



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
River Middle School	28 66266 6113302	10/29/2019	

Purpose and Description

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

Schoolwide Program

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.

River School annually reviews the Data that comes out of the myriad assessments and surveys that students take throughout their school years. It is clear, through this analysis that there are many things that River School is doing well, with ELA particularly coming up with very high test scores. There are, however, areas where we need to seek improvement. As a school of choice, we hope to find demographic parity with the surrounding community through community outreach and advertising. Additionally our students who have additional needs, specifically English Learners and Students with Disabilities. The goals of this year will be to increase the use of strategies that are necessary for our students with needs, but that have the added benefit of being beneficial for all learners. Additionally, we hope to provide the EL students with experiences that push the limits of their skills in English, to provide real world opportunities to expand their academic vocabulary.

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).

Healthy Kid Survey -7th graders 1x/ year
Counseling Survey (Groups, other Supports)
Interest in adding Parent, Student and Teacher specifically around Academics and Culture.

Classroom Observations

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

There are a wide variety of ways that classrooms are observed here at River School. The administration does formal observations throughout the year. Additionally the staff engages in Learning Walks, and the Administration makes frequent daily visits to classes. We have found that the application of our discipline system is fairly consistent, with students having consistent expectations for the classroom environment.

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)

SMI, SRI, CAASPP (Scholastic Math Inventory, Scholastic Reading Inventory), ELPAC River Writing Assessment (RWA)

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

AERIES Analytics, DataZone allow for the school to look both at a micro and macro level for all of the normed assessments listed above.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our core teachers are highly qualified.

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

Teachers are all highly qualified in their subject area.

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

Participation in District provided staff development in Common Core as well as ELD (English Language Development); training in Project Based Learning) through coaching, as well as professional development on school's Ho`ala Philosophy of social emotional learning, an important key to closing the achievement gap and staff need to know for explicit curriculum.

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

Participation in District provided staff development in Common Core as well as ELD; as well as professional development on school's Ho`ala Philosophy of social emotional learning, an important key to closing the achievement gap. Our site Academic Specialist meets with our teachers weekly to support our Project Based Approach way of organizing instruction that includes Common Core instruction.

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

Teachers meet four times a week to collaborate in addition to individual prep time. Additionally we have Early Release each week, which supports staff wide work.

Teaching and Learning

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

Use of a Project Based model to align curriculum and instruction to empower and engage students as well as the strategic directions of River's mission and vision to support students learning the Common Core standards.

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

We adhere to recommended instructional minutes for all subjects.

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

Intervention courses were the first developed in the master schedule, with Directed Studies and ELD driving the rest of the schedule.

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

Materials are available to all students.

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

We utilize the adopted materials for our courses.

Opportunity and Equal Educational Access

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

Math tutorial class (after school) to support under performing students. There is also a push in support provider for students with IEPs.

Evidence-based educational practices to raise student achievement

Use of project-based learning to engage students; use of a technology learning platform (AERIES and Google Classroom) empowers students to take responsibility for their learning, collaboration for working on projects in groups supports student achievement as well as preparing them for 21st century workplace, focus on the social and emotional skills (self-awareness, self-regulation, and resiliency) are embedded into the school culture through the Ho'ala Philosophy .

Parental Engagement

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

Parents participate in a parent club, monthly, Ho'ala Parent classes provided by our school, and District and County programs on parenting. Additionally we have a room parent structure to support in feedback and communication.

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)

Parents are invited to join committees such as: Parent Family Foundation, ELAC, River Parent / Faculty Council

Funding

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

Support for ELD to participate in World Saavy competition in Oakland.
Advisory system for all students.

Fiscal support (EPC)

Additional funds provided through family club. River operates as a School-Based Coordinated Program providing instructional and auxiliary services as described herein to meet the needs of English learners, educationally disadvantaged youth, gifted and talented students, and students with exceptional needs.

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

With the Transition from a Charter School to a School within the Napa Valley Unified School District, the governance group has changed. We reviewed data with the Charter Council at the end of the 2018-19 School year, and are currently in the process of developing a School Site Council. In the interim, we plan on reviewing the plan with our ELAC team as well as our Parent Foundation during the week of September 23, 2019. This first Site Plan will not benefit from the assurances of certain groups because we are in the process of developing them, and that development is a part of this plan.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.5%	0.77%	0.26%	2	3	1
African American	1.3%	1.28%	1.28%	5	5	5
Asian	2.6%	2.81%	2.56%	10	11	10
Filipino	0.5%	1.02%	1.79%	2	4	7
Hispanic/Latino	32.8%	31.20%	31.54%	126	122	123
Pacific Islander	%	%	%			
White	57.6%	58.57%	58.21%	221	229	227
Multiple/No Response	0.5%	%	%	2		
Total Enrollment				384	391	390

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 6	134	131	128
Grade 7	129	130	134
Grade 8	121	130	128
Total Enrollment	384	391	390

Conclusions based on this data:

1. Over the past three years, the demographics of River School have remained consistent.
2. The demographics of the school are the inverse of the surrounding community (Napa is 60% Hispanic and 40% White roughly, River school is the opposite.)

