School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John B. Riebli Charter Elementary	49 70805 6111066	1/11/21	Janaury 19, 2021

Purpose and Description

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

Targeted Support and Improvement

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Riebli Elementary Spring 2019 Parent Survey

125 parents took part in the survey.
Communication
Riebli Families value The Riebli Record, School Messagers, Class Dojo, Direct emails and calls from Teacher, and social media.

Comments:
There was an overall opinion that the school needs to pick a platform and have all teachers use the same application.
There is an overall opinion that upper-grade teachers need to communicate more often to parents about what is happening in the classroom.
There is an overall opinion that the teachers should all agree on what “timely response” means.

Curriculum:
The overall feeling from the parents was a high satisfaction rate for our extracurricular activities offered during the school day. All activities, but Music, scored above 90%, music can in at 82% satisfied. Overall, about 83% of our parents are satisfied with the math curriculum. This is an area for us to support for next year. There were several comments about math homework and parents struggling to support their student. The parents are were satisfied with the science and social studies curriculum, with a 90% satisfaction rate. Parents also commented that they would like to see a stronger PE program with a curriculum, not just NAA.

Health and Well Being
Parents were asked about the school’s effort in improving students’ physical and mental health. 88% of the parents are satisfied with the school’s response to physical health. They would like a more structured PE program (see above), reminders about hand washing for students, and healthy eating lessons. 80% of the parents were satisfied with the school’s efforts to improve students’ mental health. Parents would like more information about mindfulness and toolbox.

Campus Safety and Environment

Over 90% of the parents feel that Riebli provides a safe place for students to learn and to use mistakes as an opportunity for growth, has clear expectations for student behavior, that their child has a clear understanding of student behavior, that they have staff they feel comfortable approaching with questions or concerns, teachers/office/principal respond to questions/concerns in a satisfactory time frame, and their students is happy about coming to school

In general, parents and students feel that Riebli is a safe place for students to come, at over 90% satisfaction rating. 85% of the students know what adults to go to if they are having a peer conflict. About 80% of the parents feel the school building are clean and the grounds are well maintained.

The comments show that an area to improve in the yard supervisors. They feel more training and compassion is needed. Parents would like more updates about student progress from the teachers besides the report cards. In regards to the facilities, the bathrooms are the number one concern. Parents feel they are clean, but need to be updated. The next item the parents would like addressed is the multipurpose room floor. They would like it updated as well. Parents are very happy about the fence being installed. Some commented about the concern that the fence is only 4 feet tall.

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Students then participate in Dynamic Indicators of Basic English Literacy Skills (DIBELS) and Star Testing through Renaissance Learning.
In mathematics, teachers use the Math Expressions program and monitor student progress with unit exams and close monitoring of student progress in computation. A next step in professional development will be using formative assessments in the Expressions program to determine student need and make instructional next steps.

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

These results are triangulated to determine Blended Services. Students, who perform below grade level in reading, participate in progress monitoring to identify areas of struggle. During cooperation days teachers review results and make instructional decisions.
We also will be using the curriculum-based assessments provided by the ELA and Math Curriculum.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The school/district makes every effort to staff all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).

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

John B. Riebli teachers attended professional development throughout the school year. The focus of professional development this year is providing training and support with the new ELA adoption. Teachers received 1 full day of professional development in the new curricula in August and ongoing professional development during DIrstrict Collaboration days as well as 1/2 day release. Teachers will also receive math training on an ongoing basis with support from the County office of Education.

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

Professional development is focused on improving the performance of all our learners in ELA and Math. An additional area of staff development, in alignment with the District Strategic Plan, is a focus on Social Emotional Learning. Staff has received training in BEST (Building Effective Schools Together) and Toolbox.

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

All first and second year teachers receive a Mentor/coach and participate in NCSOE. The district also has a TOSA for Project based learning support in the classroom.

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

Teachers have 24 collaboration afternoons a year to work with grade a like colleagues.

