School Year: **2022-23**

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	2/8/23	3/7/23

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).

For the 2022-23 school year, the Mark West Union School will be participating in the Youth Truth Survey. Students in grades 3-6, parents and staff will be surveyed in the following areas:
Strengths & Weaknesses
Engagement
Relationships
Culture
Academic Challenge
Instructional Methods
Belonging
Bullying Questions
Project-Based Learning
Emotional and Mental Health
Demographics

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 Math talks, UDL, and PBIS. Teachers received 1 full day of professional development in the new curricula in August and ongoing professional development during District Collaboration days as well as 1/2 day release.

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 science of reading, math talks and PBIS.

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.

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 Spring 2019. New Teachers received training on the curriculum in August as part of their onboarding to the district.. 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. Using Student Engagement Strategies
5. Standards Based instructions
6. 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, and computer lab, with Student Council, for academic support, and after-school sports. We highly value the time and commitment of 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, and provides a fitness-focused morning of walking, while also earning funds through individual and business sponsorship. The funds from this event and others provide additional programs, such as weekly PE and fitness classes, STEM, 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 the 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 school site council annually. Our site council is made up of equal number of school staff and parents.

<u>Funding</u>

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.

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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.47%	0.3%	0.55%	2	1	2
African American	0.23%	0.3%	%	1	1	
Asian	2.09%	2.4%	2.21%	9	8	8
Filipino	0.7%	0.6%	0.55%	3	2	2
Hispanic/Latino	19.53%	21.4%	20.72%	84	73	75
Pacific Islander	1.16%	1.8%	1.66%	5	6	6
White	72.56%	69.8%	70.17%	312	238	254
Multiple/No Response	3.02%	3.2%	4.14%	13	11	15
			Total Enrollment	430	341	362

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	56	40	51
Grade 1	68	42	50
Grade 2	59	59	39
Grade3	60	51	60
Grade 4	61	49	59
Grade 5	56	58	51
Grade 6	70	42	52
Total Enrollment	430	341	362

Conclusions based on this data:

1. Student group demographics remain stable.
2. Total enrollment decrease due to the pandemic, but is increasing now.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	28	27	19	6.5%	7.90%	5.2%
Fluent English Proficient (FEP)	12	11	10	2.8%	3.20%	2.8%
Reclassified Fluent English Proficient (RFEP)	7	0		24.1%	0.00%	

Conclusions based on this data:

1. RFEP students are increading since returning to in person learning.
2. Our EL numbers have been steady for the past 3 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	64	51	61	64	50	58	64	50	58	100	98.0	95.1
Grade 4	54	69	59	54	62	59	54	62	59	100	89.9	100.0
Grade 5	75	65	53	74	60	52	74	60	52	98.7	92.3	98.1
Grade 6	58	44	51	56	38	51	56	38	51	96.6	86.4	100.0
All Grades	251	229	224	248	210	220	248	210	220	98.8	91.7	98.2

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2387.	2409.	2426.	12.50	18.00	17.24	18.75	32.00	34.48	32.81	18.00	29.31	35.94	32.00	18.97
Grade 4	2479.	2447.	2454.	24.07	12.90	20.34	31.48	19.35	27.12	18.52	41.94	18.64	25.93	25.81	33.90
Grade 5	2457.	2473.	2461.	8.11	13.33	3.85	25.68	25.00	34.62	21.62	23.33	19.23	44.59	38.33	42.31
Grade 6	2533.	2521.	2493.	12.50	13.16	7.84	44.64	34.21	29.41	28.57	23.68	25.49	14.29	28.95	37.25
All Grades	N/A	N/A	N/A	13.71	14.29	12.73	29.44	26.67	31.36	25.40	27.62	23.18	31.45	31.43	32.73

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	15.63	22.00	13.79	46.88	48.00	63.79	37.50	30.00	22.41
Grade 4	25.93	9.68	20.34	50.00	67.74	66.10	24.07	22.58	13.56
Grade 5	17.57	11.67	5.77	44.59	66.67	75.00	37.84	21.67	19.23
Grade 6	14.29	15.79	15.69	55.36	57.89	58.82	30.36	26.32	25.49
All Grades	18.15	14.29	14.09	48.79	60.95	65.91	33.06	24.76	20.00