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	17	17	24	4.4%	4.3%	6.2%
Fluent English Proficient (FEP)	91	87	80	23.7%	22.3%	20.5%
Reclassified Fluent English Proficient (RFEP)	4	11	10	33.3%	64.7%	58.8%

Conclusions based on this data:

1. With the growth in the overall school population, there has been a slight increase in the number of English Learners.
2. There are many students at River who have exited the program, but who still may benefit from specific strategies and supports.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	132	131	127	130	130	125	130	130	125	98.5	99.2	98.4
Grade 7	129	131	130	128	130	126	127	130	126	99.2	99.2	96.9
Grade 8	121	130	126	118	125	122	116	125	123	97.5	96.2	96.8
All Grades	382	392	383	376	385	373	373	385	374	98.4	98.2	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2544.	2541.	2549.	21.54	17.69	20.80	40.77	40.00	36.80	21.54	29.23	28.80	16.15	13.08	13.60
Grade 7	2582.	2580.	2571.	21.26	23.85	22.22	43.31	41.54	38.89	21.26	19.23	23.02	14.17	15.38	15.87
Grade 8	2596.	2602.	2597.	19.83	25.60	27.87	47.41	42.40	34.43	25.00	19.20	23.77	7.76	12.80	13.93
All Grades	N/A	N/A	N/A	20.91	22.34	23.59	43.70	41.30	36.73	22.52	22.60	25.20	12.87	13.77	14.48

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	28.46	21.54	28.46	46.15	46.92	43.09	25.38	31.54	28.46
Grade 7	38.89	38.46	29.37	45.24	40.00	42.86	15.87	21.54	27.78
Grade 8	37.07	36.00	34.43	50.86	47.20	44.26	12.07	16.80	21.31
All Grades	34.68	31.95	30.73	47.31	44.68	43.40	18.01	23.38	25.88

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	22.31	25.38	20.97	56.92	59.23	66.13	20.77	15.38	12.90
Grade 7	40.32	37.69	35.71	38.71	46.92	55.56	20.97	15.38	8.73
Grade 8	21.55	36.80	31.40	59.48	44.80	55.37	18.97	18.40	13.22
All Grades	28.11	33.25	29.38	51.62	50.39	59.03	20.27	16.36	11.59

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	23.85	21.54	20.33	62.31	66.92	68.29	13.85	11.54	11.38
Grade 7	22.22	17.69	16.67	70.63	69.23	66.67	7.14	13.08	16.67
Grade 8	25.86	28.80	22.95	68.10	60.00	67.21	6.03	11.20	9.84
All Grades	23.92	22.60	19.95	66.94	65.45	67.39	9.14	11.95	12.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	28.46	37.69	36.29	56.92	50.00	54.03	14.62	12.31	9.68
Grade 7	38.10	38.46	40.48	50.79	46.92	39.68	11.11	14.62	19.84
Grade 8	38.79	43.20	40.98	50.86	45.60	44.26	10.34	11.20	14.75
All Grades	34.95	39.74	39.25	52.96	47.53	45.97	12.10	12.73	14.78

Conclusions based on this data:

- Overall, students perform very well in the ELA portion of the CAASPP, with over 2/3 of the students at or above standard.
- Reading and Listening seem to be areas where students are on the cusp of shifting to "Above Standard", or to "At or Near".

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	132	131	127	130	130	124	130	130	126	98.5	99.2	97.6
Grade 7	129	130	130	128	129	126	128	129	126	99.2	99.2	96.9
Grade 8	121	130	126	118	125	121	118	125	122	97.5	96.2	96
All Grades	382	391	383	376	384	371	376	384	374	98.4	98.2	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2515.	2517.	2525.	22.31	13.08	22.58	15.38	23.85	20.97	31.54	34.62	26.61	30.77	28.46	29.84
Grade 7	2549.	2548.	2551.	19.53	22.48	23.02	26.56	20.93	22.22	32.03	28.68	32.54	21.88	27.91	22.22
Grade 8	2552.	2561.	2553.	16.95	24.80	22.31	22.03	21.60	19.83	27.97	20.00	22.31	33.05	33.60	35.54
All Grades	N/A	N/A	N/A	19.68	20.05	22.64	21.28	22.14	21.02	30.59	27.86	27.22	28.46	29.95	29.11