Teaching and Learning

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

Our school uses state adopted materials for Mathematics and Language Arts at all grade levels. These materials are aligned with the state standards. The McGraw Hill Wonders curriculum is being used in grades K-5. The McGraw Hill Study Sync curriculum is being used in 6th grade. The School Board adopted these curriculums in the Spring 2019. Teachers received training on the curriculum in August and is scheduled to continue throughout the school year. Math Expressions is used in grades K-6. Teachers are participating in lesson study and continuous math professional development.

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

The school complies with and monitors daily implementation of instructional time for the current SBE-adopted, standards-based, basic core programs for RLA/ELD and Mathematics. This time is given priority and protected from interruptions.

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

The school used curriculum based pacing guides provided by the publishers. The the co-op process, teachers monitor and assess student mastery of the Common Core Staate Standards and adjust the lesson pacing accordingly.

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

Teachers teach to common core standards using the newly adopted math and ELA curriculum materials. English learners benefit from the use of the ELD materials within the adopted curriculum. Students performing below grade level are instructed using the interventions within the ELA program along with SIPPS curriculum.

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

The school/district fully implements the current State Board of Education (SBE)-adopted, CCSS standards-based, basic core instructional programs and materials in Reading/Language Arts/ English Language Developement (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student to meet state standards.

Opportunity and Equal Educational Access

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

Each teacher is responsible for teaching English Language Development and assisting those students to access to the core curriculum. Their specialized training (CLAD, SB 1969 or AB 395) has prepared them to customize instruction for students with various levels of English proficiency.

During the instructional day, students participate in Blended Instruction where they are divided by English Language Arts and mathematics levels and placed into groups for intervention.

Staff has embraced the Response to Intervention (RTI) model where students receive Tier I support from the classroom teacher and/or an instructional assistant. If there are further academic concerns, the student will receive Tier II & III support. This decision is made through the SST process.

Three times a year, staff participates in cooperation days where teachers are released to look at student progress.

Evidence-based educational practices to raise student achievement

The school fully implements research-based instructional strategies for student improvement. Strategies include:
1. Professional Learning Communities- Co-ops
2. Frequent Common Formative Assessments (CFA)
3. Analyzing data from CAASPP results, Benchmarks, CFAs, and others.
4. Use of research based teaching strategies from Tonya Ward Singer Trainings.
5. Using Student Engagement Trategies
6. Standards Based instructions
7. Blended interventions.

Parental Engagement

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

John B. Riebli School has exceptional parent and community participation. Parent volunteers are welcomed and encouraged to be a part of the Riebli community. They are active in classrooms, serving on School Site Council, English Language Learner's Advisory Committee (ELAC) and as PTA general and board members. They volunteer in the library, computer lab, with Student Council, for academic support, and after school sports. We highly value the time and commitment from parents at Riebli. On a daily basis, classes will consistently have two or three parents running small group activities and helping us with clerical tasks. Parents make field trips possible, allowing classrooms to visit local and Bay Area locations.

The Riebli School PTA is an active group of parents that organize school events, fundraisers, and coordinate additional instructional programs. An example of a school event is our annual Fall Walk-a-Thon. This special community event is well attended by parents, provides a fitness focused morning of walking, while also earning funds through individual and business sponsorship. The funds from this event and others provides additional programs, such as weekly PE and fitness classes, Zumba, science in the garden, art docent, assemblies and special events. Opportunities to be involved can be found at www.rieblipta.org. The Mark West Education Foundation supports Music and Arts, funding a portion of the music program K-8th and supports the Art Docent programs at each site. More information is available at www.mwef.org.

The business community of Larkfield regularly supports the school community through donations to fundraisers and special programs. Recent local scholarships have funded curriculum for our Reading Intervention library, and have supported leadership projects of the student council. Business-school partnerships are vital to 21st century education and preparing all students to find their potential for college and careers.

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

Our SPSA is reviewed at Staff meetings and at school site council annually. Our site council is made up of equal number of school staff and parents.

Funding

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

The LEA and SSC collaborate to develop a list of priority programs/activities focusing on student achievement. Parent surveys are done to get more input. As funding becomes available, the LEA and SSC will refer to the list to determine allocation. The district makes expenditures in accordance with the LCAP and LCFF.

