

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
Don Riggio School	39685696105738	10-10-2023	

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)

Schoolwide Program

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 Don Riggio staff is committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve. Collective commitments have been established and are reviewed periodically at staff meetings. Our staff development, staff meetings, team meetings and academic conferencing time is dedicated to the following big ideas of a Professional Learning Community: 1) Focus on Learning, 2) Build a Collaborative Culture, and 3) Focus on Results. Teachers hold each other mutually accountable for the work of their teams, and share team products continually with the liaison leadership team. This structure is something we value and strive to improve continuously.

The six goals detailed in the plan for Don Riggio School include:
Goal 1 - English Language Arts - All students will show growth towards meeting or exceeding essential standards in ELA. The actions and services in Goal 1 are focused primarily on providing all students with foundational skills by strengthening instructional strategies within the core curriculum and professional learning in writing. At the same time, we will continue to provide interventions for students who need extra time and support.

Goal 2 - Mathematics - All students will show growth towards meeting or exceeding essential standards in Mathematics. The actions and services in Goal 2 are focused primarily on building thinking classrooms, increasing student engagement, and differentiated instruction, with an emphasis on the data collection and analysis process and interventions for those who need extra time and support. Implementation of Silicon Valley Math Initiative (SVMI) resources and increasing writing across content areas is also included to strengthen instructional strategies.

Goal 3 - English Language Development - All English learners will show growth towards meeting English language proficiency and grade level academic standards. The actions and services in Goal 3 are focused primarily on providing designated and integrated English Language Development (ELD), recognition of students who reclassify, progress monitoring of our English learners, and professional learning for teachers in English learner strategies.

Goal 4 - Visual and Performing Arts & STEAM - All students will be able to demonstrate proficiency in Science standards and in the visual and performing arts. The actions and services in Goal 4 are focused primarily on implementation of the California Arts Standards across the curriculum, the development of integrated learning projects, STEAM based investigations and experiences, coding, and writing in the arts.

Goal 5: Don Riggio will create equitable experiences for all students in regard to access to school and curricular programs. We pride ourselves in being a Positive Behavioral Interventions & Supports (PBIS) school as we strive to build a sense of community and belonging. The actions and services of Goal 5 are focused primarily on making sure our data in regard to chronic absenteeism and suspension rates reflect this.

Goal 6 - Family Engagement - Don Riggio will provide increased opportunities for engagement and participation of parents and families. The actions and services of Goal 6 are focused primarily on increasing involvement of under represented groups and supporting families with resources and materials to support student learning.

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).

In 2022-2023, Don Riggio's English Learner parents were given a needs assessment. The survey reviewed current English Language programs and resources, English Learner reclassification data, student proficiency levels on the CAASPP, and parent input regarding needs. The parents that completed the survey believed that the site's English Language Services should be maintained. Parents wanted more home language support for Math and wanted to know additional ways they could support their child's learning at home. Parents also wanted to see a continued effort to add more bilingual readers in our library.

Classroom Observations

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

In 2022-2023, eighty-six formal observations were completed for 30 staff members by the principal and assistant principal. Observations took place in the classroom for 30-45 minutes at time. Teachers were provided feedback on student engagement, classroom management, gradual release of responsibility, differentiation techniques, and critical thinking/questioning skills. When needed, post observation meetings were held to discuss the strengths of the lesson and areas for improvement with specific coaching support and suggestions for improvement.

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)

CAASPP was used for 3rd-6th graders, DIBELS was used for K-3rd grade students, and iReady was used for 1st-6th graders. Some teachers piloted iReady personalized intervention over the course of the 2022-2023 school year. All data was used to inform instructional practices and to set current goals for the 2023-2024 SPSA.

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

Teachers collaborated weekly to work on common formative assessments and to check intervention program (iReady) growth. Liaison Team met monthly to review collective data and to make instructional decisions based on student needs and common misconceptions and trends. Teachers also used curriculum embedded assessments to inform small group instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The Don Riggio staff met the requirements for a highly qualified staff.

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

Don Riggio met sufficiency of credentialed teachers for general education, special education, and intervention classes.

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

Professional development at Don Riggio was aligned with content standards. Teachers received training and support with state adopted curriculum and district intervention programs (iReady). The district also provided professional learning to improve math instruction using the Silicon Valley Mathematics Initiative (SVMI) practices.

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

Professional Development was offered virtually and after school hours. Teachers who participated were time sheeted. PD was recorded so teachers who could not attend the training could access it at a later time. Also, teachers of newcomer English Language learners also received training and support from our San Joaquin County Office of Education.

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

Teachers would collaborate weekly with input from special education and the intervention teachers. Teachers would share best practices, plan and analyze common formative assessment and summative assessment data in order to progress monitor and inform instructional practices.

Teaching and Learning

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

Curriculum, Instruction, and Materials were aligned with content and performance standards.

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

Each grade level implemented the recommended instructional minutes for reading/language arts and mathematics.

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

Grade level teams collaborated weekly to ensure that they followed their pacing guides. In 2022-2023, Don Riggio noticed many students were well below grade level, which altered pacing and overall growth towards proficiency.

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

Each grade level received the standards based instructional materials for ELA/ELD, Math, Science, and Social Studies. As a Visual and Performing Arts school, teachers implemented a new art curriculum in 2022-2023 that was aligned with the national art 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)

Each grade level used the standards-aligned instructional materials and intervention materials in both the general education classes and the intervention classes. Special Education also had grade level standards based curriculum to use.

Opportunity and Equal Educational Access

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

All students are provided a laptop to access their instructional materials digitally. Students who do not have access to the internet at home were given a MiFi (hot spot). A Title One teacher, reading intervention teacher, and paraprofessionals support underperforming students in Reading and classroom teachers offered before/after school tutoring in math or used flexible groupings during the school day to offer differentiated instruction as needed.

Evidence-based educational practices to raise student achievement

All 1st-6th grade students received the benefits of participating in iReady for reading and math. Both programs enhance student achievement, have built-in assessments, and identify individual needs of students to support small group instruction. Students also had access to Accelerated Reader/Renaissance Learning, Xtra Math, and Reading A-Z to support learning. Teachers also used a wide variety of teaching practices that support student learning such as collaboration, gradual release of responsibility, differentiation, and opportunities to show student learning in a variety of ways.

Parental Engagement

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

Our PTSA held community dine-out events, give back events, and fundraisers. Families attended our school-wide grade level family nights, our school-wide play production, Young Author's Tea, and our annual Dance Festival and Art Show.

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)

Don Riggio has three parent groups that meet regularly. Our School Site Council (SSC) is made up of four parent members and four faculty members who work together to revise and approve our School Plan for Student Achievement (SPSA) and our school safety plan. Our English Learner Advisory Committee (ELAC) meets five times a year and focuses on our English Learner population. ELAC provides input for the SPSA, participates in a needs assessment, and offers suggestions to improve Don Riggio's home/school connection. Finally, the Parent Teacher Student Association (PTSA) meets monthly. PTSA fundraises and sponsors events for Don Riggio to boost school morale and increase parent engagement. Monies raised are given back to students in the form on field trips, classroom supplies, and visual and performing arts resources.

Funding

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

Services provided by categorical funds assists underperforming students to meet standards. These services included Title One intervention for grades 1st-3rd either one-on-one or in small group, reading intervention push in and small group support for 4th-6th grades, before/after school tutoring, and small group cohorts who work with paraprofessionals. English learners received primary language assistance in the classroom.

Fiscal support (EPC)

Don Riggio is funded by Title One money to meet the needs of underperforming students.

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

The SPSA annual review and update involves 1) School Site Council, which represents student, parent & community members, and certificated and classified staff and 2) English Learner Advisory Committee, which represents parents of English Learners. The School Site Council was first presented with data to analyze the effects of the current plan on student achievement. Next, they

made edits to the current plan and suggestions for new goals/targets. The final plan was drafted and brought back for final approval. The same process was used with our ELAC, with an emphasis on English Language Development and Family Engagement. Stakeholder input and SSC approval meetings for the 2023-2024 SPSA were held in the spring of 2022-2023 and the fall of 2023-2024.

Resource Inequities

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

There are no resource inequities at this time for our site.