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	20.93	15.38	23.58	34.88	37.69	31.71	44.19	46.92	44.72
Grade 7	28.91	27.91	30.95	33.59	34.88	36.51	37.50	37.21	32.54
Grade 8	20.34	26.40	26.67	35.59	36.00	32.50	44.07	37.60	40.83
All Grades	23.47	23.18	27.10	34.67	36.20	33.60	41.87	40.63	39.30

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	20.77	16.92	20.97	46.15	51.54	48.39	33.08	31.54	30.65
Grade 7	21.88	27.13	30.16	57.03	48.84	46.03	21.09	24.03	23.81
Grade 8	24.58	32.00	24.79	40.68	43.20	43.80	34.75	24.80	31.40
All Grades	22.34	25.26	25.34	48.14	47.92	46.09	29.52	26.82	28.57

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	21.71	16.15	28.23	46.51	58.46	41.94	31.78	25.38	29.84
Grade 7	26.56	25.58	22.22	50.00	50.39	59.52	23.44	24.03	18.25
Grade 8	24.58	28.00	22.50	43.22	44.80	49.17	32.20	27.20	28.33
All Grades	24.27	23.18	24.32	46.67	51.30	50.27	29.07	25.52	25.41

Conclusions based on this data:

1. Less than half of the students at River School are proficient in Mathematics.
2. In particular, the vast majority of students (40% below, and another 36% either at or below) are struggling with applying mathematical concepts and procedures.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	1554.2	*	1562.0	*	1545.7	*	15
Grade 7	*	*	*	*	*	*	*	8
Grade 8	*	*	*	*	*	*	*	*
All Grades							15	25

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	26.67	*	53.33	*	20.00		0.00	*	15
7	*	*	*	*		*		*	*	*
8	*	*	*	*	*	*		*	*	*
All Grades	*	44.00	*	44.00	*	12.00		0.00	15	25

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	66.67	*	20.00	*	13.33		0.00	*	15
7	*	*	*	*		*		*	*	*
8	*	*	*	*	*	*		*	*	*
All Grades	*	76.00	*	16.00	*	8.00		0.00	15	25

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	13.33	*	13.33	*	60.00	*	13.33	*	15
7	*	*	*	*	*	*		*	*	*
8	*	*	*	*	*	*		*	*	*
All Grades	*	24.00	*	20.00	*	48.00	*	8.00	15	25

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	6.67	*	86.67		6.67	*	15
8	*	*	*	*	*	*	*	*
All Grades	*	16.00	73.33	80.00	*	4.00	15	25

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	73.33	*	26.67		0.00	*	15
All Grades	*	84.00	*	16.00		0.00	15	25

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	6.67	*	40.00	*	53.33	*	15
All Grades	*	20.00	*	48.00	*	32.00	15	25

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	40.00	*	60.00		0.00	*	15
All Grades	*	40.00	73.33	60.00		0.00	15	25

Conclusions based on this data:

1. Our students, whose data is shown, seem to cluster around the 3 range, which signifies that we are close to having them reclassify.
2. Structures for Listening and Writing will support students in moving to a "Well Developed" area in these sub-domains.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
391	28.4%	4.3%	0.5%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	17	4.3%
Foster Youth	2	0.5%
Homeless	3	0.8%
Socioeconomically Disadvantaged	111	28.4%
Students with Disabilities	31	7.9%






Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.3%
American Indian	3	0.8%
Asian	11	2.8%
Filipino	4	1.0%
Hispanic	122	31.2%
Two or More Races	17	4.3%
White	229	58.6%

Conclusions based on this data:

1. The demographics of the school are the inverse of the surrounding community (Napa is 60% Hispanic and 40% White roughly, River school is the opposite.)
2. The level of students who are socioeconomically disadvantaged is not consistent with the surrounding community. Roughly 55% of NVUSD is disadvantaged.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Orange</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

1.

Our students perform well in English Language Arts, and there is a low suspension rate for all students as a result of our focus on social-emotional learning.
2.

Efforts need to be made to improve performance in Mathematics, and reducing the rate of chronic absenteeism.