Fiscal support (EPC)

The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the LCAP and the SPSA. The district and school has created a funding plan with ensures that resources are utilized effectively in accordance with the legal intent of the programs (s) to support student in accomplishing academic standards.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA is presented to the Site council in January. It is also shared out in our School newsletter in January.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	1.10%	0.9%	0.47%	5	4	2
African American	%	0.23%	0.23%		1	1
Asian	1.10%	2.26%	2.09%	5	10	9
Filipino	0.88%	0.68%	0.7%	4	3	3
Hispanic/Latino	16.92%	18.78%	19.53%	77	83	84
Pacific Islander	0.88%	1.13%	1.16%	4	5	5
White	73.63%	71.72%	72.56%	335	317	312
Two or More Responses	%	%	0.23%			13
Not Reported	%	0.23%	3.02%		1	1
			Total Enrollment	455	442	430

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	66	69	56
Grade 1	66	59	68
Grade 2	64	60	59
Grade3	65	64	60
Grade 4	75	58	61
Grade 5	68	77	56
Grade 6	51	55	70
Total Enrollment	455	442	430

Conclusions based on this data:

1. Enrollment decreased due to attrition to out of district middle school that has a 6th grade.
2. Enrollment decreased due to a large class matriculating out of the school.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	37	29	28	8.1%	6.6%	6.5%
Fluent English Proficient (FEP)	5	11	12	1.1%	2.5%	2.8%
Reclassified Fluent English Proficient (RFEP)		4	7	0	10.8%	24.1%

Conclusions based on this data:

1. Our Reclassification numbers are increasing.
2. Our EL numbers have been steady for the past 2 years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	83	62	64	81	62	64	81	62	64	97.6	100	100
Grade 4	70	71	54	69	70	54	69	70	54	98.6	98.6	100
Grade 5	57	67	75	57	66	74	57	66	74	100	98.5	98.7
Grade 6	70	50	58	69	50	56	69	50	56	98.6	100	96.6
All	280	250	251	276	248	248	276	248	248	98.6	99.2	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2423.	2415.	2387.	17.28	25.81	12.50	30.86	16.13	18.75	28.40	30.65	32.81	23.46	27.42	35.94
Grade 4	2448.	2462.	2479.	17.39	24.29	24.07	18.84	21.43	31.48	28.99	28.57	18.52	34.78	25.71	25.93
Grade 5	2478.	2493.	2457.	10.53	18.18	8.11	33.33	28.79	25.68	28.07	21.21	21.62	28.07	31.82	44.59
Grade 6	2537.	2522.	2533.	10.14	6.00	12.50	44.93	48.00	44.64	36.23	26.00	28.57	8.70	20.00	14.29
All Grades	N/A	N/A	N/A	14.13	19.35	13.71	31.88	27.42	29.44	30.43	26.61	25.40	23.55	26.61	31.45

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.75	24.19	15.63	49.38	46.77	46.88	30.86	29.03	37.50
Grade 4	13.04	24.29	25.93	55.07	61.43	50.00	31.88	14.29	24.07
Grade 5	10.53	27.27	17.57	73.68	40.91	44.59	15.79	31.82	37.84
Grade 6	24.64	20.00	14.29	52.17	52.00	55.36	23.19	28.00	30.36
All Grades	17.39	24.19	18.15	56.52	50.40	48.79	26.09	25.40	33.06

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.05	19.35	7.81	58.02	45.16	53.13	25.93	35.48	39.06
Grade 4	13.04	15.71	18.52	59.42	45.71	61.11	27.54	38.57	20.37
Grade 5	24.56	18.18	10.81	45.61	50.00	48.65	29.82	31.82	40.54
Grade 6	23.19	16.00	21.43	65.22	56.00	58.93	11.59	28.00	19.64
All Grades	18.84	17.34	14.11	57.61	48.79	54.84	23.55	33.87	31.05

