

School Plan for Student Achievement



REYBURN INTERMEDIATE

2901 DeWolf Ave
Clovis, CA 93619

7/1/23-6/30/24

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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
Reyburn Intermediate School	10621176116321	May 10, 2023	June 14, 2023

Purpose and Description

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

Additional 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.

The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the district goals supporting the expectations that all goals shall have objectives that are measurable, actionable, and develop monitoring metrics to assess progress that guides program evaluation and resource allocation. Within our SPSA we have guides program evaluation and resource allocation. Within our SPSA we have created a plan that focuses on ELA, math, and our MTSS system. It is our ultimate goal to implement this plan and continue to increase our academic achievement. The plan also includes actions around decreasing chronic absentee rates and suspension rates among our students and specifically in our two or more races subgroup.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The following surveys are administered annually:

- *SART- School Assessment Review Team
- *Student body LCAP survey
- *CUSD school climate assessment
- *English Learner needs assessment Survey
- *Native American Education Survey
- *Parent LCAP survey

Our parent survey results indicated that our top achievements are:

- *Quality of staff
- *Communication
- *Co-curricular opportunities

Classroom Observations

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

As per CUSD Board Policy 6211Clovis Unified Board Policy #4315 and ED CODE #44664 require that all certificated teachers are evaluated on a regular bases. Informal and formal classroom observations occur throughout the school year. Administrators from both the site level and the district level regularly communicate their findings with the classroom teacher. The findings are used to illustrate best practices that can be replicated in other classrooms across the site and district. Site administrators also use this as an opportunity for teachers to learn from one another by observing each other within the classroom setting. The observation process also allows site administrators to use corrective feedback, provide coaching and to provide additional supports in specific areas of growth opportunities based on each individual teachers needs.

Common findings for growth opportunities include:

- Behavior management
- Classroom management
- Articulation of Learning Objective
- Frequency of Checking for Understanding
- Differentiated Instruction
- Frequency of Academic Conversation

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)

A variety of tools are used to measure and monitor academic progress at our site and within our school district. Assessments are designed to provide staff with data so that instruction can be modified to meet individual needs, to monitor student achievement and to assess the school's overall success. Some examples of the assessments that we utilize include:

- *SBAC
- *ELPAC
- *iReady
- *iCAL
- *iCAM
- *Inspect

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

Teachers use the data collected from these assessments to chart progress and design an appropriate instructional program for all students. Individualized or classroom specific materials can then be produced using to address the identified academic need. The data is analyzed in PLC's where it is then used to help guide further instruction.

In addition, all students who have not meet proficiency standards are carefully evaluated for academic deficiencies and may be recommended for additional support either through the alter/before school Extended Day labs; supplemental instruction provided by Push-In Teachers, Instructional Aide/Tutors, BIAs (Instructional Aide-Bilingual); or classroom interventions. Instruction is targeted to the identified need. The Principal and GIS/Resource Teacher support, train, and provide resources necessary to assist teachers in the process.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers who are appropriately credentialed have a deep understanding of the content they teach, have been trained in a variety of instructional strategies, and are in the best position to aid our students in reaching academic proficiency in their content areas.

All teachers on our campus hold an appropriate CTC credential, permit, or other document equivalent to that which a teacher in all other public schools would be required to hold. Those teachers that are in the status of seeking to complete their credentials (PIPS, STIPS and Interns) are in a program that will allow staff to meet the requirements needed in a timely manner. These staff members are supported by site and district administration for appropriate completion. An equivalent credential, permit, or other document would mean that the teacher has the appropriate authorization for their assignment.

All paraprofessionals whose duties include instructional support must meet the criteria as outlined in CUSD to be considered Highly Qualified to assist students.

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

All teachers receive site and/or district professional development on curriculum, instruction, and assessment throughout the year.

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

CUSD provides professional development for all school sites that are aligned with the needs of the schools, academic content standards, social emotional supports, and more. The district provided professional development for this school include--Tiered Writing Supports aligned to the Common Core writing standards, AVID training around WICOR that is utilized across content areas, Teaching Pyramid aligned to meet behavior needs in our primary classrooms, Science training aligned to NGSS, iReady training aligned with our district adopted curriculum and the Common Core standards in both math and reading.

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

Teachers have access to a variety of different sources of professional development both on and off-site. CUSD Teachers On Special Assignment (TOSA) provide professional learning sessions along with co-teaching opportunities and in-class coaching. Teachers on Special Assignment are experts in their specific content area and knowledgeable in the adopted curriculum. This is in addition to professional learning opportunities provided at our school site, through conferences, or at the district level. Additionally, new teachers are assigned mentor teachers (either site-based or district based) who are available to provide coaching, mentoring, and opportunities for our new teachers to observe more experienced teachers in action.

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

Grade level teams meet regularly in their professional learning communities (PLC's) to review student work samples, discuss and align curriculum to the state and district standards, evaluate where the students are performing and decide what their first-time best teaching and reteaching strategies should be. This time ensures that veteran and developing teachers are using the same evaluative procedures while assessing student work samples.

Teaching and Learning

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

The basic instructional program utilizes standards-aligned state adopted textbooks and/or instructional materials in the core four content areas: English Language Arts, Math, Social Science, and Science. Clovis Unified has adopted and approved a variety of materials that both align to the content standards, but that also meet the needs of our school sites and community. A full list of our adopted textbooks can be found on our school site's SARC found here:

<https://www.cusd.com/sarc.aspx>

In addition to the adopted textbooks and materials, CUSD utilizes Curriculum Design Teams (CDT) to produce additional materials that are standards aligned and support supplemental materials that have been purchased by school sites or the district.

Our English Learners (EL), Students with Disabilities (SWD), and students who move to an intervention program continue to receive core instruction while using the adopted instructional materials but are also provided with additional instruction using research-based materials that are aligned with the common core state standards, or in the case of our EL students aligned to the California ELD standards.

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

The administration and teachers have worked collaboratively to create a daily schedule that ensures our students receive the recommended instructional minutes in all content areas.

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

Long-term and short-term pacing guides are created by each grade-level team based on the district's assessment calendar. These pacing guides outline the lessons for major content areas on a weekly basis and are modified throughout the year based on student needs. Sites develop intervention schedules based on data collected and analyzed in PLC's to determine an intervention calendar to meet the needs of students in tier 2 and Tier 3.

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

The Williams Act requires all schools to have adopted curriculum in the four core subject areas available to all students on a daily basis. This adopted curriculum is reviewed on a regular basis to ensure it is aligned to the stated standards and the district AIMS. In addition to having adopted curriculum in the four core subject areas (ELA, Math, Social Science, and Science), CUSD also has adopted ELD curriculum that is aligned to the State's ELD standards.

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

SBE-adopted and standards-aligned instructional materials are utilized in the classrooms. For more specific curriculum information please visit our school site link at the following site:
<https://www.cusd.com/sarc.aspx>

Opportunity and Equal Educational Access

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

Teachers regularly monitor students progress through assessments, observation and by analyzing work samples. This information is used by teachers to prepare an individualized plan for all students achieving below grade level expectations which then aides in the placement of intervention or acceleration--based on student needs.

Students in need of additional intervention resulting from academic, emotional or behavioral difficulties may be referred to SST where their needs are assessed, and they are linked with necessary intervention. Students struggling with attendance concerns may be referred to SARB, one-to-one counseling and student support groups based on specific needs with the school psychologist. When necessary, students may be referred to Fresno County Mental Health Services.

CUSD also offers a comprehensive summer school or extended year program designed to meet the specific needs of students K-12. A variety of extended year programs are offered for students at risk of retention, performing below proficiency and in need of credit for graduation.