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%		0	0
African American	8.6%	9.51%	11.68%	45	50	57
Asian	6.9%	4.56%	5.33%	36	24	26
Filipino	2.9%	2.85%	2.46%	15	15	12
Hispanic/Latino	57.3%	59.89%	57.58%	300	315	281
Pacific Islander	0.4%	0.76%	0.41%	2	4	2
White	18.9%	16.92%	14.14%	99	89	69
Multiple/No Response	4.6%	4.94%	6.76%	24	26	33
Total Enrollment				524	526	488

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	25	64	72
Grade 1	66	34	71
Grade 2	50	66	60
Grade 3	78	49	75
Grade 4	69	69	51
Grade 5	64	64	61
Grade 6	60	53	58
Grade 7	58	58	
Grade 8	54	69	40
Total Enrollment	524	526	488

Conclusions based on this data:

1. Don Riggio's African American population increased last year by 2.17%, making up almost 12% of our total population.
2. Don Riggio's enrollment declined due to the collapsing of our middle school program. We did not have 7th grade last year and will no longer have 8th grade this year.
3. Don Riggio's overall enrollment declined by 38 students compared to 2021-2022 data, which is a 7% decrease.

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	106	95	81	20.2%	18.1%	16.6%
Fluent English Proficient (FEP)	43	39	19	8.2%	7.4%	3.9%
Reclassified Fluent English Proficient (RFEP)	3			2.8%		

Conclusions based on this data:

1. Don Riggio's total English Learner population has decreased by 3.6% since 2020-2021, roughly 2% decrease each year.
2. Don Riggio's Fluent English Proficient data also shows a decrease of 4.3% since 2020-2021.
3. Don Riggio reclassified more students in 2022-2023 than in 2021-2022.

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 3	78	50		75	48		75	48		96.2	96.0	
Grade 4	67	68		64	67		64	67		95.5	98.5	
Grade 5	64	64		61	62		61	62		95.3	96.9	
Grade 6	65	55		60	54		59	54		92.3	98.2	
Grade 7	65	56		52	55		52	55		80.0	98.2	
Grade 8	54	78		45	66		45	66		83.3	84.6	
All Grades	393	371		357	352		356	352		90.8	94.9	

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		
	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 3	2331.	2360.		2.67	4.17		9.33	14.58		21.33	31.25		66.67	50.00	
Grade 4	2400.	2390.		7.81	7.46		10.94	16.42		21.88	13.43		59.38	62.69	
Grade 5	2415.	2425.		1.64	0.00		14.75	12.90		22.95	38.71		60.66	48.39	
Grade 6	2466.	2454.		5.08	1.85		16.95	12.96		35.59	31.48		42.37	53.70	
Grade 7	2525.	2501.		13.46	5.45		34.62	34.55		23.08	18.18		28.85	41.82	
Grade 8	2465.	2564.		4.44	15.15		20.00	36.36		13.33	27.27		62.22	21.21	
All Grades	N/A	N/A	N/A	5.62	5.97		16.85	21.59		23.31	26.42		54.21	46.02	

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 3	4.00	6.25		44.00	60.42		52.00	33.33	
Grade 4	6.25	10.45		60.94	55.22		32.81	34.33	
Grade 5	3.28	1.61		45.90	70.97		50.82	27.42	
Grade 6	5.17	5.56		41.38	57.41		53.45	37.04	
Grade 7	11.54	10.91		55.77	60.00		32.69	29.09	
Grade 8	8.89	13.64		28.89	68.18		62.22	18.18	
All Grades	6.20	8.24		46.76	62.22		47.04	29.55	

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 3	1.33	4.17		36.00	37.50		62.67	58.33	
Grade 4	6.25	8.96		46.88	38.81		46.88	52.24	
Grade 5	3.28	4.84		40.98	46.77		55.74	48.39	
Grade 6	6.90	0.00		50.00	37.04		43.10	62.96	
Grade 7	15.38	9.09		61.54	50.91		23.08	40.00	
Grade 8	11.11	24.24		33.33	51.52		55.56	24.24	
All Grades	6.76	9.09		44.51	44.03		48.73	46.88	

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 3	5.33	6.25		64.00	79.17		30.67	14.58	
Grade 4	3.13	10.45		68.75	52.24		28.13	37.31	
Grade 5	3.28	3.23		80.33	69.35		16.39	27.42	
Grade 6	10.34	9.26		65.52	61.11		24.14	29.63	
Grade 7	9.62	0.00		67.31	78.18		23.08	21.82	
Grade 8	2.22	13.64		57.78	72.73		40.00	13.64	
All Grades	5.63	7.39		67.61	68.18		26.76	24.43	

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 3	4.00	6.25		48.00	66.67		48.00	27.08	
Grade 4	7.81	4.48		64.06	53.73		28.13	41.79	
Grade 5	0.00	4.84		52.46	62.90		47.54	32.26	
Grade 6	6.78	5.56		69.49	64.81		23.73	29.63	
Grade 7	19.23	7.27		63.46	70.91		17.31	21.82	
Grade 8	13.33	22.73		44.44	63.64		42.22	13.64	
All Grades	7.87	8.81		57.02	63.35		35.11	27.84	

Conclusions based on this data:

1. Due to Covid and distance learning, Don Riggio students declined significantly in all academic areas between 2018-2019 and 2020-2021.
2. The largest decline was seen in 5th grade. Students had the lowest proficiency rate in this grade level.

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 3	78	50		76	50		76	50		97.4	100.0	
Grade 4	66	68		64	67		64	67		97.0	98.5	
Grade 5	64	64		61	62		61	62		95.3	96.9	
Grade 6	65	55		60	55		59	55		92.3	100.0	
Grade 7	65	56		52	55		52	55		80.0	98.2	
Grade 8	53	78		45	67		45	67		84.9	85.9	
All Grades	391	371		358	356		357	356		91.6	96.0	

* 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 3	2346.	2359.		3.95	0.00		13.16	18.00		17.11	26.00		65.79	56.00	
Grade 4	2398.	2385.		1.56	2.99		14.06	10.45		26.56	26.87		57.81	59.70	
Grade 5	2399.	2422.		1.64	1.61		0.00	6.45		13.11	27.42		85.25	64.52	
Grade 6	2453.	2426.		10.17	0.00		6.78	3.64		30.51	23.64		52.54	72.73	
Grade 7	2500.	2470.		13.46	3.64		19.23	18.18		21.15	29.09		46.15	49.09	
Grade 8	2445.	2502.		4.44	8.96		13.33	17.91		13.33	23.88		68.89	49.25	
All Grades	N/A	N/A	N/A	5.60	3.09		10.92	12.36		20.45	26.12		63.03	58.43	

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 3	5.26	0.00		35.53	42.00		59.21	58.00	
Grade 4	4.69	5.97		28.13	22.39		67.19	71.64	
Grade 5	1.64	0.00		26.23	35.48		72.13	64.52	
Grade 6	15.25	0.00		30.51	30.91		54.24	69.09	
Grade 7	15.38	3.64		46.15	45.45		38.46	50.91	
Grade 8	9.09	8.96		27.27	47.76		63.64	43.28	
All Grades	8.15	3.37		32.30	37.08		59.55	59.55	

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 3	10.53	2.00		31.58	48.00		57.89	50.00	
Grade 4	6.25	4.48		39.06	32.84		54.69	62.69	
Grade 5	1.64	1.61		29.51	43.55		68.85	54.84	
Grade 6	10.17	0.00		38.98	34.55		50.85	65.45	
Grade 7	5.77	3.64		61.54	65.45		32.69	30.91	
Grade 8	6.67	10.45		37.78	55.22		55.56	34.33	
All Grades	7.00	3.93		38.94	46.35		54.06	49.72	

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 3	3.95	2.00		52.63	52.00		43.42	46.00	
Grade 4	6.25	4.48		46.88	40.30		46.88	55.22	
Grade 5	3.28	4.84		40.98	37.10		55.74	58.06	
Grade 6	5.08	0.00		57.63	47.27		37.29	52.73	
Grade 7	9.62	3.64		63.46	65.45		26.92	30.91	
Grade 8	0.00	10.45		62.22	65.67		37.78	23.88	
All Grades	4.76	4.49		53.22	51.12		42.02	44.38	

Conclusions based on this data:

1. Due to Covid and distance learning, Don Riggio students declined significantly in all academic areas between 2018-2019 and 2020-2021.
2. The largest decline was seen in 5th grade. Students had the lowest proficiency rate in this grade level.
3. Overall, Don Riggio performed lower in math than in English language arts.