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.93	19.35	10.94	60.49	58.06	70.31	13.58	22.58	18.75
Grade 4	10.14	12.86	22.22	69.57	75.71	75.93	20.29	11.43	1.85
Grade 5	7.02	13.64	6.76	70.18	63.64	74.32	22.81	22.73	18.92
Grade 6	14.49	8.00	16.07	78.26	84.00	78.57	7.25	8.00	5.36
All Grades	15.22	13.71	13.31	69.20	69.76	74.60	15.58	16.53	12.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.22	22.58	10.94	53.09	48.39	46.88	24.69	29.03	42.19
Grade 4	17.39	18.57	22.22	55.07	58.57	59.26	27.54	22.86	18.52
Grade 5	8.77	27.27	13.51	57.89	50.00	37.84	33.33	22.73	48.65
Grade 6	17.39	28.00	28.57	68.12	56.00	53.57	14.49	16.00	17.86
All Grades	17.03	23.79	18.15	58.33	53.23	48.39	24.64	22.98	33.47

Conclusions based on this data:

1. The school's focus on Listening last year showed an increase in student performance by 4% in this target area.
2. All grade levels need to focus on Writing improvements.
3. Target professional development in Math practices and instruction is needed.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	83	62	64	81	62	64	81	62	64	97.6	100	100
Grade 4	70	71	54	69	70	54	69	70	54	98.6	98.6	100
Grade 5	57	67	75	57	66	74	57	66	74	100	98.5	98.7
Grade 6	70	50	58	69	50	57	69	50	57	98.6	100	98.3
All	280	250	251	276	248	249	276	248	249	98.6	99.2	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2440.	2432.	2413.	19.75	14.52	12.50	32.10	37.10	25.00	29.63	29.03	31.25	18.52	19.35	31.25
Grade 4	2475.	2473.	2483.	17.39	10.00	16.67	24.64	30.00	29.63	44.93	45.71	46.30	13.04	14.29	7.41
Grade 5	2502.	2503.	2471.	8.77	18.18	9.46	31.58	12.12	17.57	33.33	39.39	28.38	26.32	30.30	44.59
Grade 6	2549.	2534.	2532.	20.29	18.00	14.04	28.99	22.00	26.32	36.23	38.00	42.11	14.49	22.00	17.54
All Grades	N/A	N/A	N/A	17.03	14.92	12.85	29.35	25.40	24.10	35.87	38.31	36.14	17.75	21.37	26.91

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.57	30.65	21.88	38.27	43.55	48.44	27.16	25.81	29.69
Grade 4	26.09	21.43	22.22	36.23	48.57	55.56	37.68	30.00	22.22
Grade 5	17.54	21.21	18.92	52.63	28.79	25.68	29.82	50.00	55.41
Grade 6	28.99	28.00	24.56	49.28	44.00	52.63	21.74	28.00	22.81
All Grades	27.54	25.00	21.69	43.48	41.13	44.18	28.99	33.87	34.14

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.46	17.74	17.19	53.09	64.52	50.00	23.46	17.74	32.81
Grade 4	27.54	22.86	24.07	47.83	61.43	57.41	24.64	15.71	18.52
Grade 5	14.04	18.18	10.81	50.88	54.55	40.54	35.09	27.27	48.65
Grade 6	21.74	14.00	14.04	55.07	60.00	61.40	23.19	26.00	24.56
All Grades	22.10	18.55	16.06	51.81	60.08	51.41	26.09	21.37	32.53

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.16	29.03	18.75	49.38	50.00	43.75	23.46	20.97	37.50
Grade 4	20.29	14.29	25.93	52.17	54.29	44.44	27.54	31.43	29.63
Grade 5	14.04	16.67	4.05	54.39	63.64	50.00	31.58	19.70	45.95
Grade 6	24.64	18.00	15.79	50.72	54.00	54.39	24.64	28.00	29.82
All Grades	22.10	19.35	15.26	51.45	55.65	48.19	26.45	25.00	36.55

Conclusions based on this data:

1. All grade levels need to focus on Math instruction.
2. All grade levels need to focus on Communicating Reasoning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	4
Grade 1	*	*	*	*	*	*	*	5
Grade 2	*	*	*	*	*	*	*	4
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*
All Grades							29	22