Evidence-based educational practices to raise student achievement

Teachers and administration work together to continually provide first time best instruction and delivery. Training, collaboration, walk-throughs, and consistent feedback all provide research-based practices to raise student achievement. Professional learning communities (PLC's) review data, modify instruction, and provide intervention on a continuing basis so that students meet the standards.

Parental Engagement

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

Our site offers a variety of school and community resources to assist and support our families including:

- *Parent communication through weekly newsletters
- *Updated School Website
- *Social Media Posts
- *Referrals to outside resources as needed and based on needs

Additionally, we hold regular parent events and meetings to keep our families informed. These include:

- *IDAC
- *SART
- *ELAC
- *SSC
- *Back to school night

Our site also offers social emotional supports in collaboration with our school psychologists and area transition teams in order to ensure students are available for learning. These supports include CSI groups, transition supports, All 4 Youth, CYS referrals, and small group interventions.

The district also provides parent opportunities through the district parent academies which are offered six times throughout the school year and cover a variety of topics that were requested by families from within the school district.

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)

Members of the School Site Council (SSC) - composed of principal, certificated teachers, classified staff, and parents - work together to develop, review, and evaluate school improvement programs and school budgets. The SSC meets quarterly throughout the school year.

Funding

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

Categorical funds allow our site to provide supplemental services to enable under-performing students to meet grade-level standards. Our categorical funds are used for the following but is not limited to: bilingual instructional aides to support our ELD students, push-in teachers, supplemental instructional supplies, copies and equipment, technology equipment and supplies, and professional development for classroom teachers. Federal and state laws require the COE to monitor the implementation of categorical programs operated by local educational agencies (LEAs) or district. Districts are responsible for creating and maintaining programs that meet requirements.

Fiscal support (EPC)

In addition to categorical funds, our school receives funding through the Local Control Funding Formula (LCFF). The LCFF allows for sites to purchase additional items and provide additional supports for students with greater flexibility and allows us to address the priorities listed within our district Local Control Accountability Plan (LCAP). LCFF funds will be used to help achieve the goals of the LEA and district while maintaining transparency and accountability in relation to how funds will be spent to provide high-quality and equitable educational programs for all students.

Additionally, our site receives monies through the district general fund. These funds are utilized to provide basic needs for students (ex. curriculum) and to purchase other items that support our district goal of supporting students in mind, body, and spirit.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Both our SSC and our ELAC play a critical role in the creation and revisions of our SPSA. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports, etc. At our most recent SSC and ELAC meetings, our SPSA monitoring tool was reviewed with our committees to allow them to see where we were with last year's goals, where we see continued gaps, and where we have identified wins in achievements. The two committees then discussed next steps and needed changes as well as made recommendations to site administration for the new SPSA. Parents were also notified of our status in ATSI for both chronic absentee rates and suspension rates for our two or more races subgroup; they were also given the opportunity to provide feedback around this.

Resource Inequities

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

Based on a review of quantitative data along with parent and educational partner input, and student interviews, we found a resource inequity exists within our program in the area of suspension and attendance within our two or more races subgroup. Our needs assessment and data analysis revealed that our suspension and attendance of two or more races subgroup are absent or suspended more often than other subgroups. To address this inequity, our site will provide professional learning for our staff around trauma informed practices, alternatives to suspension, and other research-based practices that will allow us to close the suspension gap. More information around these actions can be found in our goals of our site plan.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.9%	0.53%	0.67%	14	8	11
African American	3.5%	3.17%	3.65%	53	48	60
Asian	24.7%	25.79%	25.75%	370	391	423
Filipino	3.9%	3.76%	3.16%	59	57	52
Hispanic/Latino	41.8%	43.07%	42.36%	625	653	696
Pacific Islander	0.1%	0.20%	0.24%	2	3	4
White	23.0%	21.64%	21.55%	344	328	354
Multiple/No Response	2.0%	1.78%	2.19%	30	27	36
Total Enrollment				1,497	1,516	1643

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	744	778	844
Grade 8	753	738	799
Total Enrollment	1,497	1,516	1,643

Conclusions based on this data:

1. Overall enrollment has declined in our 8th grade class
2. We have seen an increase in our Asian subgroup
3. Our White subgroup has decreased over the past several years

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	92	86	78	6.1%	5.7%	4.7%
Fluent English Proficient (FEP)	261	265	316	17.4%	17.5%	19.2%
Reclassified Fluent English Proficient (RFEP)	16	12		17.4%	14%	

Conclusions based on this data:

1. Our FEP numbers have remained pretty stable over the past two years
2. Our overall EL numbers have stayed consistent over the past few years
3. We are working to increase our reclassification numbers back to pre-pandemic numbers

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	737	756		0	735		0	734		0.0	97.2	
Grade 8	742	721		0	698		0	697		0.0	96.8	
All Grades	1479	1477		0	1433		0	1431		0.0	97.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2601.			33.79			37.60			16.21			12.40	
Grade 8		2595.			24.25			37.73			23.10			14.92	
All Grades	N/A	N/A	N/A		29.14			37.67			19.57			13.63	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		31.64			55.21			13.15	
Grade 8		26.47			53.53			20.00	
All Grades		29.12			54.39			16.49	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		41.59			50.21			8.21	
Grade 8		32.09			58.85			9.06	
All Grades		36.96			54.42			8.63	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		19.13			73.63			7.24	
Grade 8		16.67			72.27			11.06	
All Grades		17.93			72.97			9.10	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		34.47			55.04			10.49	
Grade 8		26.04			60.58			13.38	
All Grades		30.37			57.73			11.90	

Conclusions based on this data:

1. Our overall exceeded ELA results remained pretty similar
2. Writing was our strongest domain in above standard
3. Reading was our weakest domain

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	737	756		0	745		0	742		0.0	98.5	
Grade 8	743	720		0	710		0	707		0.0	98.6	
All Grades	1480	1476		0	1455		0	1449		0.0	98.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2555.			24.26			22.37			28.17			25.20	
Grade 8		2554.			20.23			19.52			26.73			33.52	
All Grades	N/A	N/A	N/A		22.29			20.98			27.47			29.26	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		26.72			48.72			24.56	
Grade 8		25.74			46.53			27.72	
All Grades		26.24			47.65			26.10	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		20.62			57.95			21.43	
Grade 8		17.82			55.16			27.02	
All Grades		19.25			56.59			24.15	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		19.14			63.48			17.39	
Grade 8		15.70			65.63			18.67	
All Grades		17.46			64.53			18.01	

Conclusions based on this data:

1. In overall achievement RIS students saw a decrease in scores in math
2. The concepts and procedures domain was the highest for us
3. Our lowest domain was communicating reasoning

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade 7	1567.4	1569.4	1569.6	1569.6	1564.7	1568.7	47	48
Grade 8	1546.4	1582.8	1543.8	1591.8	1548.5	1573.4	31	31
All Grades							78	79

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	40.43	39.58	36.17	43.75	21.28	12.50	2.13	4.17	47	48
8	32.26	38.71	25.81	51.61	29.03	6.45	12.90	3.23	31	31
All Grades	37.18	39.24	32.05	46.84	24.36	10.13	6.41	3.80	78	79

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	53.19	52.08	29.79	39.58	14.89	4.17	2.13	4.17	47	48
8	45.16	80.65	22.58	12.90	19.35	3.23	12.90	3.23	31	31
All Grades	50.00	63.29	26.92	29.11	16.67	3.80	6.41	3.80	78	79

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	17.02	16.67	36.17	43.75	40.43	35.42	6.38	4.17	47	48
8	6.45	19.35	41.94	32.26	22.58	45.16	29.03	3.23	31	31
All Grades	12.82	17.72	38.46	39.24	33.33	39.24	15.38	3.80	78	79