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		6	10	
1	1421.8	*		1431.9	*		1411.2	*		12	6	
2	*	1458.7		*	1454.2		*	1462.9		5	11	
3	1468.9	*		1458.6	*		1478.7	*		19	8	
4	1491.8	1476.5		1501.5	1473.6		1481.5	1478.9		11	15	
5	1514.9	1499.0		1521.4	1504.4		1507.8	1492.9		13	12	
6	1519.3	1504.9		1522.0	1510.2		1516.1	1499.4		15	14	
7	1536.0	1530.4		1530.0	1530.4		1541.3	1529.8		14	13	
8	*	1523.2		*	1506.1		*	1539.9		9	16	
All Grades										104	105	

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	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
K	*	*		*	*		*	*		*	*		*	*	
1	0.00	*		16.67	*		41.67	*		41.67	*		12	*	
2	*	0.00		*	36.36		*	45.45		*	18.18		*	11	
3	0.00	*		36.84	*		42.11	*		21.05	*		19	*	
4	9.09	0.00		36.36	33.33		36.36	33.33		18.18	33.33		11	15	
5	7.69	16.67		46.15	25.00		30.77	33.33		15.38	25.00		13	12	
6	26.67	7.14		26.67	35.71		26.67	42.86		20.00	14.29		15	14	
7	21.43	15.38		42.86	38.46		28.57	23.08		7.14	23.08		14	13	
8	*	31.25		*	25.00		*	18.75		*	25.00		*	16	
All Grades	9.62	9.52		35.58	28.57		35.58	35.24		19.23	26.67		104	105	

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	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
K	*	*		*	*		*	*		*	*		*	*	
1	16.67	*		16.67	*		33.33	*		33.33	*		12	*	
2	*	18.18		*	27.27		*	36.36		*	18.18		*	11	
3	10.53	*		47.37	*		21.05	*		21.05	*		19	*	
4	36.36	6.67		9.09	46.67		36.36	26.67		18.18	20.00		11	15	
5	30.77	41.67		53.85	33.33		0.00	0.00		15.38	25.00		13	12	
6	46.67	28.57		13.33	35.71		20.00	28.57		20.00	7.14		15	14	
7	28.57	23.08		50.00	46.15		7.14	7.69		14.29	23.08		14	13	
8	*	37.50		*	25.00		*	12.50		*	25.00		*	16	
All Grades	28.85	20.95		29.81	31.43		22.12	23.81		19.23	23.81		104	105	

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	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
K	*	*		*	*		*	*		*	*		*	*	
1	0.00	*		16.67	*		25.00	*		58.33	*		12	*	
2	*	0.00		*	27.27		*	36.36		*	36.36		*	11	
3	0.00	*		26.32	*		36.84	*		36.84	*		19	*	
4	0.00	0.00		9.09	26.67		45.45	26.67		45.45	46.67		11	15	
5	0.00	0.00		7.69	16.67		69.23	33.33		23.08	50.00		13	12	
6	6.67	0.00		26.67	0.00		40.00	71.43		26.67	28.57		15	14	
7	7.14	7.69		35.71	30.77		35.71	23.08		21.43	38.46		14	13	
8	*	31.25		*	6.25		*	37.50		*	25.00		*	16	
All Grades	2.88	5.71		23.08	18.10		40.38	38.10		33.65	38.10		104	105	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	8.33	*		75.00	*		16.67	*		12	*	
2	*	18.18		*	81.82		*	0.00		*	11	
3	10.53	*		73.68	*		15.79	*		19	*	
4	27.27	26.67		45.45	60.00		27.27	13.33		11	15	
5	15.38	25.00		76.92	50.00		7.69	25.00		13	12	
6	20.00	14.29		46.67	78.57		33.33	7.14		15	14	
7	28.57	7.69		57.14	69.23		14.29	23.08		14	13	
8	*	12.50		*	50.00		*	37.50		*	16	
All Grades	18.27	17.14		62.50	61.90		19.23	20.95		104	105	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	16.67	*		50.00	*		33.33	*		12	*	
2	*	18.18		*	36.36		*	45.45		*	11	
3	26.32	*		47.37	*		26.32	*		19	*	
4	36.36	20.00		45.45	53.33		18.18	26.67		11	15	
5	61.54	50.00		23.08	25.00		15.38	25.00		13	12	
6	66.67	57.14		13.33	28.57		20.00	14.29		15	14	
7	57.14	69.23		21.43	7.69		21.43	23.08		14	13	
8	*	50.00		*	25.00		*	25.00		*	16	
All Grades	43.27	35.24		35.58	32.38		21.15	32.38		104	105	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	0.00	*		41.67	*		58.33	*		12	*	
2	*	0.00		*	72.73		*	27.27		*	11	
3	0.00	*		47.37	*		52.63	*		19	*	
4	0.00	0.00		54.55	60.00		45.45	40.00		11	15	
5	0.00	8.33		69.23	33.33		30.77	58.33		13	12	
6	6.67	0.00		40.00	28.57		53.33	71.43		15	14	
7	21.43	7.69		50.00	46.15		28.57	46.15		14	13	
8	*	31.25		*	12.50		*	56.25		*	16	
All Grades	4.81	6.67		52.88	41.90		42.31	51.43		104	105	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	8.33	*		33.33	*		58.33	*		12	*	
2	*	9.09		*	63.64		*	27.27		*	11	
3	15.79	*		52.63	*		31.58	*		19	*	
4	0.00	6.67		81.82	53.33		18.18	40.00		11	15	
5	0.00	0.00		84.62	75.00		15.38	25.00		13	12	
6	13.33	0.00		66.67	85.71		20.00	14.29		15	14	
7	0.00	15.38		92.86	61.54		7.14	23.08		14	13	
8	*	0.00		*	75.00		*	25.00		*	16	
All Grades	6.73	5.71		68.27	66.67		25.00	27.62		104	105	

Conclusions based on this data:

1. Don Riggio had fewer English learners in 2020-2021 compared to 2018-2019. However, the percentage of students scoring somewhat/moderately stayed relatively the same.
2. Don Riggio noticed an increase of level 1 and level 2 students in written language and a decrease in levels 3 and 4.
3. Overall, Don Riggio has more students in level 2 than any other band.

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
526	60.3	18.1	0.4
Total Number of Students enrolled in Don Riggio 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	95	18.1
Foster Youth	2	0.4
Homeless	15	2.9
Socioeconomically Disadvantaged	317	60.3
Students with Disabilities	62	11.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	50	9.5
American Indian		
Asian	24	4.6
Filipino	15	2.9
Hispanic	315	59.9
Two or More Races	26	4.9
Pacific Islander	4	0.8
White	89	16.9

Conclusions based on this data:

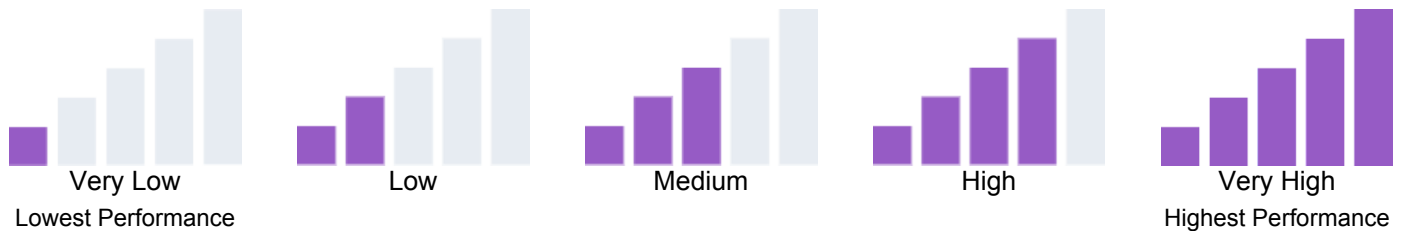
1. Overall, Don Riggio enrollment has declined by over 100 students.
2. Over half of Don Riggio's population is socioeconomically disadvantaged.
3. The majority of Don Riggio students are Hispanic/Latinx.