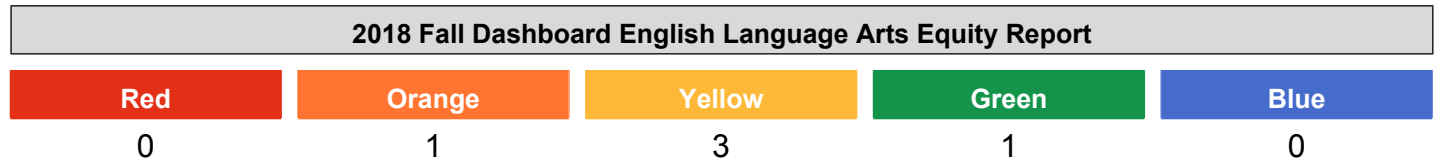
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 24.3 points above standard Maintained 1.3 points 379 students	English Learners  Yellow 61.7 points below standard Increased 18 points 48 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Socioeconomically Disadvantaged  Yellow 8.1 points below standard Increased 13.1 points 110 students	Students with Disabilities  Orange 54.6 points below standard Maintained 1.5 points 38 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Asian  No Performance Color 42.6 points above standard 11 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic  Yellow 8.7 points below standard Increased 4.4 points 118 students	Two or More Races  No Performance Color 29.9 points above standard Declined -15.6 points 16 students	Pacific Islander  No Performance Color 0 Students	White  Green 43.7 points above standard Maintained 2.9 points 222 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 74.3 points below standard 13 students	Reclassified English Learners 57 points below standard Increased 22.4 points 35 students	English Only 36 points above standard Maintained -0.4 points 277 students
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Conclusions based on this data:

1. Though as a whole, students at River School are performing well in state assessments; however, there is a gap between all students and the individual subgroups.
2. Students of Color, Students with disabilities, Students who are socioeconomically disadvantaged and English Learners perform much lower, indicating a need to provide additional scaffolds and supports in all classes to support Reading, Writing, Speaking and Listening.
3. Students groups listed above (Students of Color, Students with disabilities, Students who are socioeconomically disadvantaged and English Learners) are performing at a lower rate, but as a group they are improving, where white students are simply maintaining their score level)

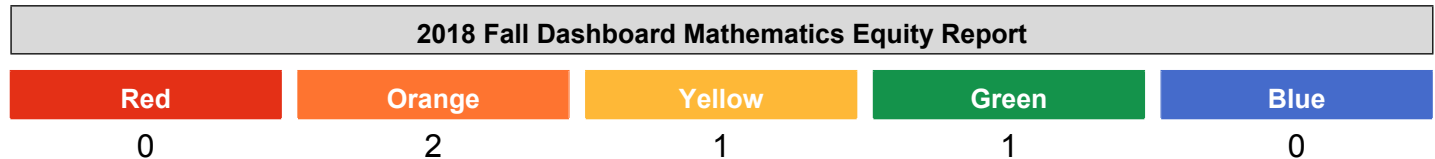
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 26.7 points below standard Maintained 1.4 points 378 students	English Learners  Orange 109.3 points below standard Increased 12.6 points 48 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Socioeconomically Disadvantaged  Yellow 70.9 points below standard Increased 13.2 points 110 students	Students with Disabilities  No Performance Color 110.2 points below standard Increased 5.8 points 38 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Asian  No Performance Color 2.9 points above standard 11 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic  Orange 70.1 points below standard Maintained 0 points 117 students	Two or More Races  No Performance Color 21.9 points above standard Declined -15.6 points 16 students	Pacific Islander  No Performance Color 0 Students	White  Green 6.8 points below standard Increased 5.1 points 222 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 132.5 points below standard 13 students	Reclassified English Learners 100.7 points below standard Increased 16.8 points 35 students	English Only 13.2 points below standard Maintained 0.8 points 277 students
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Conclusions based on this data:

1. All subgroups at River School demonstrate a below standard level of performance in Mathematics
2. All areas, except RFEP students, had a decrease in their performance.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
15	26.7%	60%	13.3%	

Conclusions based on this data:

1. The vast majority of our students are performing at level 3 or 4.
2. Many of our students are within one year of reclassification, assuming we make one level's growth each year.
3. There are some students who may be long term English learners if they still are at level 2 and are not new to the language.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Not Applicable to Middle Schools

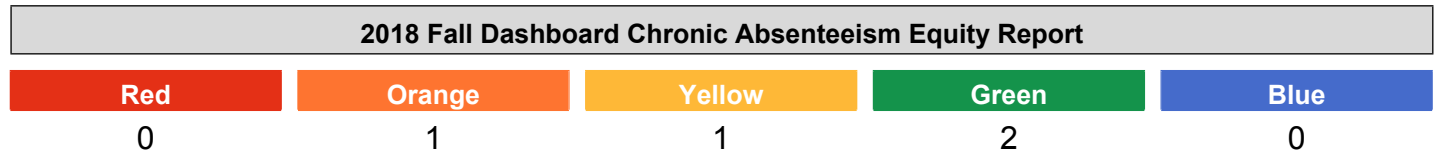
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 7% chronically absent Increased 1.1% 398 students	English Learners  No Performance Color 8.7% chronically absent Increased 3.7% 23 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Socioeconomically Disadvantaged  Green 3.6% chronically absent Declined 3.6% 112 students	Students with Disabilities  Yellow 11.8% chronically absent Declined 1.4% 34 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Asian  No Performance Color 9.1% chronically absent Declined 9.1% 11 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic  Green 4.8% chronically absent Declined 0.7% 124 students	Two or More Races  No Performance Color 5.6% chronically absent Declined 5.6% 18 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	White  Orange 8.2% chronically absent Increased 2.8% 233 students