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	8.51	14.58	70.21	79.17	21.28	6.25	47	48
8	16.13	38.71	61.29	58.06	22.58	3.23	31	31
All Grades	11.54	24.05	66.67	70.89	21.79	5.06	78	79

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	85.11	89.58	14.89	6.25	0.00	4.17	47	48
8	58.06	83.87	25.81	12.90	16.13	3.23	31	31
All Grades	74.36	87.34	19.23	8.86	6.41	3.80	78	79

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	34.04	20.83	40.43	62.50	25.53	16.67	47	48
8	29.03	25.81	35.48	45.16	35.48	29.03	31	31
All Grades	32.05	22.78	38.46	55.70	29.49	21.52	78	79

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	19.15	25.00	76.60	70.83	4.26	4.17	47	48
8	6.45	6.45	77.42	90.32	16.13	3.23	31	31
All Grades	14.10	17.72	76.92	78.48	8.97	3.80	78	79

Conclusions based on this data:

1. Overall, our level 4's increased in ELPAC
2. We had a huge increase in the speaking domain
3. There was a large increase in the reading domain in the somewhat/moderate

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,516	57.1	5.7	0.4
Total Number of Students enrolled in Reyburn Intermediate School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	86	5.7
Foster Youth	6	0.4
Homeless	1	0.1
Socioeconomically Disadvantaged	865	57.1
Students with Disabilities	142	9.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	48	3.2
American Indian	8	0.5
Asian	391	25.8
Filipino	57	3.8
Hispanic	653	43.1
Two or More Races	27	1.8
Pacific Islander	3	0.2
White	328	21.6

Conclusions based on this data:

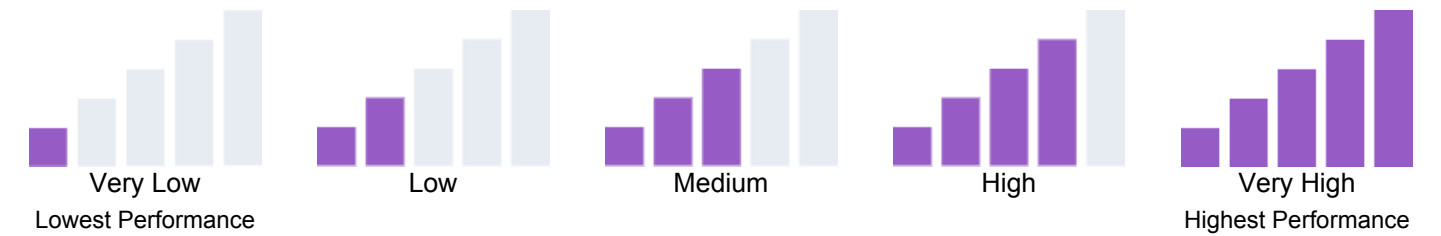
- 1. Reyburn's largest ethnicity group are Hispanic at 41.8%
- 2. 64 percent of Reyburn's population is classified SED
- 3. Our next largest subgroup is Asian at 24.7%

School and Student Performance Data

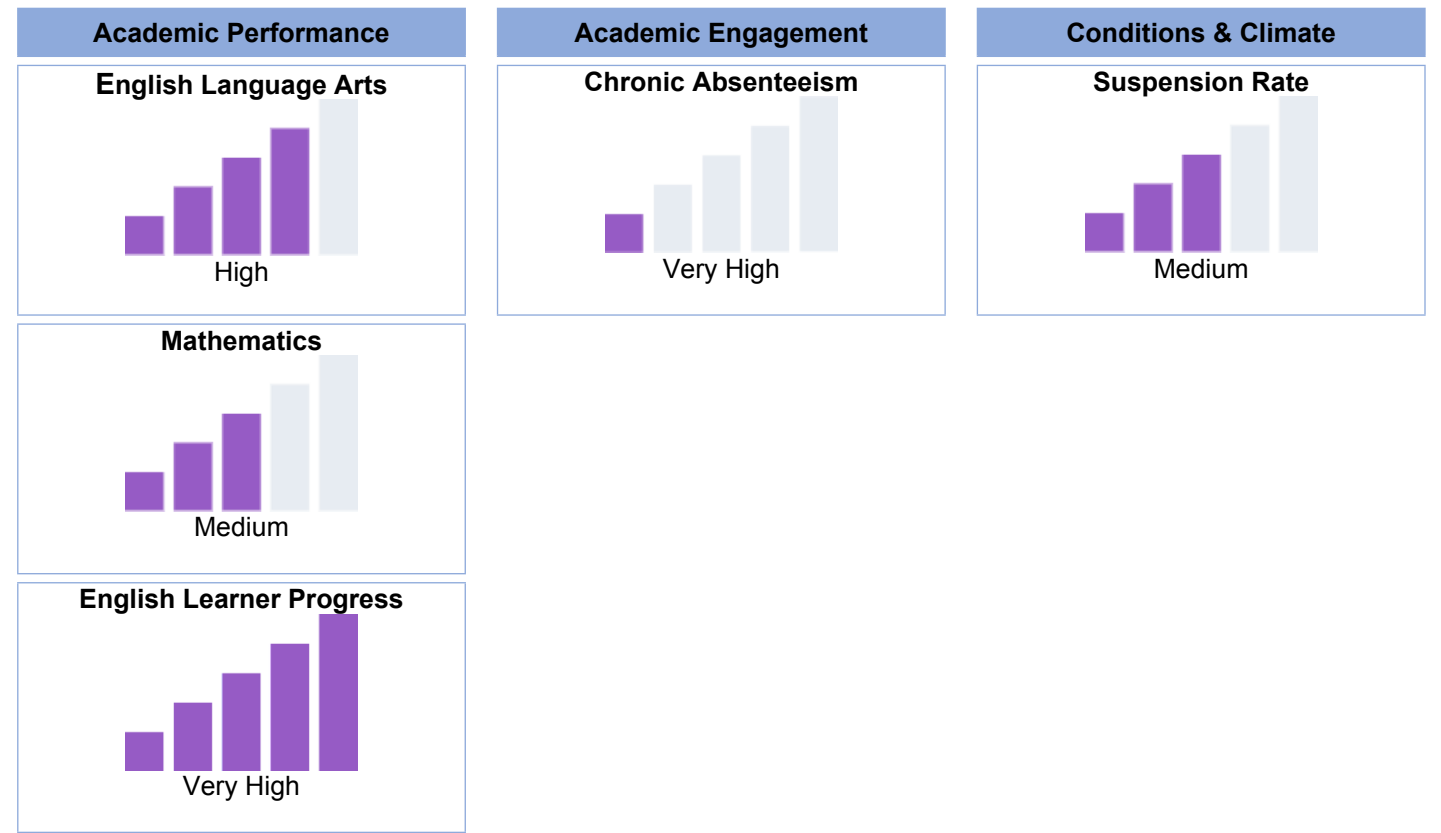
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

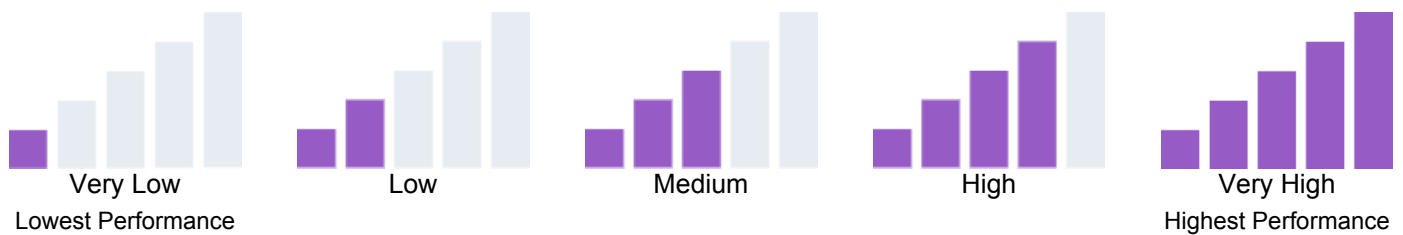
- Looking at the overall performance indicators, our English Learner Progress was our highest overall area
- Our ELA overall performance fell in the high status indicator
- Our lowest status indicator is in the area of chronic absenteeism which fell in the very high range signifying a large number of chronic absences