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	7.81	8.00	12.07	53.13	62.00	67.24	39.06	30.00	20.69
Grade 4	18.52	3.23	11.86	61.11	70.97	57.63	20.37	25.81	30.51
Grade 5	10.81	10.17	7.69	48.65	54.24	55.77	40.54	35.59	36.54
Grade 6	21.43	13.16	5.88	58.93	65.79	50.98	19.64	21.05	43.14
All Grades	14.11	8.13	9.55	54.84	63.16	58.18	31.05	28.71	32.27

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.94	14.00	5.17	70.31	72.00	82.76	18.75	14.00	12.07
Grade 4	22.22	8.06	10.17	75.93	80.65	69.49	1.85	11.29	20.34
Grade 5	6.76	11.67	9.62	74.32	78.33	78.85	18.92	10.00	11.54
Grade 6	16.07	21.05	13.73	78.57	68.42	72.55	5.36	10.53	13.73
All Grades	13.31	12.86	9.55	74.60	75.71	75.91	12.10	11.43	14.55

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.94	14.00	18.97	46.88	70.00	68.97	42.19	16.00	12.07
Grade 4	22.22	12.90	22.03	59.26	72.58	52.54	18.52	14.52	25.42
Grade 5	13.51	15.00	7.69	37.84	55.00	61.54	48.65	30.00	30.77
Grade 6	28.57	21.05	5.88	53.57	68.42	72.55	17.86	10.53	21.57
All Grades	18.15	15.24	14.09	48.39	66.19	63.64	33.47	18.57	22.27

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The whole school ELA scores went up by 4%.
2. 4th grade made biggest gains in 2022.
3. More focus on Research and inquiry 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	64	51	61	64	51	59	64	51	59	100	100.0	96.7
Grade 4	54	69	59	54	54	56	54	52	56	100	78.3	94.9
Grade 5	75	65	53	74	58	52	74	58	52	98.7	89.2	98.1
Grade 6	58	44	51	57	40	50	57	40	50	98.3	90.9	98.0
All Grades	251	229	224	249	203	217	249	201	217	99.2	88.6	96.9

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2413.	2415.	2429.	12.50	13.73	18.64	25.00	29.41	32.20	31.25	29.41	27.12	31.25	27.45	22.03
Grade 4	2483.	2457.	2457.	16.67	1.92	7.14	29.63	28.85	33.93	46.30	46.15	37.50	7.41	23.08	21.43
Grade 5	2471.	2468.	2478.	9.46	8.62	3.85	17.57	12.07	23.08	28.38	34.48	38.46	44.59	44.83	34.62
Grade 6	2532.	2510.	2501.	14.04	10.00	6.00	26.32	20.00	26.00	42.11	37.50	24.00	17.54	32.50	44.00
All Grades	N/A	N/A	N/A	12.85	8.46	9.22	24.10	22.39	29.03	36.14	36.82	31.80	26.91	32.34	29.95

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.88	13.73	16.95	48.44	58.82	55.93	29.69	27.45	27.12
Grade 4	22.22	11.54	14.29	55.56	61.54	57.14	22.22	26.92	28.57
Grade 5	18.92	8.62	13.46	25.68	44.83	44.23	55.41	46.55	42.31
Grade 6	24.56	15.00	4.00	52.63	52.50	62.00	22.81	32.50	34.00
All Grades	21.69	11.94	12.44	44.18	54.23	54.84	34.14	33.83	32.72

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	17.19	15.69	23.73	50.00	56.86	54.24	32.81	27.45	22.03
Grade 4	24.07	7.69	14.29	57.41	65.38	60.71	18.52	26.92	25.00
Grade 5	10.81	8.62	5.77	40.54	55.17	67.31	48.65	36.21	26.92
Grade 6	14.04	5.00	10.00	61.40	62.50	46.00	24.56	32.50	44.00
All Grades	16.06	9.45	13.82	51.41	59.70	57.14	32.53	30.85	29.03