Conclusions based on this data:

1. With 7% of our students chronically absent, there is a need to review the system we are using to keep students in school.
2. Students with Disabilities and White students have the highest rate of chronic absenteeism by 2 times.
3. Hispanic and Socioeconomically Disadvantaged students have, by far, the lowest rate of Chronic Absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

2018 Fall Dashboard Graduation Rate by Year

2017

2018

Conclusions based on this data:

1. Not Applicable to Middle Schools.

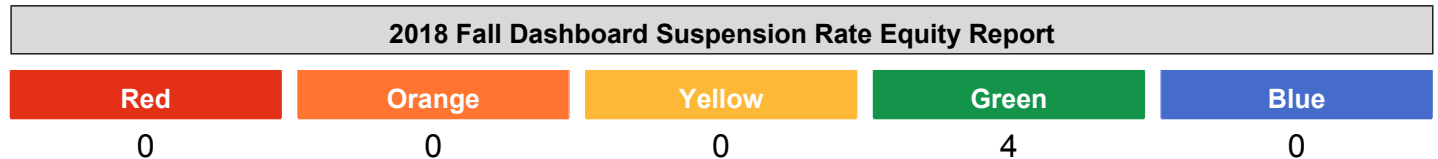
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 1.8% suspended at least once Declined -5.6% 398 students	English Learners  No Performance Color 0% suspended at least once Maintained 0% 23 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 2 students
Homeless  No Performance Color Less than 11 Students - Data Not 7 students	Socioeconomically Disadvantaged  Green 3.6% suspended at least once Declined -10.3% 112 students	Students with Disabilities  Green 5.9% suspended at least once Declined -6.9% 34 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 5 students	American Indian  No Performance Color Less than 11 Students - Data 3 students	Asian  No Performance Color 0% suspended at least once Declined -18.2% 11 students	Filipino  No Performance Color Less than 11 Students - Data 4 students
Hispanic  Green 1.6% suspended at least once Declined -6.9% 124 students	Two or More Races  No Performance Color 0% suspended at least once Maintained 0% 18 students	Pacific Islander  No Performance Color 0 Students	White  Green 2.1% suspended at least once Declined -5% 233 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
10.5% suspended at least once	7.4% suspended at least once	1.8% suspended at least once

Conclusions based on this data:

1. Overall, we suspend students at a very low rate. With only 1.8% of students suspended.
2. There was a decrease in the suspension rate in all subgroups.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 1

Student Learning, Achievement and Access

Identified Need

The majority of students are not meeting proficiency in multiple measures of Mathematics (CAASPP and MI). Additionally, students who have language needs (English Learners) are performing at a significantly lower level as measured by CAASPP, MI and student grades in Mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math CAASPP Scores	58.6% of Students did not meet standard on Spring 2019 CAASPP 41.4% met or exceeded standard on Spring 2019 CAASPP 95% of EL students were far below basic on the Spring 2019 CAASPP	50% of our students will demonstrate proficiency in Math for the Spring 2020 CAASPP test administration.
Math Inventory Scores	60 % of Students were below proficient in the Fall MI. 40% of Students met proficiency in the Fall MI 92% of EL students were below basic or far below basic on the Spring MI 8% of EL students were proficient or advanced on the Spring MI	50% of our students will demonstrate proficiency in Math for each of the MI administrations in the 2019-20 school year.
Student Grades in Mathematics	Students in Math have a higher failure rate than the school average (13.2 % vs. school average of 5.8%) 13.3% of All students received a F in Math on Spring Marking Period 23.2% of All students received a D or an F in Math on the Spring Marking Period	Failure rates in mathematics will reduce to under 10% at each of the Marking Periods.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	28% of EL students received a F in Math on the Spring Marking Period. 48% of the EL students had a D or an F on the Spring Marking period	

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 1

Students to be Served by this Strategy/Activity

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

All Students (available)

Activities

Develop a after school tutoring group, staffed by a credentialed teacher, offering services to any student twice a week.