School and Student Performance Data

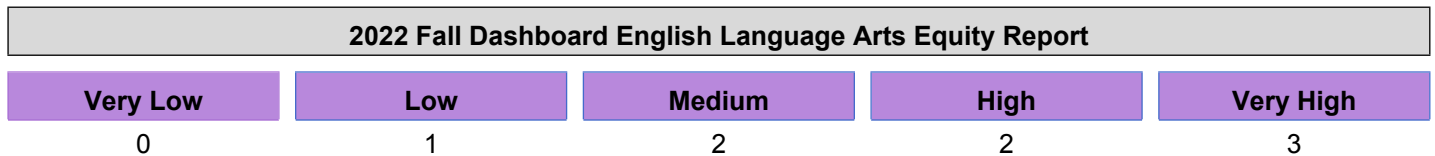
Academic Performance English Language Arts

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

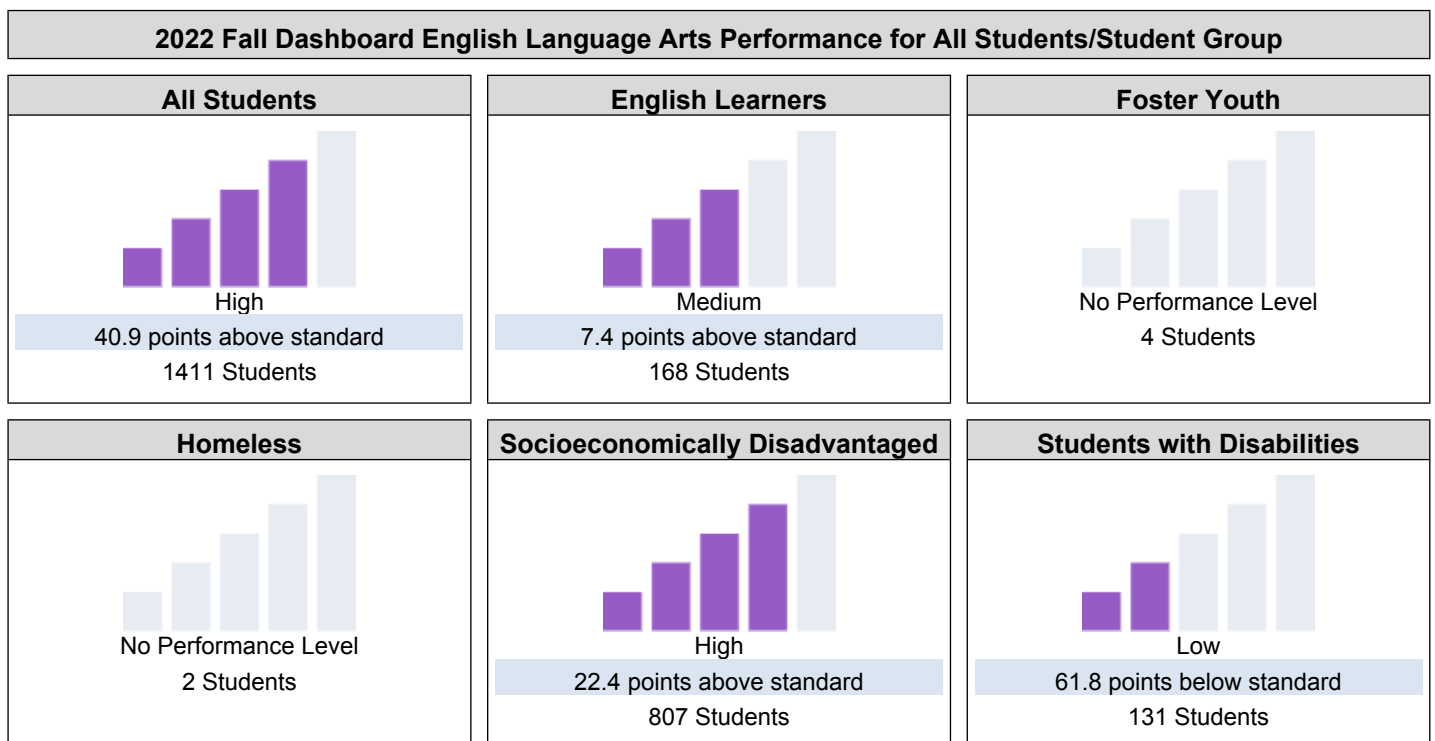
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



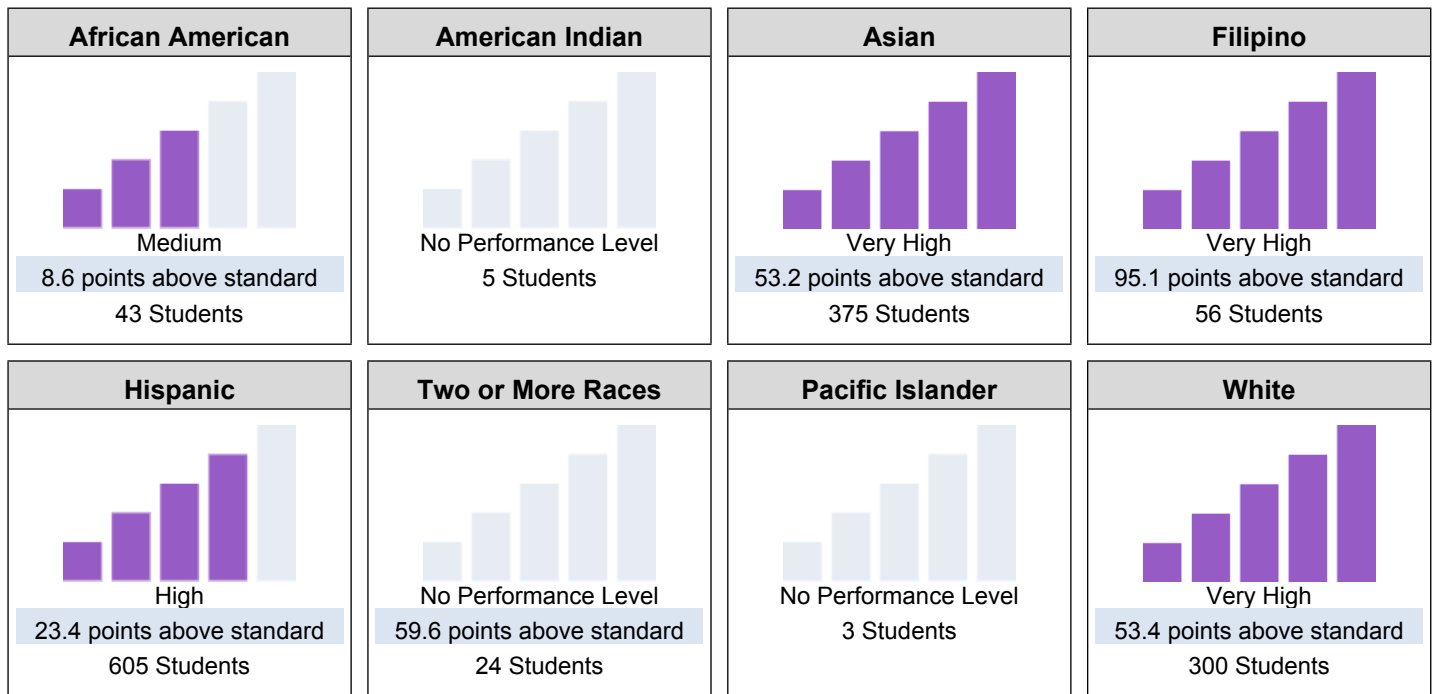
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
66.0 points below standard 45 Students	34.3 points above standard 123 Students	42.9 points above standard 1080 Students