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.75	15.69	23.73	43.75	68.63	59.32	37.50	15.69	16.95
Grade 4	25.93	1.92	17.86	44.44	67.31	57.14	29.63	30.77	25.00
Grade 5	4.05	5.17	9.62	50.00	75.86	73.08	45.95	18.97	17.31
Grade 6	15.79	5.00	12.00	54.39	70.00	60.00	29.82	25.00	28.00
All Grades	15.26	6.97	16.13	48.19	70.65	62.21	36.55	22.39	21.66

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Whole school showed a 8% improvement in math.
2. Communicating Reasoning scores increased.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		4	5	
1	*	*	*	*	*	*	*	*	*	5	*	5
2	*	*	*	*	*	*	*	*	*	4	4	*
3	*	*	*	*	*	*	*	*	*	*	7	*
4	*	*	*	*	*	*	*	*	*	*	5	7
5	*	*	*	*	*	*	*	*	*	*	*	4
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										22	27	22

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.55	11.11	18.18	31.82	48.15	50.00	63.64	33.33	9.09	0.00	7.41	22.73	22	27	22

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.55	40.74	59.09	54.55	40.74	13.64	40.91	14.81	9.09	0.00	3.70	18.18	22	27	22

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.55	11.11	9.09	31.82	22.22	22.73	54.55	44.44	36.36	9.09	22.22	31.82	22	27	22

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.73	44.44	36.36	68.18	51.85	50.00	9.09	3.70	13.64	22	27	22

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.64	48.15	59.09	72.73	44.44	22.73	13.64	7.41	18.18	22	27	22

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	14.81	4.55	86.36	44.44	54.55	13.64	40.74	40.91	22	27	22

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.27	18.52	13.64	68.18	66.67	59.09	4.55	14.81	27.27	22	27	22

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 50% of our EL students are Level 3 overall.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
362	**32.9**	**5.2**	**0.3**
Total Number of Students enrolled in John B. Riebli Charter Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	19	5.2
Foster Youth	1	0.3
Homeless	2	0.6
Socioeconomically Disadvantaged	119	32.9
Students with Disabilities	22	6.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian	2	0.6
Asian	8	2.2
Filipino	2	0.6
Hispanic	75	20.7
Two or More Races	15	4.1
Pacific Islander	6	1.7
White	254	70.2

Conclusions based on this data:

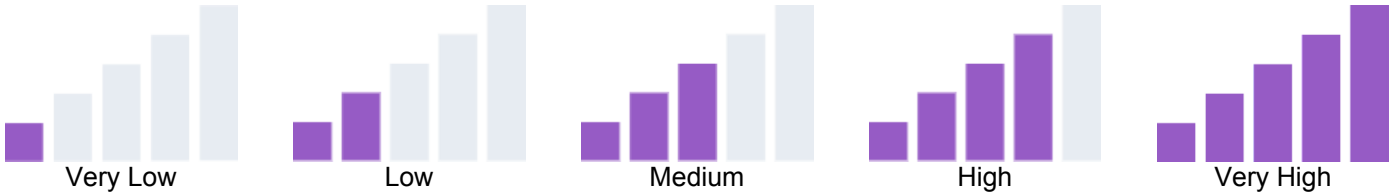
1. Enrollment decreased due to Distance Learning but is making an increase.
2. Socioeconomically Disadvantaged numbers increased to 32.9%.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Low		
English Learner Progress: No Performance Level		

Conclusions based on this data:

1. We are targeting absentessism to increase engagement and academics.
2. Our work with the Youth Truth Survey will help us with recommendation for student engagement.
3. Social emotional and behavior issues were on the increase as students returned to in person learning in 2021-22.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each level.