Budget Summary:

\$2,000 District paid Extra Work Agreement with Math Teacher (1 hour a week for 30 weeks

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)
2000	0000 – No Reporting Requirements

Strategy 2

Students to be Served by this Strategy/Activity

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

All Students (all take math)

Activities

Leads Participate in District sponsored Math work around:

Proficiency Scales

Priority Standards

Cohort Meetings (Oct. 2, Feb. 26, Apr. 29)

All Math Teachers

District PD Day (Oct. 11)

District PD Day (Mar. 13)

Site Level Work:

Learning and utilizing data tools

Online Reporting, Aeries Analytics, DataZone
Priority Standard Audit for our math curriculum (CPM)

Budget Summary:

Lead Work:

Sub days for Math Dept. Lead (District Paid)

Cohort Work:

No Fiscal Impact, during Staff Meeting time 2:00 - 4:00 pm (twice a month faculty meeting)

District PD Day:

District Paid

On Site Data Work:

Using one year agreement for additional Collaboration period to audit math curriculum.

District purchase of online data tools.

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)

600

0000 – No Reporting Requirements

Strategy 3

Students to be Served by this Strategy/Activity

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

All Students (all take math)

Activities

Data Work with Teachers during PLC time:

Targets

Claims

River specific data analysis (what behaviors surface as high needs (procedure for computation)

Academic Specialist in a 1 year agreement with District (cost below)

Budget Summary:

Early Release Time

Academic Specialist Salary (1 Year District Provided, \$95,164.60)

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)

95,164.60

9xxx – Local Restricted

Strategy 4

Students to be Served by this Strategy/Activity

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

English Learners

Activities

Create ELD course for students who are English Learners

Community building events to create a sense of belonging.

Books for ELD Library (Various Lexile) to build academic language in both languages.

Budget Summary:

FTE for one section of ELD with Academic Specialist as teacher (\$19,032.92 - District Paid).
\$4,000 of supplemental to support the community building of our ELD students
\$2,200 for Books

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)
4000	0003 - Supplemental
2200	0003 - Supplemental

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 2

Effective Employee Relations and Resource Management

Identified Need

There are 9 teachers that are new to River School, out of a total of 21 teaching staff. This large class of teachers new to our organizational culture have specific needs to learn about the way in which River approaches both our Implicit and Explicit Curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of Teachers new to River School.	9 of 21 teachers are new to the school.	100% of new teachers will report, by June 2020 an increase of comfort and understanding of our unique organizational culture based upon survey results from each New Teacher meeting beginning in October.

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 1

Students to be Served by this Strategy/Activity

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

Students of "new" teachers

Activities

New Teacher Support Meetings / Lunch (once per month during early release)
Coaching (with specific guidelines and direction for the time used)
Academic Specialist coaching
Dedicated Professional time 4 times per week (second non student period)

Budget Summary:

Early Release Time

Academic Specialist (1 year agreement with District, \$95,164.60, salary)

Professional Schedule (1 Year Agreement with District)

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)

0	0000 – No Reporting Requirements
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 3

Robust Communication, Community Engagement and Advocacy

Identified Need

River School, as a school of choice, currently has a demographic makeup that does not reflect the demographics of the District as a whole. This has been an area that has been previously highlighted by the District, acting in its role as Charter Authorizer. Particularly with a school with no boundaries, it is important to reflect the community as a whole.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Open Enrollment Applicant Pool	2018 Open Enrollment - 33% Hispanic, 67% Non-Hispanic (57% White, 10% multiple or other)	By the end of the open enrollment period on November 20, 2019, the demographics of the applicant pool should more closely mirror the demographics of the District by 10% Long Term, 5%-10% increase of applicants of historically underserved populations per year to get to parity by June 2022.
Students Accepting Open Enrollment Seats	2018 Open Enrollment - 31% Hispanic, 69% Non Hispanic (58% White, 11% Other)	By June 2020, the demographics of students who accept a spot at River school should more closely mirror the demographics of the District by 5%

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 1

Students to be Served by this Strategy/Activity

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

All Students

Activities

Partner with the District Office to determine multiple means for effective outreach to the entirety of the Napa Community. This includes presentations, information sessions, and promotional events available in both languages most prevalent in Napa (English and Spanish).

Budget Summary:

School Tours and Information Sessions - No Fiscal Impact

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)

0

Source(s)

0000 – No Reporting Requirements

Strategy 2

Students to be Served by this Strategy/Activity

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

All Students

Activities

Partner with Magnet Coordinator to determine best practices for recruitment, including reviewing and implementing Voluntary Desegregation Plan, which already exists in the District Context.

Budget Summary:

Magnet Grant Best Practice No Fiscal Impact

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)

0

Source(s)

0000 – No Reporting Requirements

Strategy 3

Students to be Served by this Strategy/Activity

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

All Students

Activities

Bi-Lingual Principal will engage with Parent Liaisons at elementary schools to create Spanish language sessions at the parents' current school site to provide information and respond to questions in the family's home language.