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1	*	*		*	*	*		*	*	*
2	*	*	*	*	*	*		*	*	*
3		*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
6		*	*	*	*	*		*	*	*
All Grades	37.93	4.55	37.93	31.82	*	63.64	*	0.00	29	22

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
1	*	*		*		*	*	*	*	*
2	*	*		*	*	*		*	*	*
3		*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
6	*	*	*	*		*		*	*	*
All Grades	55.17	4.55	*	54.55	*	40.91	*	0.00	29	22

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*	*
2	*	*	*	*	*	*		*	*	*
3		*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*
5	*	*	*	*	*	*		*	*	*
6		*		*	*	*	*	*	*	*
All Grades	*	4.55	*	31.82	*	54.55	*	9.09	29	22

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	58.62	22.73	37.93	68.18	*	9.09	29	22

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
All Grades	51.72	13.64	41.38	72.73	*	13.64	29	22

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
All Grades	*	0.00	51.72	86.36	*	13.64	29	22

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	*	27.27	55.17	68.18	*	4.55	29	22

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
442	**21.3**	**6.6**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	29	6.6
Homeless	6	1.4
Socioeconomically Disadvantaged	94	21.3
Students with Disabilities	35	7.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2
American Indian	4	0.9
Asian	10	2.3
Filipino	3	0.7
Hispanic	83	18.8
Two or More Races	18	4.1
Pacific Islander	5	1.1
White	317	71.7

Conclusions based on this data:

1. For the 2017-18 school year, the numbers were affected by the Tubbs Fire. Our SED numbers have dropped significantly in 2018-19.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We are targeting absentessism to increase engagement and academics.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
22.3 points below standard	56 points below standard	0 Students
Declined -12.4 points	Increased ++8.4 points	
241	21	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	48 points below standard	115 points below standard
4	Declined Significantly -27 points	Declined -10.1 points
	65	18

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
	3	5	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
46.4 points below standard	34.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	21.3 points below standard
Maintained ++0.6 points	Increased Significantly ++18.9 points	3	Declined Significantly -16.5 points
42	13		174

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	2.8 points below standard	19.1 points below standard
10	Increased ++13.5 points	Declined Significantly -15.6 points
	11	219

Conclusions based on this data:

1. Instructional time was lost in 2019-20 due to the Kincade Fire.
2. Our RFEP Language arts students increased.
3. Our SES students significantly decreased.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	
26.6 points below standard	71.8 points below standard	
Declined -13.4 points	Declined -4 points	
242	21	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	55.7 points below standard	137.1 points below standard
4	Declined Significantly -26.1 points	Declined Significantly -38.8 points
	65	18

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	No Performance Color	No Performance Color	No Performance Color
	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
	3	5	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
49.8 points below standard	3.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	23.5 points below standard
Maintained ++0.8 points	Declined -4 points	3	Declined Significantly -16.3 points
42	13		175

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	38.1 points below standard	22.4 points below standard
10	Maintained ++1.4 points	Declined Significantly -15.5 points
	11	220

Conclusions based on this data:

1. Hispanic students maintained while all others decrease.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
22.2 making progress towards English language proficiency
Number of EL Students: 18
Performance Level: VeryLow

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.

2019 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
33.3	44.4	5.5	16.6

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
7.8	0	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.4	Declined -10	0
449	29	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	14	23.3
4	Increased +1.4	Increased +3.7
	107	43

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0	4	10	3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
10.3	0	Less than 11 Students - Data Not Displayed for Privacy	7.8
Declined -3.9	Declined -7.4	5	Increased +1.6
87	19		321

Conclusions based on this data:

1. SES and students with disabilites had an increase in attendance.
2. Overall, white students had an increase in attendance.
3. Our focus is on hispanic and EL students.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	0	0	0

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
4	6.7	Less than 11 Students - Data Not
Increased +1.4	Increased +3.4	1
454	30	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not	5.4	6.8
6	Increased +2	Increased +4.4
	112	44