School and Student Performance Data

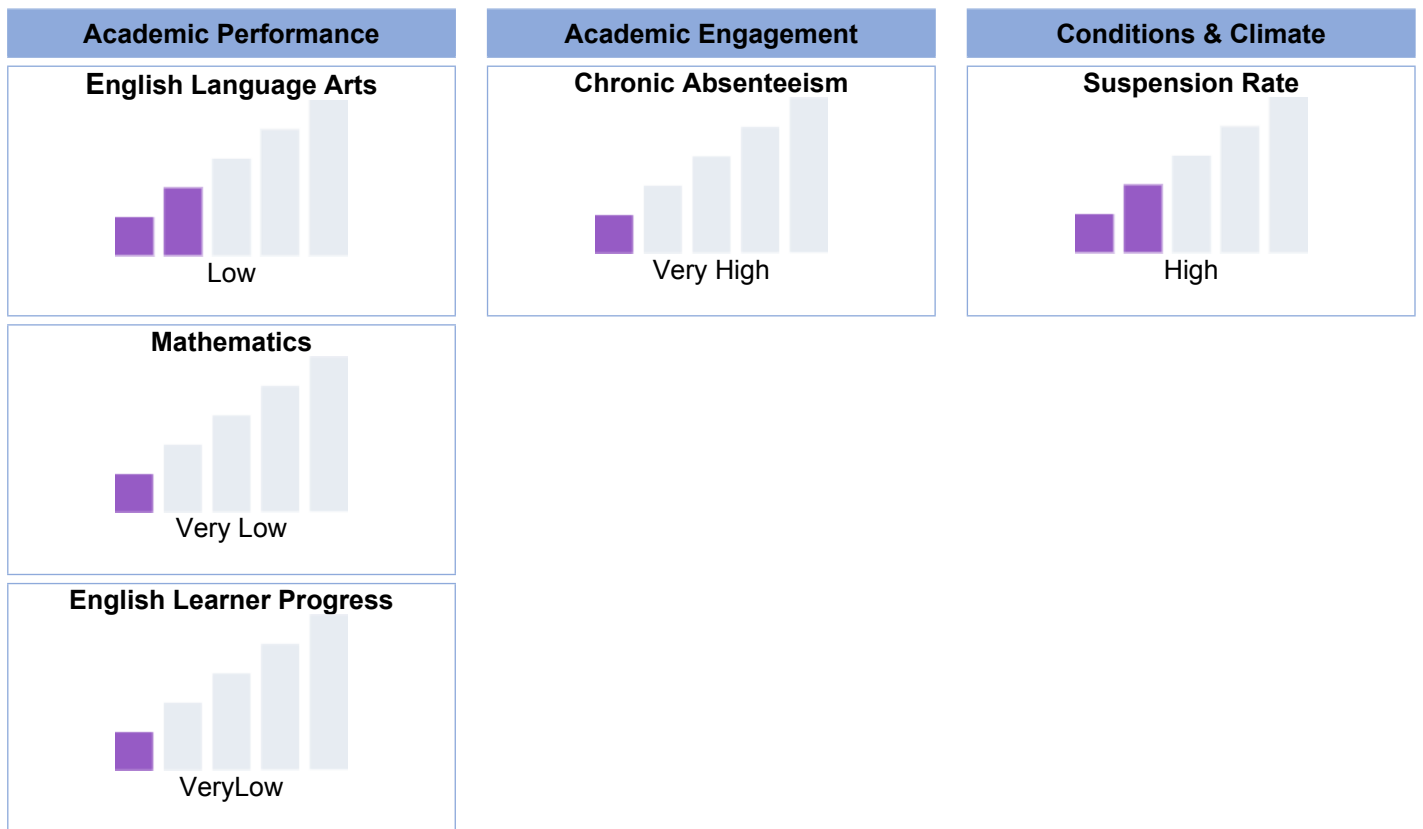
Overall Performance

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:

1. Based on 2022 Dashboard, our suspension rates still remain high not due to total suspensions but due to disproportionality of African American students being suspended.
2. Chronic Absenteeism continues to be a struggle at Don Riggio. We are considered very high.

-
-
3. Don Riggio is performing better in ELA than in Math per the Dashboard.

School and Student Performance Data

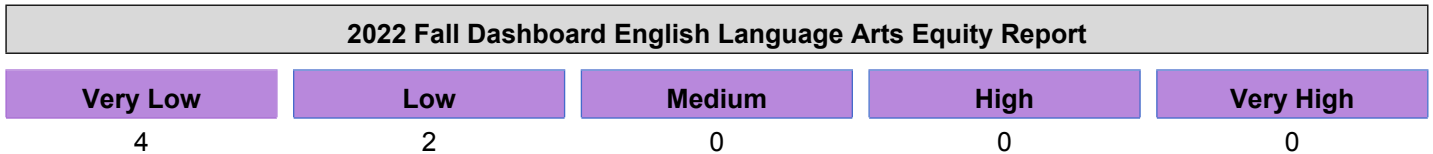
Academic Performance English Language Arts

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](#).

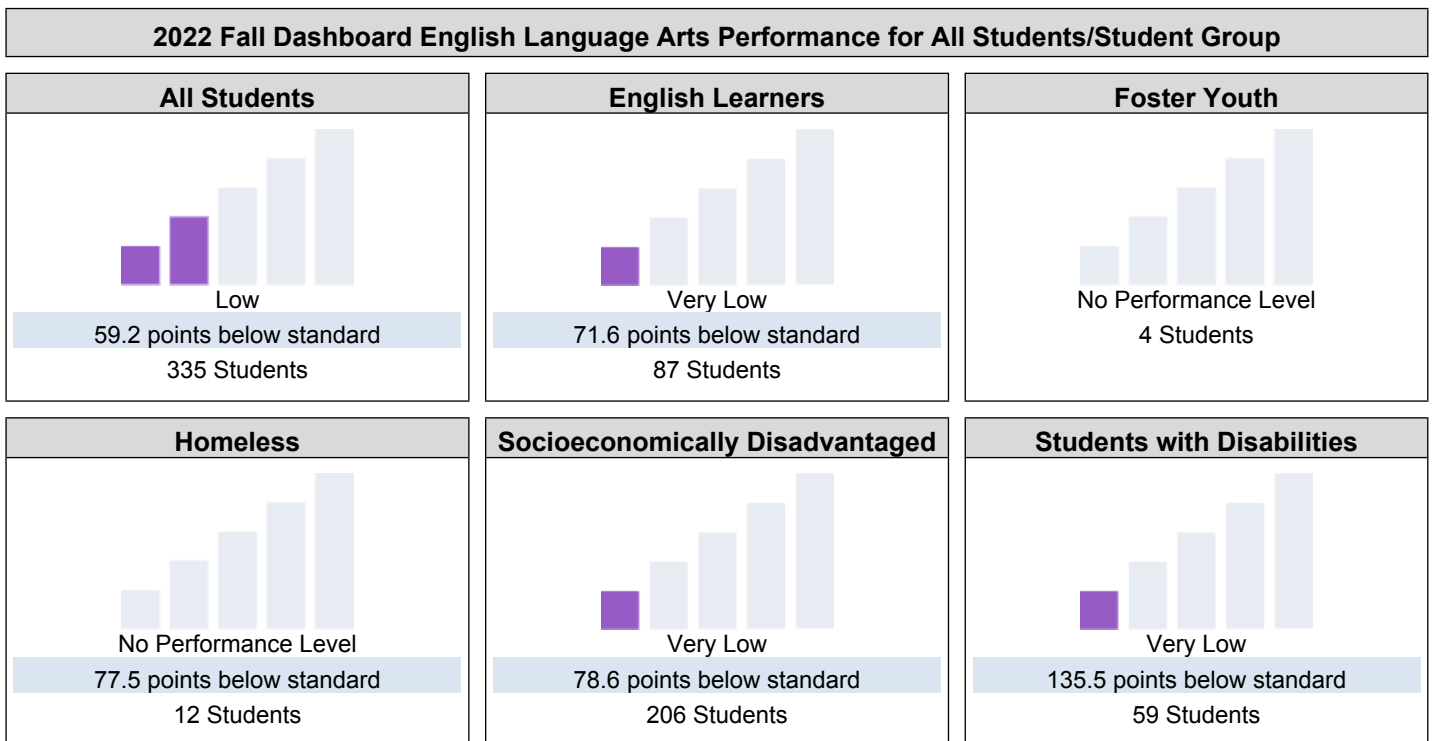
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