Conclusions based on this data:

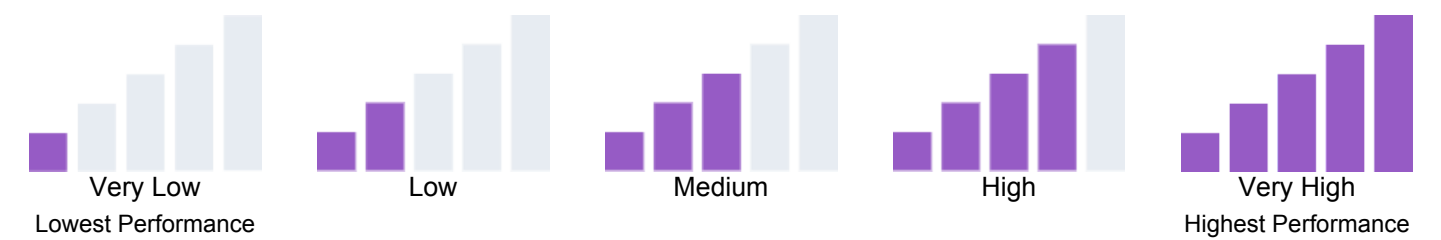
1. Our overall ELA scores fell into the high status indicator
2. Our highest two subgroups were White and Asian
3. Our lowest subgroup was our SWD's.

School and Student Performance Data

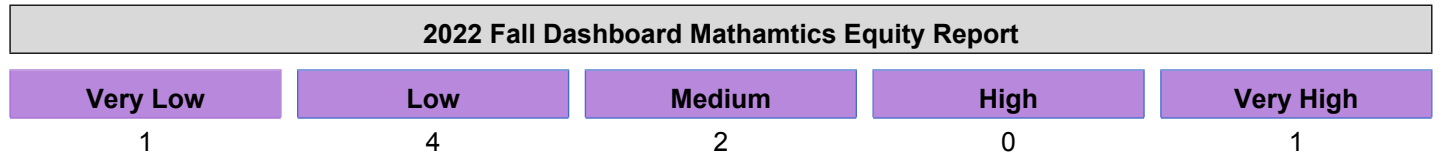
Academic Performance Mathematics

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

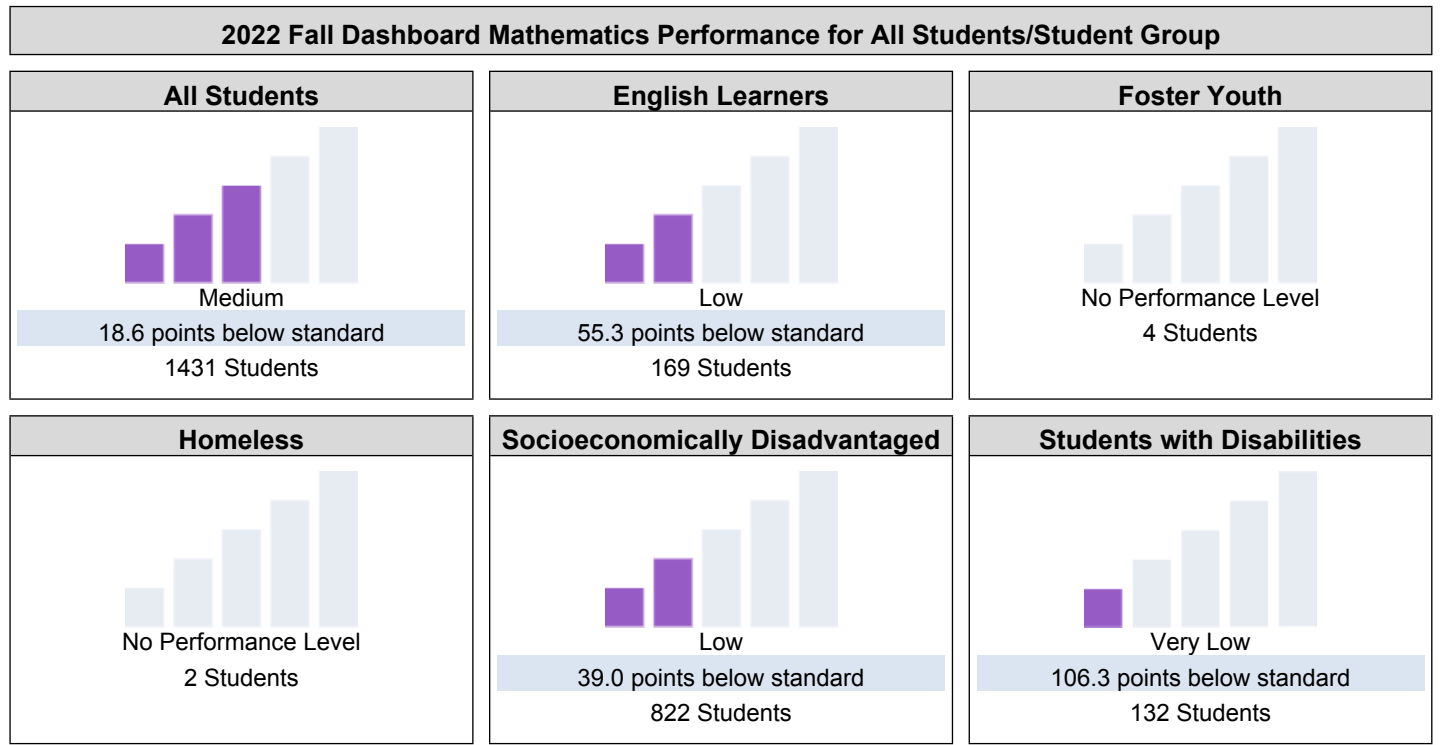
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