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 1	Less than 11 Students - Data 4	Less than 11 Students - Data 10	Less than 11 Students - Data 3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
4.5	10.5	Less than 11 Students - Data 5	3.4
Increased +2	Increased +6.8		Increased +1
88	19		324

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.6	4

Conclusions based on this data:

1. All subgroups had an increase in suspensions. However, the suspension rate only went up 1.4%, from 11 to 18 students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Acheivement ELA

LEA/LCAP Goal

Pupil Outcome

Goal 1

All students (including English Learners [ELs] and Socio-Economically Disadvantaged Students [SES]) will demonstrate a 3% overall growth on the Smarter Balanced Assessments in English Language Arts. (PUPIL OUTCOMES)

Identified Need

Based on the 2019 SBAC assessment data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Sustainable Class Sizes

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF •District to fiscally maintain balanced budget, & maintain appropriately staffed classrooms

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Instructional Aide support in all classes.

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

Amount(s)	Source(s)
80,904	LCFF - Supplemental Dedicated instructional aide for all Kindergarten through 6th grade classrooms, budgeted for 1 hour per classroom.

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement Inquiry Based Instruction, Professional Collaboration of Achievement Study to increase English language arts achievement for all students

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

Amount(s)	Source(s)
	LCFF Best first, classroom instruction (Highly qualified teachers, supported through curriculum, additional support personnel and resources, focused teacher professional development, Project Based Learning, “Being there” field trip experiences)
35,102	LCFF Project Based Learning and innovative technology as a basis for Riebli Charter School

	instructional model. Site Day Discussion and agreement by staff and grade level teams for common instructional themes, with regular reporting and sharing successes among staff and stakeholders.
1500	Parent-Teacher Association (PTA) Extra-curricular programs supported by stakeholder fundraising and coordination: Mystery Science
	Foundation Extra-curricular programs supported by stakeholder fundraising and coordination Music and Art Docent.
11,045	LCFF Extra-curricular programs supported by stakeholder fundraising and coordination: GATE
4,500	Parent Teacher Association/Parent Faculty Club (PTA/PFC) Extra-curricular programs supported by stakeholder fundraising and coordination of our School wide reading (One book, one school)
16,082	Site Formula Funds Purchase of supplemental instructional materials.
	Parent-Teacher Association (PTA) Extra-curricular programs supported by stakeholder fundraising and coordination: Mystery Science
	None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Targeted students who are EL or underperforming.

Strategy/Activity

Blended services provided for students performing one standard deviation below grade level in reading.

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

Amount(s)	Source(s)
10,048	Title II Part A: Improving Teacher Quality •Consistent Implementation and use of achievement data to guide instructional decisions for classroom instruction & implement Blended Services groupings targeted to mathematics.
18,594	LCFF Library Para Educator to conduct 30-minute weekly library sessions to promote literacy and improved reading
	None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will review CAASPP, DIBELS, STAR and other assessment 3 times a year. After reviewing, teachers and administration will refer students with needs to intervention services including Blended, SST, Counseling, etc.

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

Amount(s)	Source(s)
1,000	Lottery: Instructional Materials
	Site Formula Funds Student Study Team Process (SST) to provide team monitoring and strategic planning of interventions for students identified as struggling academically or socially. Funds noted above (SITE funds)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implement Inquiry Based Instruction, Professional Collaboration of Achievement Study to increase Acquisition of English for English Learners

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF CLAD certificated teachers (Cultural and Language)
17,947	Title III Bilingual Instructional Assistant & Liaison
5,000	Site Formula Funds Professional Development. and ongoing collaborative practice w/ current curriculum, w/ peer observations/collaboration
	LCFF Identify and schedule leveled ELD sessions for all students ELPAC level “B, EI, and I”
	LCFF EL students still at Intermediate, in 4th-6th, will receive of a “double dose” of targeted services 4x week, to increase acquisition of English with a focus on academic vocabulary and writing

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implement Technology Plans to increase teacher and student skills in using “tools” and online resources to increase student achievement of Common Core Standards and to be prepared for global citizenship and achievement