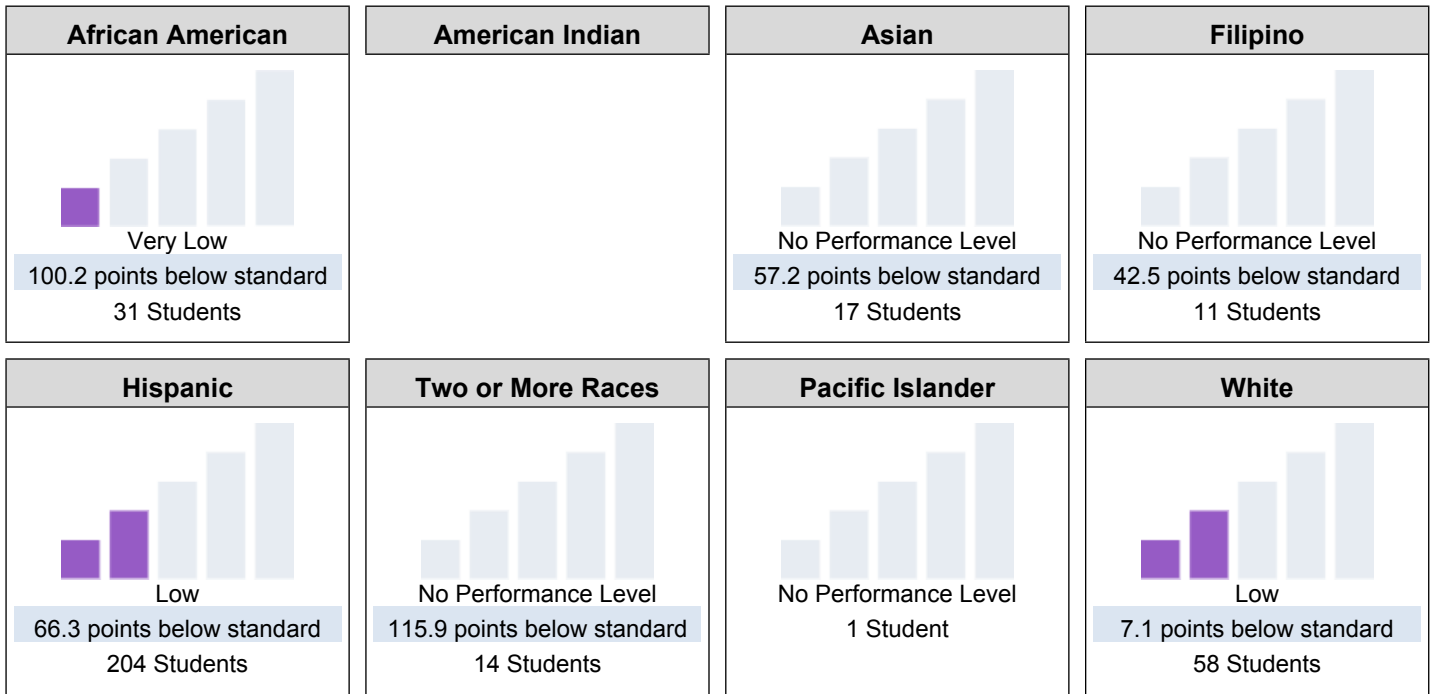
This section provides number of student groups in each level.



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
94.3 points below standard 66 Students	0.0 points below standard 21 Students	57.8 points below standard 238 Students

Conclusions based on this data:

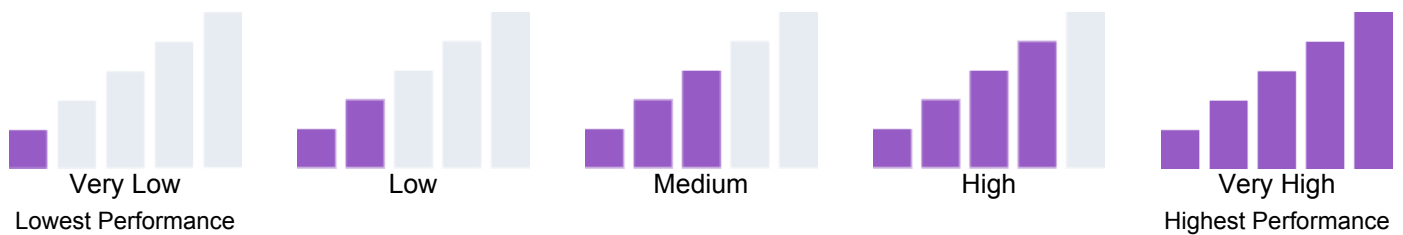
1. We are still working on reclassifying more English Learners.
2. Reclassified students are continuing to meet proficiency levels in ELA.
3. Our African American students and students of two or more races are scoring the lowest in proficiency levels.

School and Student Performance Data

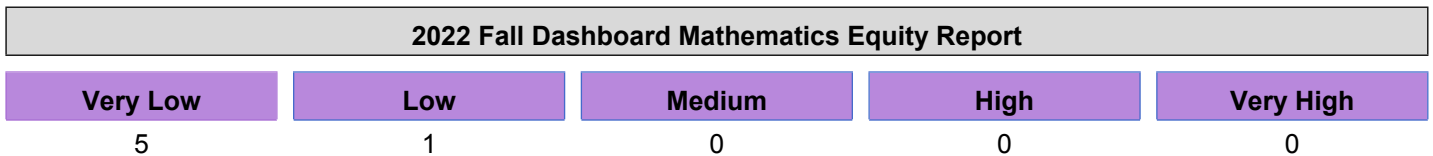
Academic Performance Mathematics

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](#).

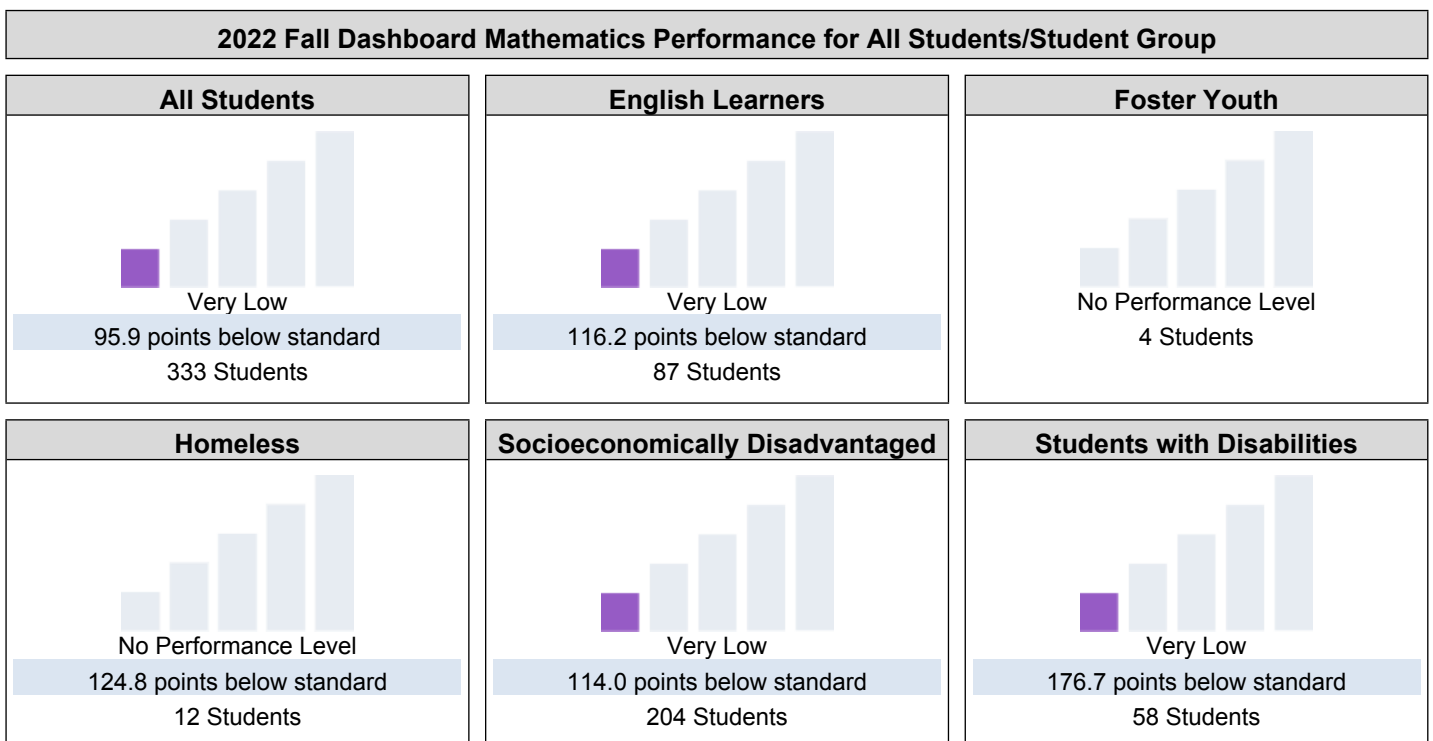
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



