have been successfully implemented and are building a strong foundation for family engagement and staff collaboration. Continued focus on targeted outreach to underrepresented families, strengthening bilingual communication, and refining collaboration practices will further enhance effectiveness and ensure all stakeholders are fully engaged in supporting student success.

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

No major differences.

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.

Teachers that worked with coaches this year report feeling more confident with reading instruction and data analysis. Teachers report that support provided by the coaches empowered them to accept new challenges with new curriculum and McRel teacher strategies thus improving their over instruction. All actions for goal 3 are district funded.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$71,758.80
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$71,758.80
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$70,271.80
Title I Part A: Parent Involvement	\$1,487.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$71,758.80

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 (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

Total of federal, state, and/or local funds for this school: \$71,758.80

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
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Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	70,271.80
Title I Part A: Parent Involvement	1,487.00

Expenditures by Budget Reference

Budget Reference	Amount
1130: Certificated Sub	3,495.97
1140: Certificated Extra Duty	10,578.61
2X40: Classified Extra Duty	41,684.22
5200: Conferences	16,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1130: Certificated Sub	Title I Part A: Allocation	3,495.97
1140: Certificated Extra Duty	Title I Part A: Allocation	10,578.61
2X40: Classified Extra Duty	Title I Part A: Allocation	40,197.22
5200: Conferences	Title I Part A: Allocation	16,000.00
2X40: Classified Extra Duty	Title I Part A: Parent Involvement	1,487.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	30,404.67
Goal 2	21,584.56
Goal 3	19,769.57

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:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from:	
State Compensatory Education Advisory Committee	
English Learner Advisory Committee	
Special Education Advisory Committee	
Other: School Site Council, ELAC, Staff, PTA	
[Enter name of consulted group or committee]	[Signature of authorized person]
Elda Alvarez - School Site Council	
Rachel Lambros- EL Coordinator	
Scott Poncy - Principal	
Courtney Mihali -SPED Representative	
Stephanie Carter - School Site Council Chair	

1. 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.
2. 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.
3. This SPSA was adopted by the SSC at a public meeting on:5/12/2026.

Attested:

Scott Poncy

Typed name of school principal

Signature of school principal

Date

Stephanie Carter

Typed name of SSC chairperson

Signature of SSC chairperson

Date

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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 *EC* 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.
- **Funding Sources:** List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

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

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023