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

Amount(s)	Source(s)
	LCFF Part time ---- Para Educator Tech specialist for 30 minute weekly computer lab sessions for 3rd-6th student learning of technology skills, programs, and academic achievement
5,000	Site Formula Funds PD for developing teacher knowledge and use of current technology resources and development of students' use of technology and achievement of Common Core standards
	Common Core Technology enhancement through updated classroom and lab available resources

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

There is no data due to the COVID-19 closure.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate

LEA/LCAP Goal

School Climate

Goal 2

All students will be educated in a safe and healthy learning environment. (SCHOOL CLIMATE)

Identified Need

The School Site Council will act as a school safety planning committee:

February-April: SSC will meet and identify major safety issues and review current practices in Comprehensive Safe School Plan and make recommendations
The following Surveys will be given and results reviewed by staff and SSC:

California Healthy Kids Survey (CHKS)

Spring Stakeholder Survey of students, staff, parents, and community. Spring survey was not sent out in spring of 2020 due to school closure/distance learning beginning in March 2020. SSC will develop a survey to send in Spring, 2021, to assess social emotional well being of students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The School Site Council will act as a school safety planning committee

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	• Fall: SSC meets to review and update current practices in Comprehensive Safe School Plan • Fall: SSC meets to review District School Wellness Plan • January: Admin takes revised Safe School Plan to School Board for approval

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide Enrichment & Choice to enhance individual learner abilities and motivation, AND to build positive school culture

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

Amount(s)	Source(s)
	LCFF In-Class lesson best first instruction with focus on Project Based Instruction, innovative technology, and development of integrated instruction and enrichment as part of regular program
	Foundation Provide Music and Art Docent programs

4,000	Parent-Teacher Association (PTA) Hire or recruit Specialized teachers and volunteers ~PE Fitness
	None Specified
	None Specified
	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School Wellness for supporting students to make healthy life choices

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

Amount(s)	Source(s)
15,658	LCFF - Supplemental • Site Council will support a school wellness as part of the site and Comprehensive Safe School Plan • A school nurse reviews all student records to keep school personnel informed of health and diet issues of individual students and supports vision and hearing screening. • Students in grades 4th-6th will receive age appropriate health information

	through classroom lessons, assemblies and presenters • Teachers support Cardinal Newman high school students with community senior projects, involving nutritional choices and fitness programs.
70,368	LCFF - Supplemental A part time counselor working in connection with counseling interns will assist students who have counseling needs
	• PTA supports Fitness through funding of PE opportunities for all students at Riebli School. Funding noted above for PE

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Communication home

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

Amount(s)	Source(s)
	None Specified • Communicate school events, meetings, and announcements through “school messenger”, weekly newsletters, classroom notices home & Parent Handbook. • Collaboration and participation with PTA and MW Ed Foundation

	• Update school website and calendar • Accessibility of administration and staff through phone, email, and conferencing

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement a Nurturing, Inclusive Culture

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

Amount(s)	Source(s)
	• Implementation of BEST school-wide program, Second Step & Bully Prevention curriculum, character development, and Toolbox coping strategies • Collaboration time for staff for consistent follow through of agreements on implementation of character Education and Curriculum • Focus on emotional growth, empathy, intrinsic motivation • Support modeling and teaching Lifeskill Academic words through classroom activities and lessons, , and regular recognition of student demonstration of BEST overarching guides (Being Safe, Respectful, and Responsible) and using all Lifeskills.

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Equitable & fair Discipline Plan

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	• Agreements & implementation on fair, equitable, consistent, and respectful School Wide Discipline Practices • Support strong attendance through recognition and truancy process as needed. • Develop contracts for patterns of behavior as needed

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Celebration Events

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	• Friday community gatherings promote school spirit and pride, acknowledge and appreciate student successes, and build a school community.