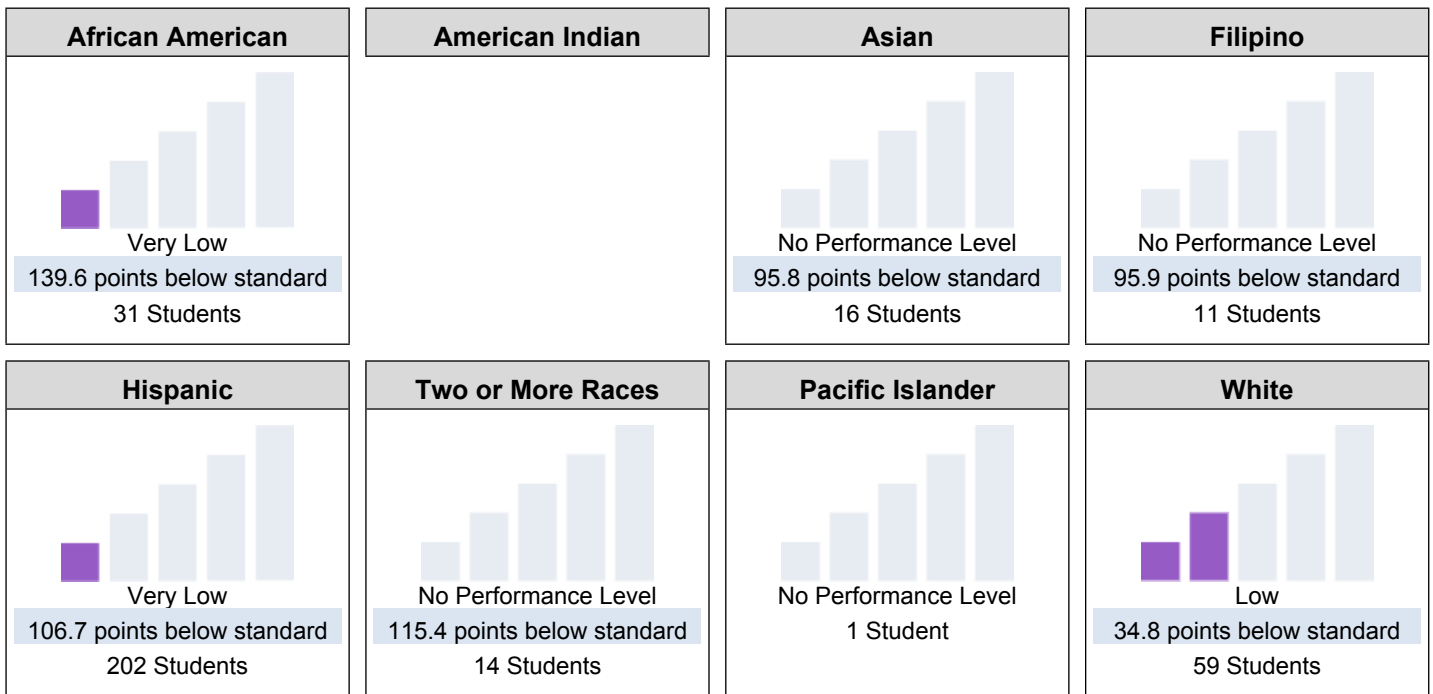
This section provides number of student groups in each level.



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
131.5 points below standard 66 Students	68.3 points below standard 21 Students	90.5 points below standard 237 Students

Conclusions based on this data:

1. Students with disabilities and African American students are the lowest performing sub groups in math.
2. White students have the smallest point value from proficiency.
3. Reclassified students have the second smallest point value from proficiency.

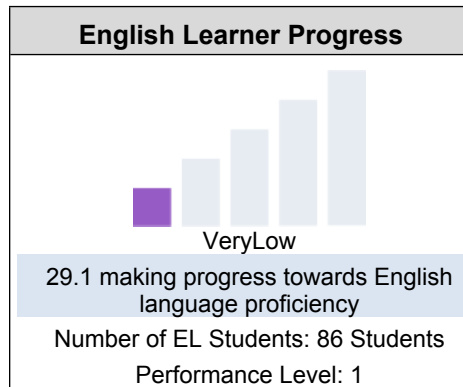
School and Student Performance Data

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
27.9%	43.0%	4.7%	24.4%

Conclusions based on this data:

- 24.4% of our ELs moved one ELPI level.
- More students decreased an ELPI level than increased.
- Most of our ELs are maintaining and making only minor progress within their band versus moving a band.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

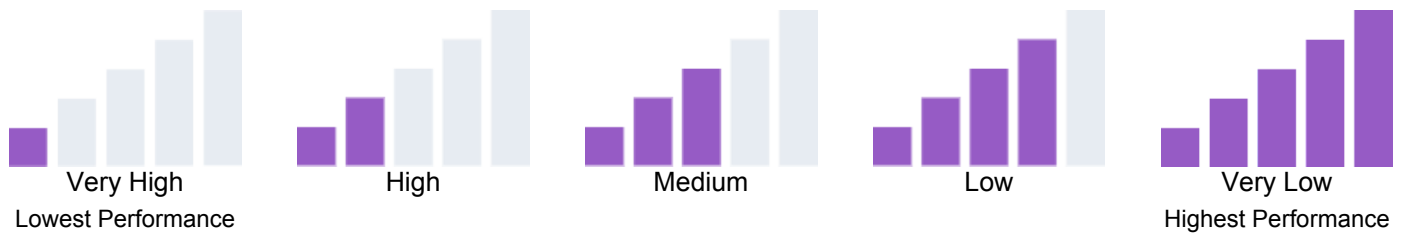
1. Don Riggio's 4-6 grades offered a coding menu to support college/career readiness.

School and Student Performance Data

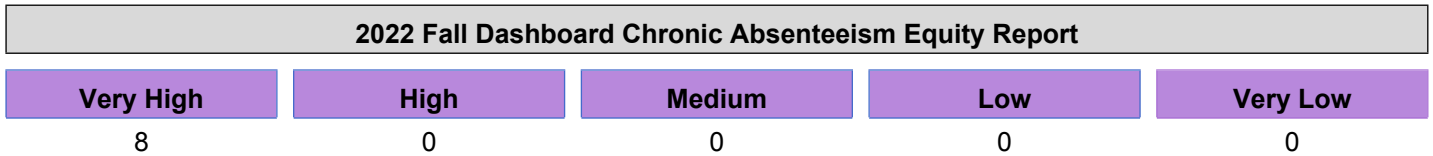
Academic Engagement Chronic Absenteeism

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](#).

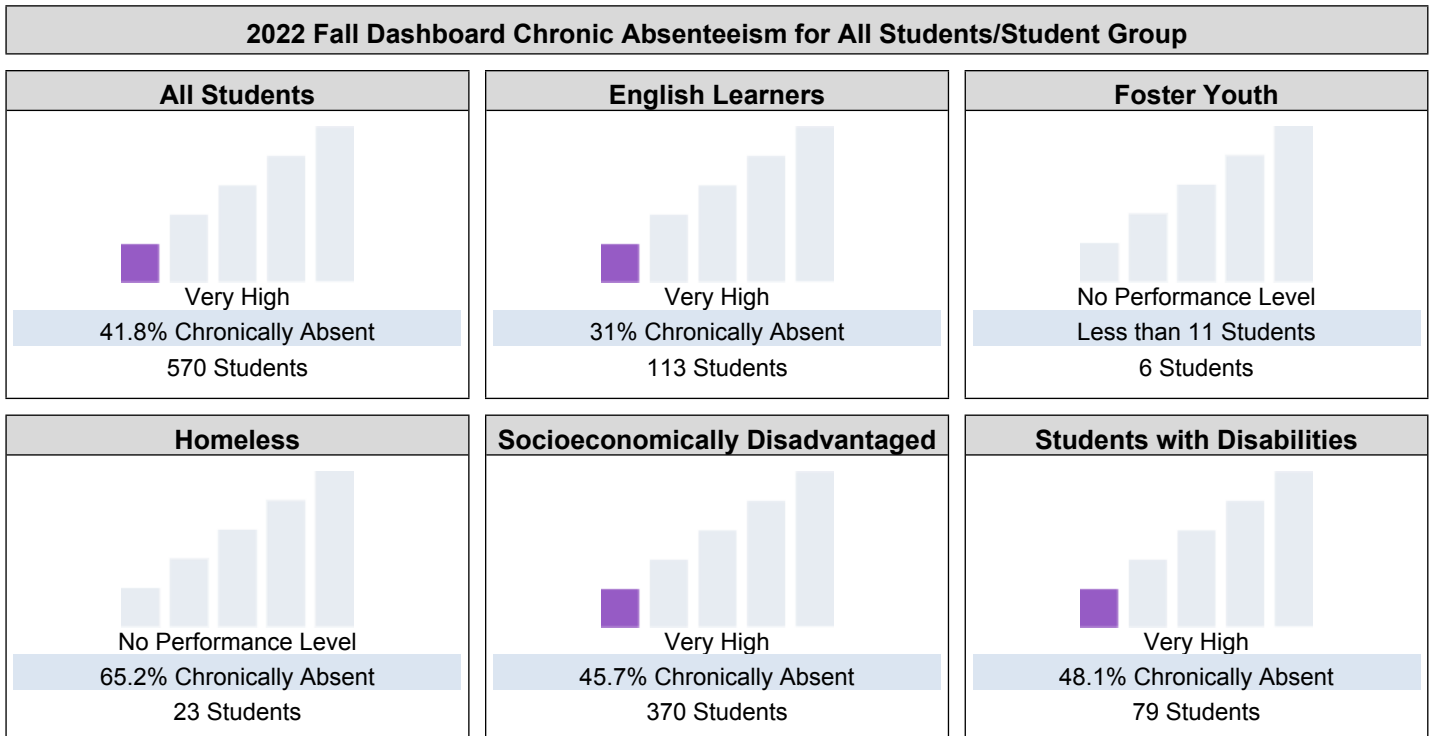
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