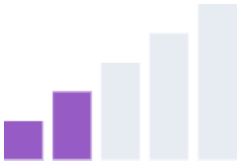
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	3	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	No Performance Level	No Performance Level
25.0 points below standard	73.7 points below standard	1 Student
216 Students	20 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Low	No Performance Level
	59.5 points below standard	108.8 points below standard
	70 Students	21 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	No Performance Level 1 Student	No Performance Level 4 Students	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 57.2 points below standard 43 Students	No Performance Level 8 Students	No Performance Level 3 Students	Low 16.0 points below standard 155 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
90.4 points below standard 14 Students	6 Students	20.8 points below standard 192 Students

Conclusions based on this data:

1. Our staff is working on our Walk to read curriculum to improve reading.
2. 10 staff members are attending Science of Reading training to improve instruction.

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each level.

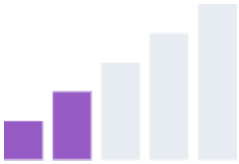
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	2	1	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	No Performance Level	No Performance Level
32.1 points below standard	92.5 points below standard	1 Student
213 Students	20 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Low	No Performance Level
	73.6 points below standard	118.4 points below standard
	70 Students	21 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	No Performance Level 1 Student	No Performance Level 4 Students	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 80.0 points below standard 43 Students	No Performance Level 8 Students	No Performance Level 3 Students	Medium 17.8 points below standard 153 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
123.1 points below standard 15 Students	6 Students	25.3 points below standard 189 Students

Conclusions based on this data:

1. The staff is focusing on Math Talks training for teachers to increase math fluency with students.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
61.9 making progress towards English language proficiency
Number of EL Students: 21 Students
Performance Level: No Performance Level

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.0%	19.0%	0.0%	61.9%

Conclusions based on this data:

1. Almost 62% are making progress.
2. 13 students progressed at least one level.

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

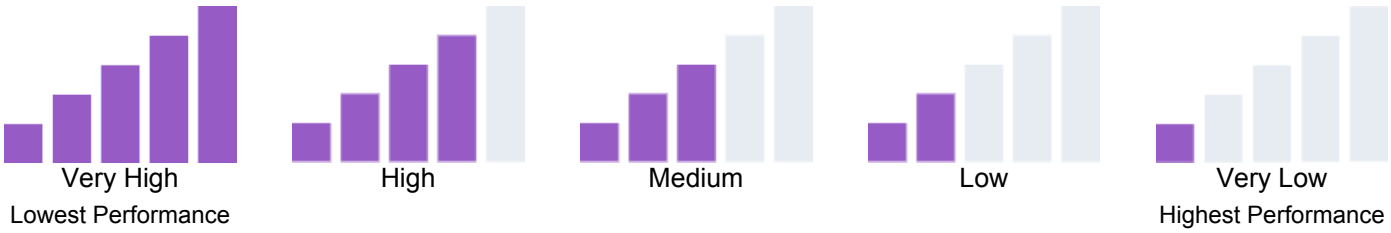
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

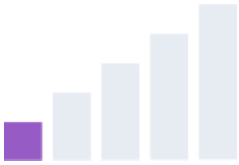
Very High	High	Medium	Low	Very Low
3	1	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	No Performance Level	No Performance Level
20.6% Chronically Absent	16.7% Chronically Absent	Less than 11 Students
379 Students	24 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	28.9% Chronically Absent	27% Chronically Absent
3 Students	135 Students	37 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
1 Student	2 Students	8 Students	2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	No Performance Level	No Performance Level	High
23.8% Chronically Absent	26.7% Chronically Absent	Less than 11 Students	18.4% Chronically Absent
84 Students	15 Students	6 Students	261 Students

Conclusions based on this data:

1. Student attendance is still being affected by COVID and COVID protocol.
2. For the 2022-23 school year, our school was hit hard with RSV and the FLU.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

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

Conclusions based on this data:

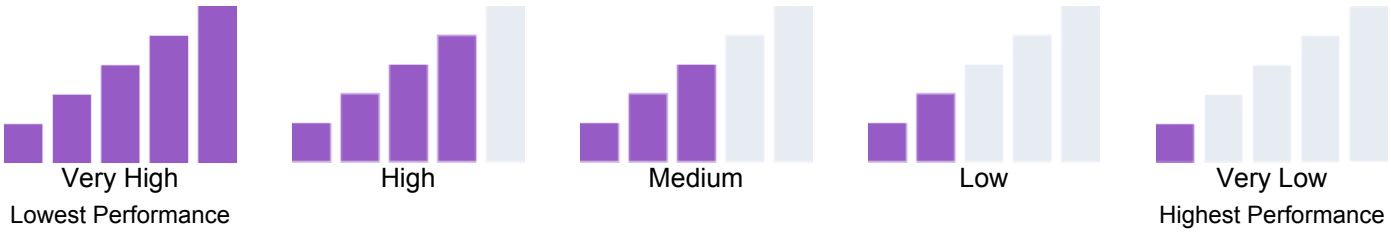
1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

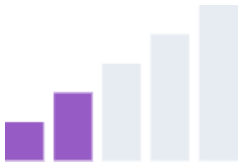
Very High	High	Medium	Low	Very Low
0	2	1	0	1

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	No Performance Level	No Performance Level
2.6% suspended at least one day	0% suspended at least one day	Less than 11 Students
383 Students	24 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Medium
Less than 11 Students	3.6% suspended at least one day	2.7% suspended at least one day
3 Students	137 Students	37 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
1 Student	3 Students	8 Students	2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very Low	No Performance Level	No Performance Level	High
0% suspended at least one day	0% suspended at least one day	Less than 11 Students	3.4% suspended at least one day
85 Students	15 Students	6 Students	263 Students

Conclusions based on this data:

1. The school saw an increase in behaviors when students returned to in person instruction for the 2021-22 school year.
2. For the 2022-23 school year, the school put a focus on SEL learning with counseling teaching SEL lessons weekly in the all classrooms.

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 in grades 3-6 (including English Learners [ELs] and Socio-Economically Disadvantaged Students [SES]) will demonstrate a 5% overall growth on the Smarter Balanced Assessments in English Language Arts. (PUPIL OUTCOMES)

Identified Need

Based on the 2022 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)
45,078	LCFF - Supplemental Dedicated instructional aide for all Kindergarten through 1st grade classrooms, budgeted for 1 hour per classroom.
57,386	ESSER III Dedicated instructional aide for all 2nd through 6th grade classrooms, budgeted for 1 hour per classroom.
20,855	LCFF - Supplemental 3 hour a day EL paraeducator to support EL students.

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)
	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.
1,500	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.
42,320	Arts, Music, and Instructional Materials Block Grant Extra-curricular programs supported by stakeholder fundraising and coordination: GATE TEACHER
6,500	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)
8,000	Site Formula Funds Purchase of supplemental instructional materials.
1,500	Parent-Teacher Association (PTA) Extra-curricular programs supported by stakeholder fundraising and coordination: Maker activities

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)
7,005	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.
21,525	LCFF Library Para Educator to conduct 30-minute weekly library sessions to promote literacy and improved reading

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)
1,200	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)
	Title III Bilingual Instructional Assistant & Liaison - Included in Activity #1
21,191	Educator Effectiveness Block Grant 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 All students receive targeted ELA instruction for 30 minutes a day/4 days a week in grades 1-5 by intervention and reading specialists. Students in Kindergarten recieve targeted intervention 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

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)
10,336	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
	LCFF 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: 2021-22

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 was a school wide overall increase in SBAC ELA scores for Spring 2022. Much of this increase was in grades 3 and 4.

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.

The district is participating in the Youth Truth survey and will use this data to identify needs for following school year.

Due to Covid and students participating in Distant Learning for approximately a year and a half, there has been an increased need in Social Emotional Learning support for many 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
45,000	Parent-Teacher Association (PTA) Provide Music, STEM and Art Docent programs
10,000	Parent-Teacher Association (PTA)

	Hire or recruit Specialized teachers and volunteers ~PE Fitness
	None Specified Staff received training in PBIS and UDL strategies before the start of the school year and throughout the school year.
	None Specified UDL training for a school team at SCOE
	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)
18,635	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.
72,590	LCFF - Supplemental A 1.0 Counselor working in conjunction 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
41,544	ESSER III A counselor working in connection with counseling interns will assist students who have counseling needs

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: 2021-22

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.