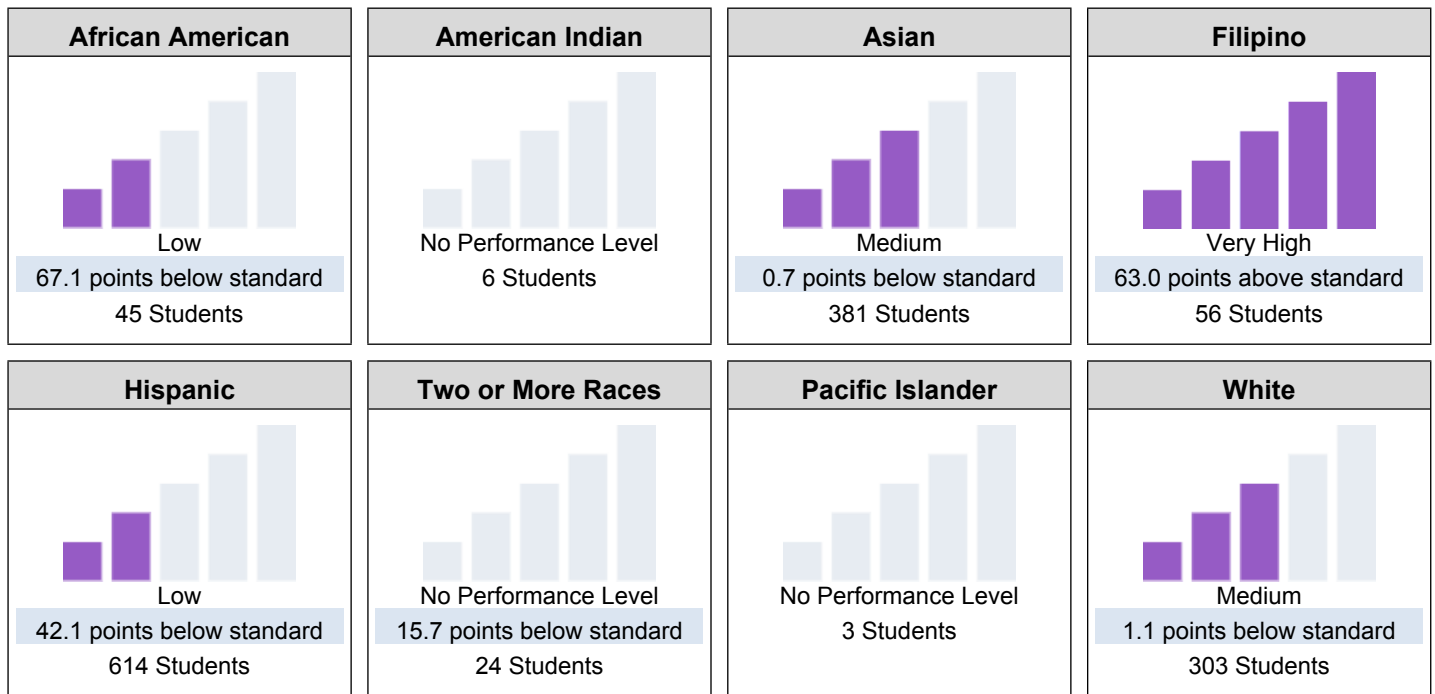
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
121.1 points below standard 46 Students	30.6 points below standard 123 Students	17.8 points below standard 1097 Students

Conclusions based on this data:

1. Our overall math status indicator fell in the medium range
2. Our lowest subgroup was our SWD who fell in the very low range
3. Our highest subgroup was our Filipino subgroup who fell into the very high range

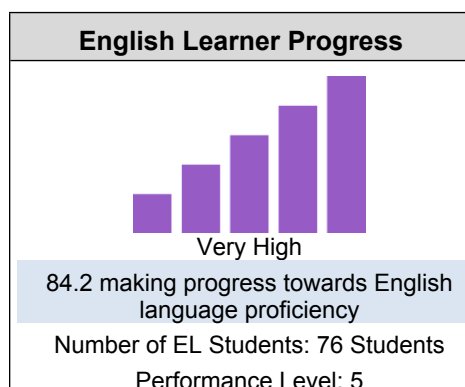
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3.9%	11.8%	7.9%	76.3%

Conclusions based on this data:

1. Our English Learner progress indicator fell in the very high range
2. We had 84.2% of our EL students who are making progress towards English Language Proficiency
3. 58 of our EL students progressed at least one ELPI level

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



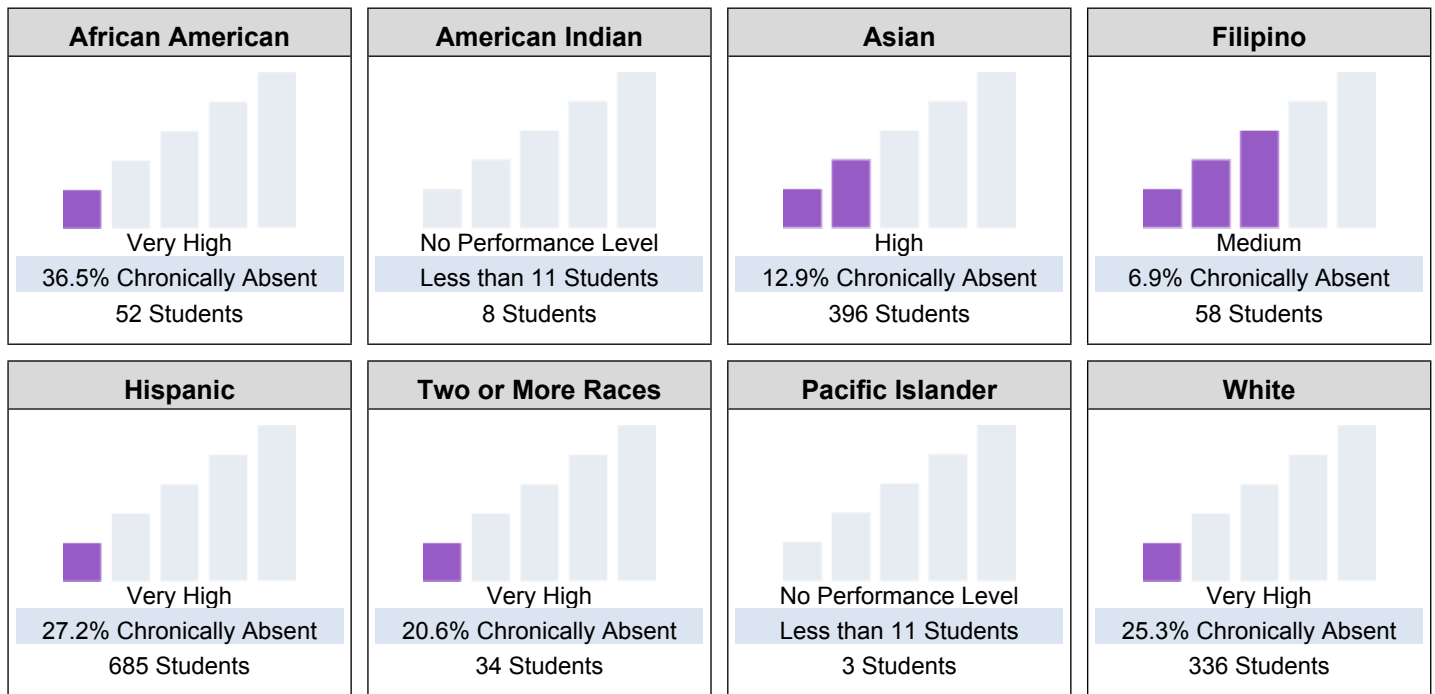
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
7	1	1	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Very High 22.5% Chronically Absent 1572 Students	English Learners Very High 21.1% Chronically Absent 114 Students	Foster Youth No Performance Level Less than 11 Students 8 Students
Homeless No Performance Level Less than 11 Students 2 Students	Socioeconomically Disadvantaged Very High 25.2% Chronically Absent 918 Students	Students with Disabilities Very High 27.5% Chronically Absent 149 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

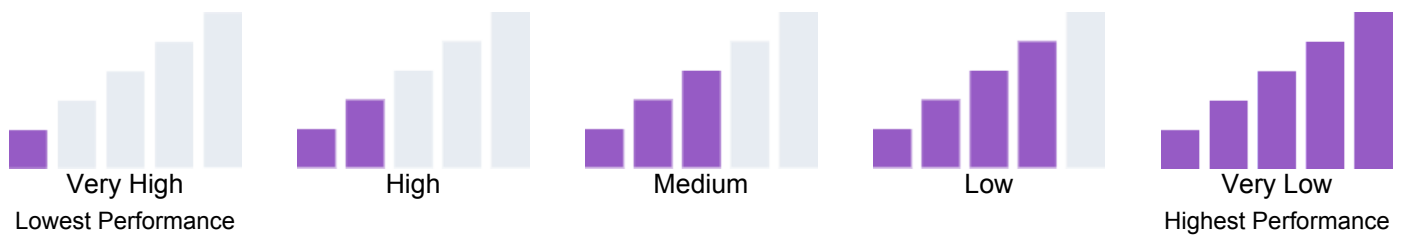
1. Our chronic absentee rates were 22.5% causing us to have this as a very high indicator
2. Our Filipino subgroup had the lowest chronic absentee rates
3. Our SWD subgroup had the highest chronic absentee rates