Budget Summary:

No Fiscal Impact above Principal Salary

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)

0

Source(s)

0000 – No Reporting Requirements

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 4

Tactical, Proactive, and Efficient Asset Management

Identified Need

River School's transition from a charter school in the District to non-charter School of Choice within the District has created a variety of needs in regard to the management of our assets, both fixed and fiscal. This need is something that will require education of the staff and the foundation, who previously had been responsible for the finances of the school. Additionally, the school is moving in Late December to a new site on Salvador Avenue, making a new needs assessment necessary mid year, as the school has shared facilities with Harvest Middle School at the Ridgeview campus. The move to the new campus will highlight needs in furniture, and specific equipment, including Physical Education, Culinary, Art and Music, as well as books for the library, most of which are shared between River School and Harvest Middle School.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fiscal Governance Structure	River School, as a Charter School, was governed by its Charter Board of Directors. Now, as a District School of Choice, the finances of the school have been separated into the school budget (state taxpayer funds) and the River School Foundation (parent and community raised funds). This requires a shift in thinking for administration, staff, parents as well as the District Support. Additionally, staff responsibilities have shifted with the elimination of the Charter School Budget Officer position.	By June 2020, front office staff will be fully trained in the financial tools utilized by the District (Digital Schools), and there will be cross training to support any unforeseen subsequent transitions. Additionally, the Foundation will create a budget separating itself completely from the day to day operations of the school.
Sufficient supplies and equipment	In multiple areas, PE / gym equipment, music equipment, cafeteria furnishing, library furnishing and books there are not sufficient equipment to split from the Ridgeview campus (currently shared with Harvest) to take to the new campus, requiring purchasing.	By June 2020, a full needs assessment will be completed for the new site, and needs will be prioritized and placed into both current year and subsequent year's budget.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
New School Site	In January 2020, River School is moving from its current campus at 2447 Old Sonoma Road to a newly constructed campus (through Measure H bond funds) at 1850 Salvador Avenue. This requires logistics as well as responsiveness when we arrive at the site, as there will be unforeseen needs that we will have to address, including potential loss and damage due to the nature of moving so much furniture and goods.	By June 2020, a full needs assessment will be completed for the new site, and needs will be prioritized and placed into both current year and subsequent year's budget.

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 1

Students to be Served by this Strategy/Activity

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

All Students

Activities

Working collaboratively with the Physical Education Department, we will conduct a needs assessment for all of the units of study in our PE program to ensure that we have sufficient equipment and supplies for our students.

Working collaboratively with the Music and Arts Department, we will conduct a needs assessment for all of the units of study in our PE program to ensure that we have sufficient equipment and supplies for our 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)

0

Source(s)

0000 – No Reporting Requirements

Strategy 2

Students to be Served by this Strategy/Activity

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

All Students

Activities

Coordinate and facilitate the completion of the School construction project and requisite facilities move. Advocate with the Family foundation to support the concept of a community play area as well as look at all funding sources to ensure appropriate furnishings for the site, including music and arts 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)

0

0000 – No Reporting Requirements

Strategy 3

Students to be Served by this Strategy/Activity

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

All Students

Activities

Financial Health Support:

Attend ASB training Conference with Office Manager and Principal.

Organize and schedule Financial training for 2 office staff (Office Manager and back up) to ensure accuracy and efficiency with our fiscal assets

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)

0

0000 – No Reporting Requirements

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 5

Equity-Centered Leadership and Inclusive Organizational Culture

Identified Need

River School is in a transitional period, where for one year the school is staffed at an increased rate to support the maintaining of the school culture as it transitions to a structure of staffing more equal to the other schools of the District. This shift requires the perspectives of parents, students and staff, as the majority of the changes will affect the staff experience as opposed to the student or parent experience (Core Subject Teachers will shift from teaching 4 of 6 periods with an Advisory, to 5 of 6 classes with an Advisory). This will require that the school staff leadership team will need to identify the structures we currently have, what will need to change as a result of a change in staffing and structure, and determining prototypes for how to meet those needs in the new context. Additionally, there was not a formal structure for student involvement in regard to financial and cultural decisions (Associated Student Body (ASB)).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Makeup of Site Leadership Team	Leadership is composed of membership from an application that is open to everyone. Team is not necessarily reflective of the different stakeholder groups on campus.	By December 2019, Leadership team structure will have representation from the 3 major teaching teams on our campus (6th Grade, Otter Quad, Osprey Quad)
Student Leadership	There was not an ASB structure set up when River School was a Charter School, Student council was run through the Foundation	By January 2020, ASB accounts will be set up and the School Student Council will have drafted mission, budgets and learned about all required documentation.