	• Collaborate with PTA on school activities/events

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Due to the COVID-19 closure and move to Distance Learning, we were not able to send out our typical parent survey. The district did send out a parent survey to receive feedback about the distance learning program. This feedback was used to reiterate Distance learning for Fall 2020.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Acheivement Math

LEA/LCAP Goal

Pupil Outcome

Goal 3

All students (including English Learners (ELs) and Socio-Economically Disadvantaged Students (SES) will demonstrate a 3% overall growth on the Smarter Balanced Assessments in Mathematics. (Pupil Outcomes)

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will review CAASPP results, formative assessment data from Math Expressions and other classroom assessments

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title II Part A: Improving Teacher Quality Accountability System of inquiry based instructional planning. Teachers of same grade level using common assessments to drive

	instruction and intervention, a structure of periodically monitoring student and program success, reflection and analysis of student achievement, adjustments to instructional program plans.- co-op meetings Title II funds noted in Goal #1
	Site Formula Funds Student Study Team Process (SST) to provide team monitoring and strategic planning of interventions for students identified as struggling academically or socially. All SITE funds noted in Goal #2, $16,082 for all site designated programs
	Riebli staff to agree to and implement regularly and consistently, math assessments in the new program, for common assessments.
	Math achievement monitoring of student achievement through the use of the online benchmark exams

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implement Inquiry Based Instruction to increase math achievement for students performing below grade level

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified
	Site Formula Funds

	Purchase of supplemental instructional materials. Included in Goal #1
	None Specified
	None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

No data is available due to the COVID-19 closure.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Acheivement ELA

LEA/LCAP Goal

Pupil Outcome

Goal 4

85% of students in grade K will achieve a 3-4 DRA level by June 2021, the remaining 15% will achieve a level 2 DRA. 52% of students in grade 1 will achieve a DRA level 18 or above by June 2021, 27% will achieve a DRA level 16, the remaining 21% will achieve a level 8-10. 75 % of students in grades 2,3 will achieve grade level reading as measured by AR STAR by June 2021. The remaining 25% will have demonstrated one year growth as measured by AR STAR. We were unable to collect end of year data due to the closure of school for Covid-19.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

All K-3 students will participate in assessments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will review data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title II Part A: Improving Teacher Quality Accountability System of inquiry based instructional planning. Teachers of same grade level using common assessments to drive instruction and intervention, a structure of periodically monitoring student and program success, reflection and analysis of student achievement, adjustments to instructional program plans.- co-op meetings

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

No data was collected dur to closure.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$296,748.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title II Part A: Improving Teacher Quality	$10,048.00
Title III	$17,947.00

Subtotal of additional federal funds included for this school: $27,995.00

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

State or Local Programs	Allocation ($)
LCFF	$64,741.00
LCFF - Supplemental	$166,930.00
Lottery: Instructional Materials	$1,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC)	$4,500.00
Parent-Teacher Association (PTA)	$5,500.00
Site Formula Funds	$26,082.00

Subtotal of state or local funds included for this school: $268,753.00

Total of federal, state, and/or local funds for this school: $296,748.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF	64,741.00
LCFF - Supplemental	166,930.00
Lottery: Instructional Materials	1,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC)	4,500.00
Parent-Teacher Association (PTA)	5,500.00
Site Formula Funds	26,082.00
Title II Part A: Improving Teacher Quality	10,048.00
Title III	17,947.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	64,741.00
	LCFF - Supplemental	166,930.00
	Lottery: Instructional Materials	1,000.00
	Parent Teacher Association/Parent Faculty Club (PTA/PFC)	4,500.00
	Parent-Teacher Association (PTA)	5,500.00
	Site Formula Funds	26,082.00

	Title II Part A: Improving Teacher Quality	10,048.00
	Title III	17,947.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	206,722.00
Goal 2	90,026.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Emily Todd	Principal
Carissa Arnold	Parent or Community Member
Lali Ochoa	Parent or Community Member
Kelly Sansone	Other School Staff Parent or Community Member
Vacant	Classroom Teacher Parent or Community Member
Andrea Farrell, 4/5th grade	Classroom Teacher
Chloe Brewer, 1st grade	Classroom Teacher
Lisa Ryan, TOSA	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	District/School Liaison Team for schools in Program Improvement

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Emily Todd on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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