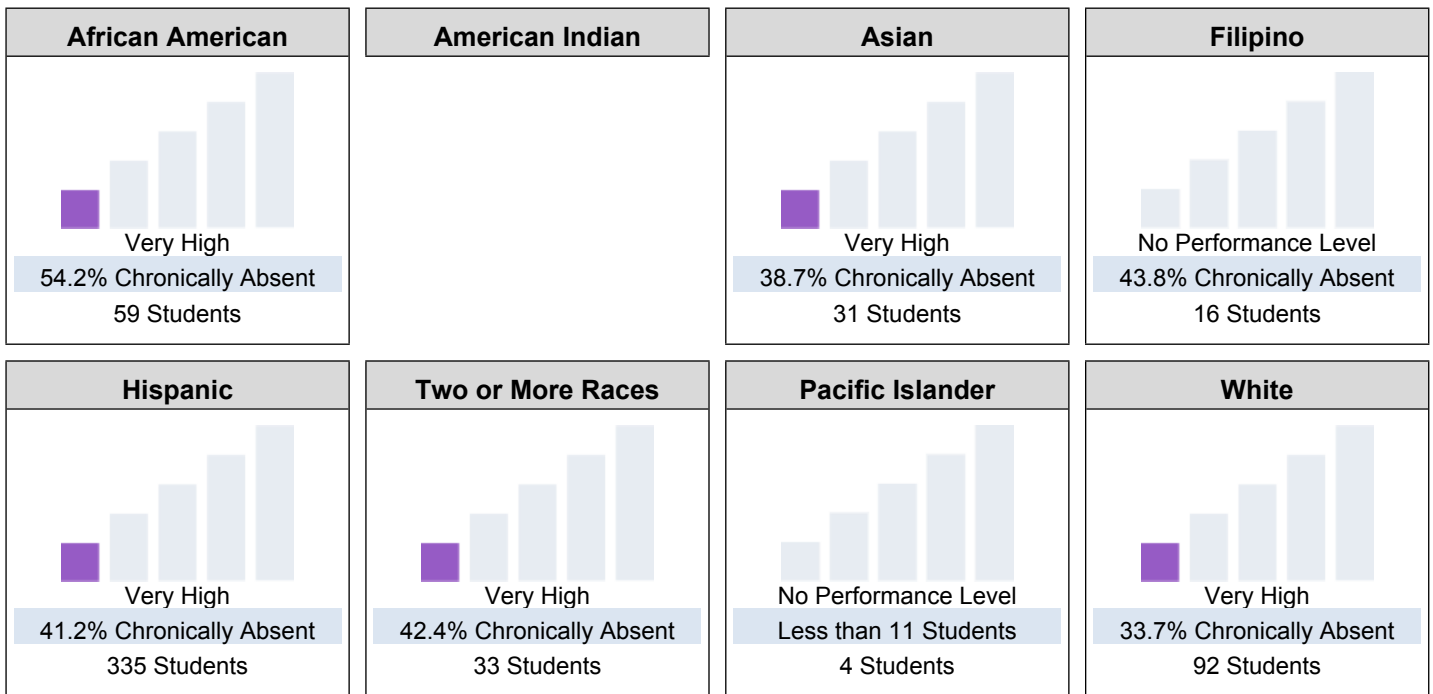
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

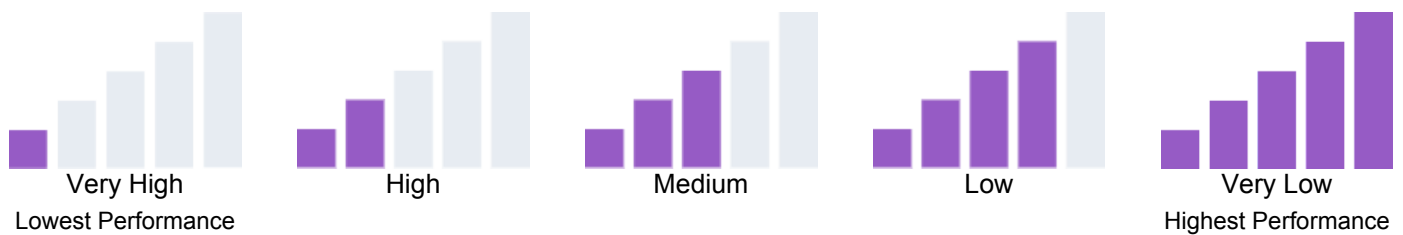
1. Students with disabilities and African American students have the highest percentage of chronic absenteeism.
2. Don Riggio's chronic absenteeism did not improve from the 21-22 to 22-23 school year.
3. English Learners have the best rate compared to other subgroups in regards to chronic absenteeism at 31%.

School and Student Performance Data

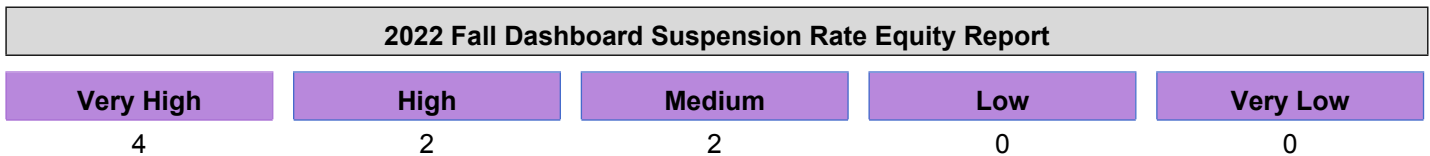
Conditions & Climate Suspension Rate

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](#).

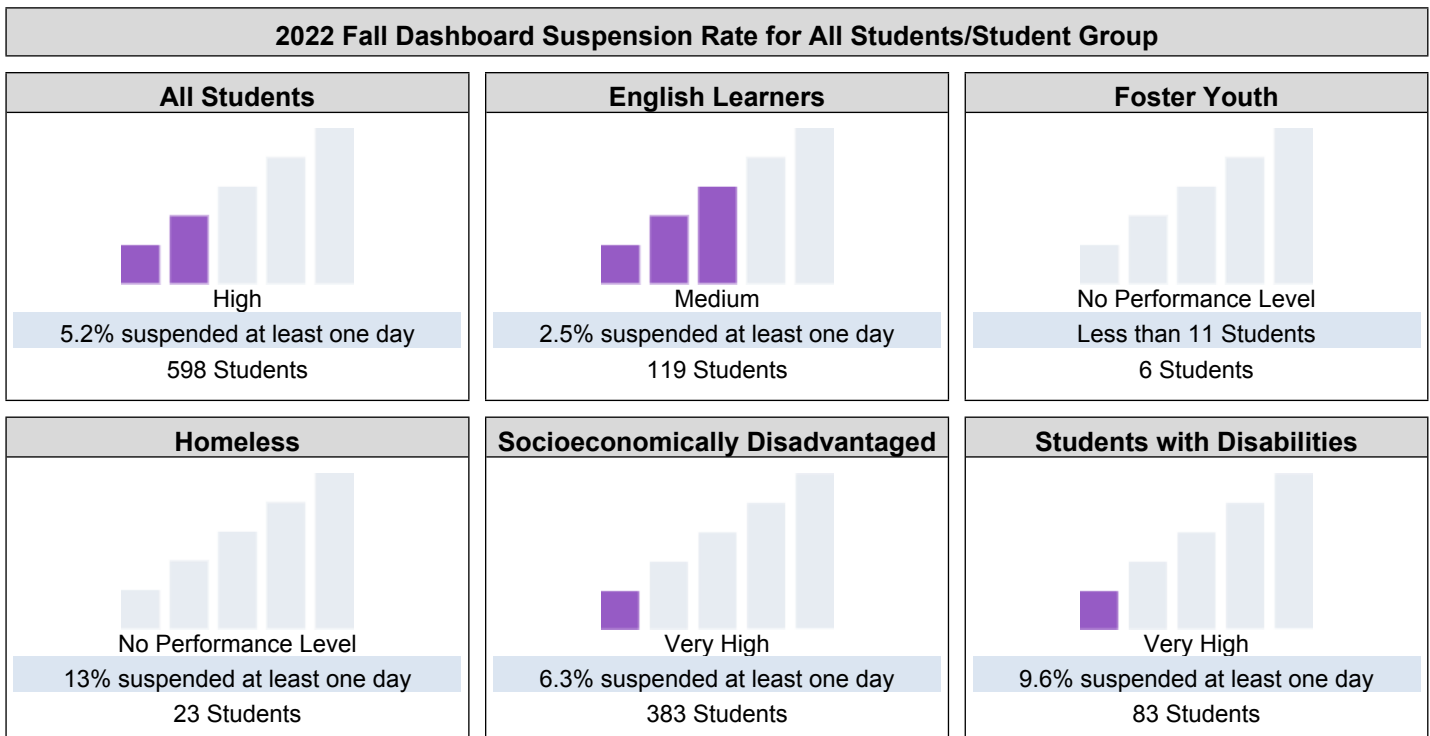
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