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 1

Students to be Served by this Strategy/Activity

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

All Students

Activities

Develop Distributed Leadership structure with a variety of groups having input
Site Leadership
Department Leaders

Culture Leadership (MTSS, Climate, Student Advisory Panel)
Academic Specialist

Budget Summary:

Leadership Team Stipends (\$1,241.60 / leader - District Paid)
Dept. Chair Stipends (\$1,241.60 / department chair - District Paid)
Academic Specialist (1 Year District Supported Salary, \$95,164.60 - District Paid)
Various Stipends for specific site work
MTSS Lead (\$600 - District Paid)
Tech Lead (\$600 - District Paid)
ELA/ELD Lead (\$600 each - District Paid)

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)

4283.20

9xxx – Local Restricted

Strategy 2

Students to be Served by this Strategy/Activity

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

All Students

Activities

Develop ASB structure, based on best practices from existing District Middle Schools.
Student Leaders (Associated Student Body (ASB) Officers)

Budget Summary:

ASB Stipend for Teacher Leader (\$600 - District Paid)

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)

600

9xxx – Local Restricted

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 6

Strategic, Impactful Governance and Policy Implementation

Identified Need

River School has transitioned from a Charter School to a School of Choice within the District. This has shifted the governance structure of the school from one that heavily depended on the Charter Council to one that will function within the School District's standard for stakeholder input, which includes School Site Councils and English Learner Advisory Committees (ELAC). While the River School Charter Council has continued as a Family Foundation, the roll of governance, including approving plans and budgets shifts to the school administration and the school district board of trustees. In order to effectively get stakeholder input, the creation of a site council and ELAC are necessary to support the identification and solution to challenges faced by our students and their families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Development of a School Site Council (SSC).	There is currently no School Site Council at River School	By June 2020, River School will have developed a working School Site Council that has met four times throughout the year, and is composed of the required makeup of stakeholder (percent of parent, staff and students).
Development of a School English Learner Advisory Committee (ELAC) Team.	There is currently no English Learner Advisory Committee at River School	By June 2020, River School will have developed an English Learner Advisory Committee that has met at least four times throughout the year and makes at least one instructional recommendation to the staff in support of students with additional language acquisition needs.
Policy Review to ensure alignment with current District Board Policies and Administrative Regulations	As a "dependent" Charter School, there were a variety of policies and procedures that were not aligned with the District's as a whole, including elements of enrollment, as well as classroom procedures such as late work, retention and others.	By June 2020, River School will have policies and procedures updated to reflect the newly revised District Board Policies and Administrative Regulations, recently approved in June 2019.

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 1

Students to be Served by this Strategy/Activity

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

All Students

Activities

Solicit interest from parents for School Site Council and run an election to seat parents on the School Site Council.

Solicit interest from Teachers and run election for School Site Council (compensated with Adjunct Duties)

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)

0

Source(s)

0000 – No Reporting Requirements

Strategy 2

Students to be Served by this Strategy/Activity

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

English Learners

Activities

Determine parent lead for ELAC Group

Recruit members for ELAC team.

Schedule ELAC presentation for the Faculty

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)

0

Source(s)

0000 – No Reporting Requirements

Strategy 3

Students to be Served by this Strategy/Activity

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

All Students

Activities

Utilize Leadership team to engage in Policy Review of all River Specific Policies.

Budget Summary:

Leadership Stipends (1,241.60 / leader)

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)

4966.4

9xxx – Local Restricted

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	\$113,814.20

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
0000 – No Reporting Requirements	\$2,600.00
0003 - Supplemental	\$6,200.00
9xxx – Local Restricted	\$105,014.20

Subtotal of state or local funds included for this school: \$113,814.20

Total of federal, state, and/or local funds for this school: \$113,814.20

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
- 2 Other School Staff
- 6 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Peter Hartnack	Principal
Matt Denney	Classroom Teacher
Ed Longnecker	Classroom Teacher
Madeline Gomez	Classroom Teacher
Brittania Anoai-Gonzalez	Other School Staff
Cathy Adams	Other School Staff
Vickie Christ	Parent or Community Member
Erica Salese	Parent or Community Member
Carrie Aldous	Parent or Community Member
Jolene Yee	Parent or Community Member
Rina Faletti	Parent or Community Member
Jen Heffner	Parent or Community Member
Student Council Officer (Rotating)	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 29, 2019.

Attested:



Principal, Peter Hartnack on 10/31/2019



SSC Chairperson, Rina Faletti on 11/1/2019

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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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/guidanceusesinvestment.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/guidanceusesinvestment.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/>

Developed by the California Department of Education, January 2019