School and Student Performance Data

Conditions & Climate Suspension Rate

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

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



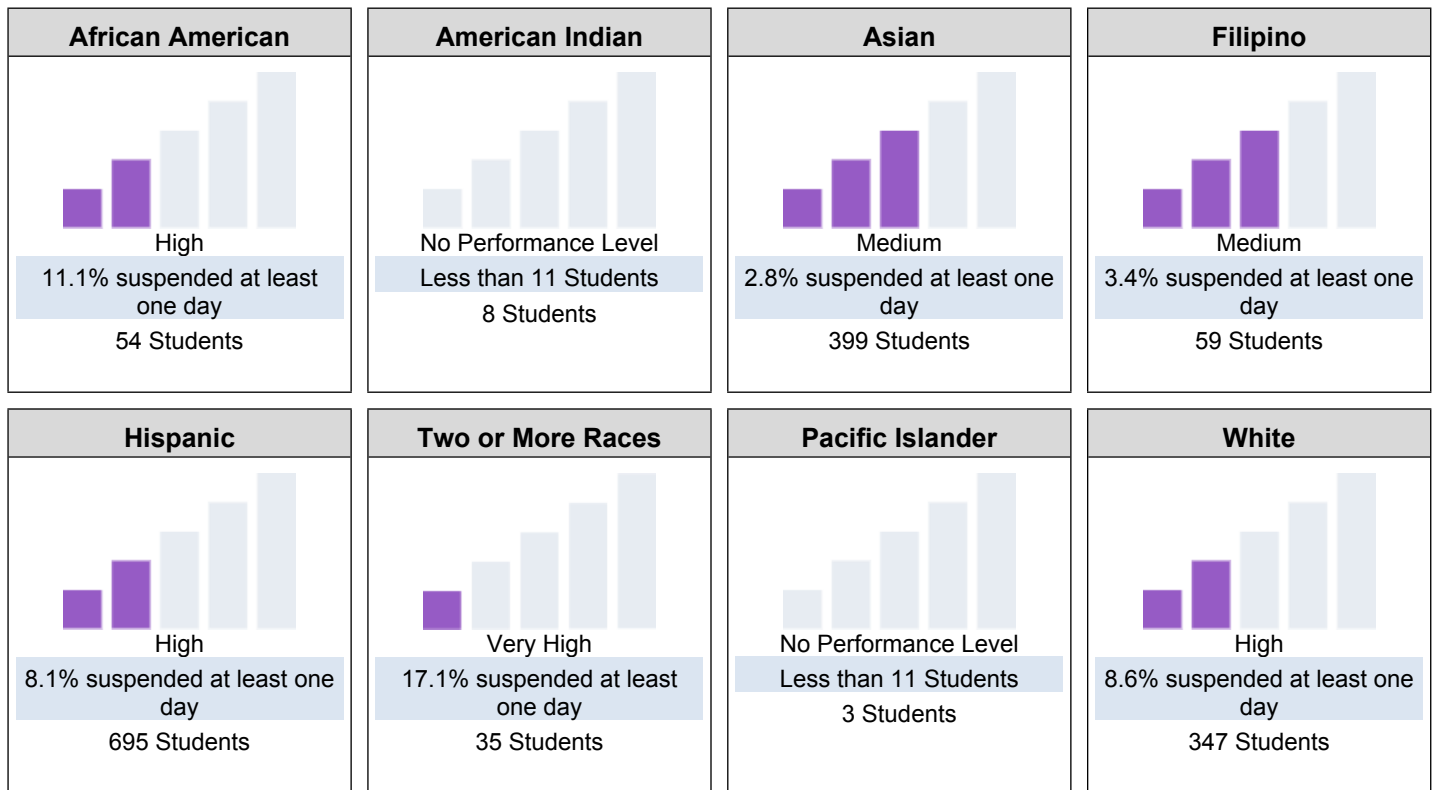
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
1	4	4	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students <p>Medium</p> <p>6.9% suspended at least one day</p> <p>1600 Students</p>	English Learners <p>Medium</p> <p>7% suspended at least one day</p> <p>114 Students</p>	Foster Youth <p>No Performance Level</p> <p>Less than 11 Students</p> <p>8 Students</p>
Homeless <p>No Performance Level</p> <p>Less than 11 Students</p> <p>2 Students</p>	Socioeconomically Disadvantaged <p>High</p> <p>8.3% suspended at least one day</p> <p>935 Students</p>	Students with Disabilities <p>Medium</p> <p>7.9% suspended at least one day</p> <p>151 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Our overall suspension data fell in the medium indicator range
2. Our subgroup with the most suspensions was the Two or More races group
3. Our lowest was our EL subgroup

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ELA

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 1

Reyburn Intermediate Academic Block will show a 5% overall growth on the CAASPP ELA Assessment in both 7th and 8th grade.

Identified Need

Increased proficiency rate in Academic Block on the 2022-2023 CAASP

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased % of students who meet or exceed standards in ELA on the CAASP	72% of 7th grade students who met or exceeded standards on the CAASP 62% of 8th grade students who met or exceeded standards on the CAASP	5% overall increase of student who meet or exceed the standards in ELA on the 2022-2023 CAASP

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategy: PLC Community

Activity:

*Regular monthly and bi-monthly standing meetings with PLC Leads to communicate expectations of data analysis, and the development of common assessments, collaboration on focus strategies

(RA Strategies)/Instructional practices, MTSS plan for Intervention, Professional Development needs, and implementation of BCII vision.

*Meetings with District ELA Administration at Curriculum Instruction Department regarding department needs and targeted Professional Development opportunities.

*Learning Director, ELD, and PLC Leads, will attend PLC meetings to assist in guiding conversations.

*Each PLC team will have a Google Doc file, where Leads will submit all agendas and supporting documents weekly.

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)

34,000

Source(s)

LCAP Supplemental
1000-1999: Certificated Personnel Salaries
Professional Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategy: Systematic Intervention

Activity:

*Every 12 week grading period, PLC teams will monitor the D, F and I list as a team. They will gather evidence and discuss plan for intervention of failing students.

*Learning Director will collect evidence through the use of Walk Through observations and follow up emails that identify Tier I instructional strategies being implemented in classrooms and further instructional supports in place to help students reach mastery.

*Teachers will use Common and Unit Assessments every 4-6 weeks through the use of Study Sync and Illuminate.

*PLC Common Assessments-Common Lit, unit StudySync Assessments, Illuminate Quick Checks, Interim Block Assessments (IAB's) and CAASPP data (annual) to determine students by teacher who need additional support in Tier II instruction. Intervention will be focused on Essential Standards identified by PLC teams.

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)

12456.58

Source(s)

LCAP Supplemental

	1000-1999: Certificated Personnel Salaries
8814.39	Title III English Learner 2000-2999: Classified Personnel Salaries
1,400.00	LCAP Supplemental 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategy: Focus on Learning

Activity:

- *Expanded training for all Academic Block teachers.
- *Continued use and training of all teachers on the use of Illuminate reports and the creation of Common Assessments.
- *Reading Apprenticeship Training provided to all AB.
- *AVID PD

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)

16,250.00

Source(s)

LCAP Supplemental
1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategy: Technology in the classrooms

- *Teachers will use technology in the classroom for instruction and supplemental use
- *Teachers will utilize technology to prepare them for high school
- *Students will utilize technology to access texts, lessons, and supplemental materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	LCAP Supplemental

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

RIS teachers are continually working with their PLCs to develop common assessments, especially in the core content areas of English, Math and Science. RIS continues to offer Tier 2 interventions before, during and after school.