Returning to in person instruction during 2021-22 school year, the school and district reviewed and collected data to determine the needs of the students. This has provided direction for district on how to serve students for the 22-23 school year.

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.

For the 2022-23 school year, the district increased counseling and found a new tool for collection of data around school climate.

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 in grades 3-6 (including English Learners (ELs) and Socio-Economically Disadvantaged Students (SES) will demonstrate a 5% overall growth on the Smarter Balanced Assessments in Mathematics. (Pupil Outcomes).

Identified Need

We will use 2022 SBAC data is baseline 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

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,
	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 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)
	Site Formula Funds Purchase of supplemental instructional materials. Included in Goal #1
	None Specified Training in Number talks for all teachers.

	None Specified K-6 instructional Aides. Maintain minimum class sizes when possible

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

Increase engagment in Math practices

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)
	Parent-Teacher Association (PTA) Providing a STEM teacher for all students to receive a semester of STEM class. Included in Goal #1

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

In grades 1-3 75% of all students will be at benchmark or above on the Composite DIBELS score by June of 2023. The remaining 25% will have demonstrated 10% growth as measured by DIBELS composite.

Identified Need

Building foundational reading skills to ensure reading sucess throughout their school career.

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 in grades 1-3

Strategy/Activity

Students will receive targets reading instruction 4 days a week for 30 minutes

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)
55,221	None Specified .5 FTE Reading Specialist- Implement school day intervention program 30 minutes per day,

	four days a week, incorporating phonological awareness, phones, and fluency.
55,255	1.0 FTE Intervention Specialist- Implement school day intervention program 30 minutes per day, four days a week, incorporating phonological awareness, phones, and fluency.
	Purchase materials to support phonological awareness, phones, and fluency.

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: 2021-22

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.

School year 2022-23 will be a baseline year.

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	$542,641.00

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	$7,005.00

Subtotal of additional federal funds included for this school: $7,005.00

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 ($)
	$55,255.00
Arts, Music, and Instructional Materials Block Grant	$42,320.00
Educator Effectiveness Block Grant	$21,191.00
ESSER III	$98,930.00
LCFF	$31,861.00
LCFF - Supplemental	$157,158.00
Lottery: Instructional Materials	$1,200.00
None Specified	$55,221.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC)	$6,500.00
Parent-Teacher Association (PTA)	$58,000.00
Site Formula Funds	$8,000.00

Subtotal of state or local funds included for this school: $535,636.00

Total of federal, state, and/or local funds for this school: $542,641.00

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
	55,255.00
Arts, Music, and Instructional Materials Block Grant	42,320.00
Educator Effectiveness Block Grant	21,191.00
ESSER III	98,930.00
LCFF	31,861.00
LCFF - Supplemental	157,158.00
Lottery: Instructional Materials	1,200.00
None Specified	55,221.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC)	6,500.00
Parent-Teacher Association (PTA)	58,000.00
Site Formula Funds	8,000.00
Title II Part A: Improving Teacher Quality	7,005.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		55,255.00
	Arts, Music, and Instructional Materials Block Grant	42,320.00

	Educator Effectiveness Block Grant	21,191.00
	ESSER III	98,930.00
	LCFF	31,861.00
	LCFF - Supplemental	157,158.00
	Lottery: Instructional Materials	1,200.00
	None Specified	55,221.00
	Parent Teacher Association/Parent Faculty Club (PTA/PFC)	6,500.00
	Parent-Teacher Association (PTA)	58,000.00
	Site Formula Funds	8,000.00
	Title II Part A: Improving Teacher Quality	7,005.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	244,396.00
Goal 2	187,769.00
Goal 4	110,476.00

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
Amberlee Hannan	Parent or Community Member
Rosie Muldoon	Parent or Community Member
Kelly Sansone	Other School Staff Parent or Community Member
Forrest Harper	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
Andrea Jensen	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	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 January 2022
	SSC Chairperson, Andrea Farrell 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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