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

No discrepancies

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

We will continue to focus on our PLC's, analyzing data to inform instruction, and our intervention systems. We will also continue our focus on learning and our work to implement technology in the classroom.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 2

Reyburn Intermediate Math 7 and 8 will show growth overall on the CAASPP

Identified Need

Increased proficiency rate in Math on the CAASPP

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased % of students who meet or exceed standards in Math on the 2021-2022 CAASPP	47% (7th) students met or exceeded standards in Math on the CAASPP 40% (8th) students met or exceeded standards in Math on the CAASPP	50% or above of students who meet or exceed standards in Math on the CAASPP

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategy: PLC Community

Activity:

*Monthly and bi-monthly standing meetings with PLC Leads to discuss implementation of Internal Coherence within the Math Department. These standings will have discussions around data analysis and common assessments. These teams will collaborate on instructional practices and professional development needs.

*Psychological Safety Surveys and PLC Reflection Notes will be used to increase collective efficacy. Ice Breakers will be created by the LD and BCII Team as well.

*Standing meetings with District Math TSA's and Learning Director along with other CUSD Math LD's.

*LD, Department Chair and math department TSA's will be present during PLC's to guide conversations around data. PLC teams will submit data through email or google doc for each unit. D,F&I lists will be discussed and monitored in PLC's every 6 weeks, 12 weeks and at the semester grading period. Teams will gather evidence and create a plan to intervene with these students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8195.42	LCAP Supplemental 1000-1999: Certificated Personnel Salaries Substitutes, as need, for department meetings with administration
42718.68	LCAP Intervention 6000-6999: Capital Outlay Technology and Equipment over \$500

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategy: Systematic Intervention

Activity:

*Using walk-throughs and providing immediate feedback, the Learning Director will collect evidence that identifies Tier 1 instructional strategies being implemented in classrooms. Teacher rosters will be turned into the Learning Director when teachers have identified their Tier 2 and 3 students based off of pre-assessment data. These will be submitted after each common assessment.

*Progress monitoring data will be documented, and targeted small group intervention strategies will be discussed. Ongoing data from the mid-unit assessments and quick checks will continue to drive the intervention. A post-assessment will be given, and that data will be analyzed in PLC's with teachers. Teachers will also be responsible for holding Tier 2 Intervention at the end of each block day along with 1 regular schedule day each week. While instruction is online, teachers will hold intervention after school.

*Data Chat Progress Monitoring Goal charts will be reviewed with each student and collected by the teacher.

*Math Academy after school 4 days a week will also be held as a Tier 2 and 3 Intervention. IReady for Math 7 will be used for instruction and progress monitoring.

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)
6,000.00	LCAP Supplemental 1000-1999: Certificated Personnel Salaries
7500.00	LCAP Supplemental 2000-2999: Classified Personnel Salaries
700.00	LCAP Supplemental 4000-4999: Books And Supplies

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Strategy: Focus on Learning

Activity:

*Expanded use and training for teachers on how to use Illuminate and CAASPP reports and assessments to drive instruction.

*Walk-through observations and immediate feedback will be provided by Learning Director and Department Chair. Formal observations and evaluations will focus on Claim 3, Communicating Reasoning and MTSS.

*Unit Assessments (4-6 wks.)

*Data from Tier 2 Intervention (6 wks.) CAASPP Data annually and CAASPP Block assessments each semester.

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)
4,000.00	LCAP Supplemental 1000-1999: Certificated Personnel Salaries
700.00	LCAP Supplemental 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

RIS teachers are working with their PLCs to develop common assessments, especially in the core content areas of English, Math and Science. RIS continues to offer Tier 3 interventions before/after school.

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

No discrepancies

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

We will continue to focus on our PLC's, analyzing data to inform instruction, and our intervention systems. We will also continue our focus on learning and our work to implement technology in the classroom.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

Maximize Achievement for All Students

Goal 3

Decrease the number of students who are chronically absent across our campus, including our subgroup of two or more races.

Identified Need

Due to COVID-19 and the mandated quarantines that were put into place by the state, a large number of students fell into the chronic absentee rates across the district and state. At our site, our two or more races subgroup had a high percentage of students who were considered chronically absent

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Data Dashboard Chronic Absentee Rates	In 21-22, 11% of our two or more races subgroup of students were considered chronically absent	In 23-24, we expect there to be a decline of the two or more races subgroup who are chronically absent 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/Activity 1

Students to be Served by this Strategy/Activity

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

All students including our two or more races student subgroup

Strategy/Activity

Professional Development/Site administrators will be provided with PD around the foundational research-based practices to prevent absenteeism

This PD will be utilized at our school site to decrease chronic absenteeism rates across our campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Strategy: Increased communication

Actions:
Increase parent communication around the importance of attending school, the effects of missing school, and options (such as IS) when they are not able to attend for a period of more than 3 days
Increase communication with students about the effects of missing school and the benefits of attending

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)
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Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This is a new goal being implemented in the 23-24 school year

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Suspensions

LEA/LCAP Goal

Maximize Achievement for All Students

Goal 4

Decrease the number of students who are suspended across our campus, including students in the two or more races subgroup.

Identified Need

In looking at our overall suspension data versus our subgroup data, it is evident that our two or more races student subgroup represents a higher percentage of suspensions than other groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Data Dashboard Suspension Rates	In 21-22, 17% of our two or more races student subgroup were suspended for at least one day	In 23-24, we expect there to be a decline of students in our two or more races subgroup who are suspended for one or more days 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/Activity 1

Students to be Served by this Strategy/Activity

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

All students including our two or more races student subgroup

Strategy/Activity

Professional Development:

*Site administrators will be provided with PD around alternatives to suspension that they can utilize at their sites and with their staff

*PD for behavior strategies that support tiers of intervention and alternatives to suspension.

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	District Funded

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This is a new goal that will be implemented in 23-24

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

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

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	\$8,814.39
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$152,735.07

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 (\$)
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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 (\$)
District Funded	\$0.00
LCAP Intervention	\$42,718.68
LCAP Supplemental	\$101,202.00
Title III English Learner	\$8,814.39

Subtotal of state or local funds included for this school: \$152,735.07

Total of federal, state, and/or local funds for this school: \$152,735.07

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	\$101,202.00	0.00
Title III English Learner	\$8,814.39	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCAP Intervention	42,718.68
LCAP Supplemental	101,202.00
Title III English Learner	8,814.39

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	80,902.00
2000-2999: Classified Personnel Salaries	16,314.39
4000-4999: Books And Supplies	2,800.00
6000-6999: Capital Outlay	42,718.68

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	District Funded	0.00
6000-6999: Capital Outlay	LCAP Intervention	42,718.68
	LCAP Supplemental	10,000.00

1000-1999: Certificated Personnel Salaries	LCAP Supplemental	80,902.00
2000-2999: Classified Personnel Salaries	LCAP Supplemental	7,500.00
4000-4999: Books And Supplies	LCAP Supplemental	2,800.00
2000-2999: Classified Personnel Salaries	Title III English Learner	8,814.39

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	82,920.97
Goal 2	69,814.10
Goal 3	0.00
Goal 4	0.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 3 Other School Staff
- 4 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Ryan Eisele	Principal
Ginger Ingred	Parent or Community Member
Hollie Stanford	Classroom Teacher
Morgan Olko	Classroom Teacher
Mariela Fregoso	
Lori Robinson	Other School Staff
Ada Martinez	Parent or Community Member
Rene Cardona	Other School Staff
Drew Hennecke	Secondary Student
Savannah Paz	Secondary Student
Keila Takeuchi	Classroom Teacher
Anatasia Geo	Parent or Community Member
Zol Hernandez	Secondary Student
Shanna Tyson	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



Other: GIS, Shanna Tyson

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 5-10-2023.

Attested:



Principal, Ryan Eisele on 5-10-2023



SSC Chairperson, Ginger Imber on 5-10-2023