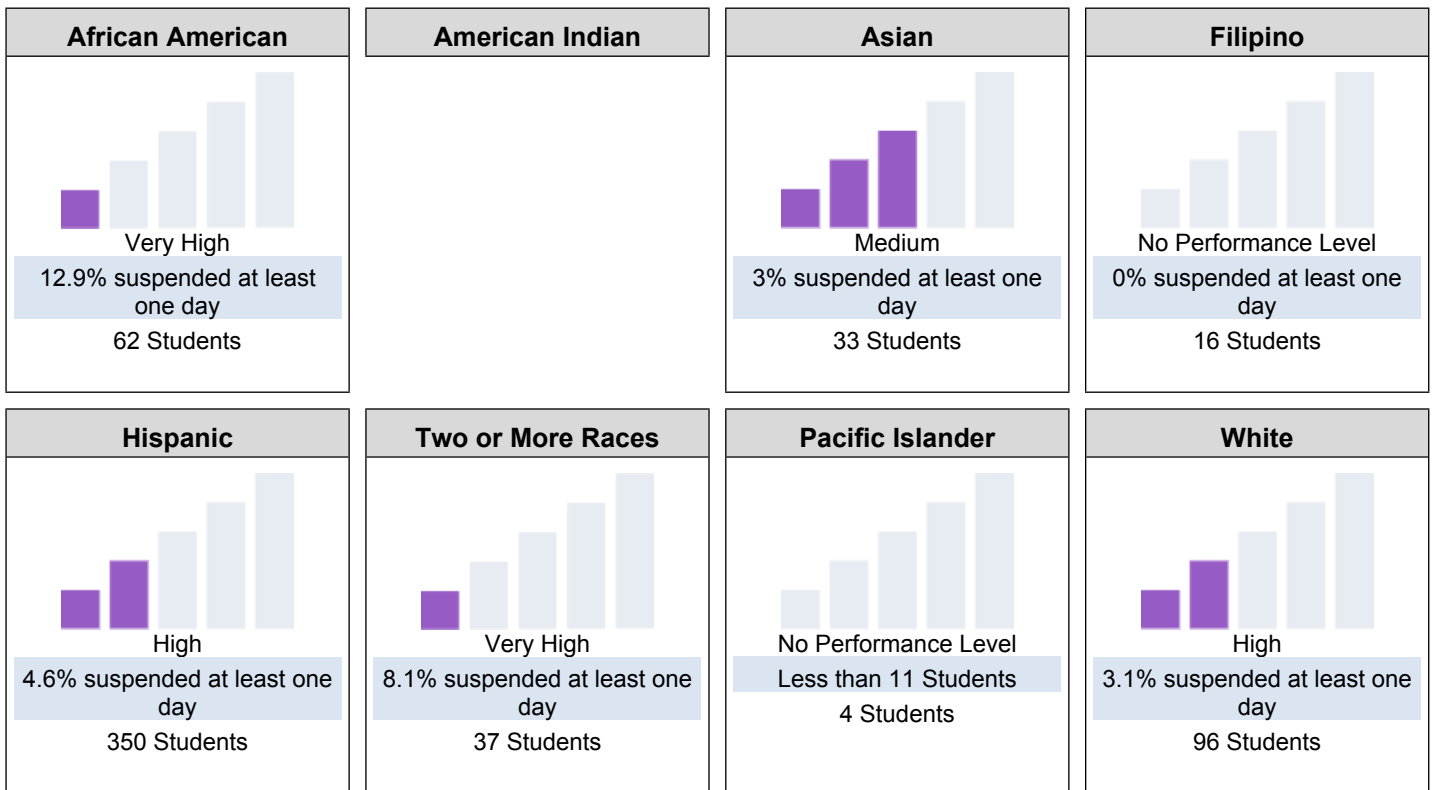
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

1. Suspensions rates have continued to improve over time.
2. There is still a disproportionate number of African American students and students with disabilities who are being suspended compared to overall enrollment percentage.
3. English learners have the lowest suspension rates as compared to other sub groups at 2.5%

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 Goal

Goal 1: Provide all students high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum.

Goal 1

Goal 1: All students will show growth towards meeting or exceeding essential standards in English Language Arts.

Identified Need

According to the 2023 CAASPP results, Don Riggio continues to show limited gains in ELA proficiency levels, particularly with students of low-socioeconomic status, students with disabilities, English learners, and African Americans.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	<p>2023 ELA 26% meeting or exceeding standards - 3rd-6th</p> <p>2021-2022 Desegregated Data Students with Disabilities - 3% meeting or exceeding standards Socioeconomically Disadvantaged - 18% meeting or exceeding standards English Language Learners - 10% meeting or exceeding standards African American Students - 6% meeting or exceeding standards</p>	<p>The percentage of all 3rd-6th graders who meet or exceed standards in ELA will increase over the previous year by 5%. Students with disabilities, socioeconomically disadvantaged students, English Learners, and African American will increase by 10% as we strive to close the achievement gap.</p>
<p>DIBELS</p> <p>Kinder Composite NWF - Nonsense Word Fluency Letter Names & Sounds Phonemic Awareness</p> <p>1st Composite</p>	<p>2022-2023 Schoolwide Composite Score - 39.5% proficient</p> <p>Kinder 35% at core for overall Composite score an increase of 24% from Fall 16% at core on Nonsense Word Fluency an increase of 14% from Fall</p>	<p>The percentage of Kinder-3rd grade students at or above grade level (core) will increase by 24% by the end of the year as compared to the beginning of the year data. This is a 10% increase from 21-22.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>NWF- Nonsense Word Fluency Phonemic Awareness DORF- Oral Reading Fluency & Accuracy</p> <p>2nd Composite DORF- Oral Reading Fluency & Accuracy Reading Comprehension</p> <p>3rd Composite DORF- Oral Reading Fluency & Accuracy Reading Comprehension</p>	<p>28% at core on Letter Names & Sounds an increase of 20% from Fall 38% at core on Phonemic Awareness an increase of 22% from Winter</p> <p>1st 45% at core for overall Composite score an increase of 23% from Fall 45% at core on Nonsense Word Fluency an increase of 27% from Fall 53% at core on Phonemic Awareness an increase of 44% from Fall 47% at core on Oral Reading Fluency & Accuracy an increase of 22% from Fall</p> <p>2nd 47% at core for overall Composite score an increase of 6% from Fall 47 at core on Oral Reading Fluency & Accuracy an increase of 10% from Winter 34% at core on Reading Comprehension an increase of 10% from Winter</p> <p>3rd 31% at core for overall Composite score an increase of 3% from Fall 30% at core on Oral Reading Fluency & Accuracy an increase of 2% from Fall 27% at core on Reading Comprehension a decrease of 1% from Fall</p>	
iReady	22-23 Data Schoolwide Proficiency Score - 31% proficient	The percentage of 1st-6th grade students at or above grade level (core) will increase by 30% by the end of the year as compared to the beginning

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>1st - 37% scored proficient at the end of the year, an increase of 24% from Fall</p> <p>2nd - 44% scored proficient at the end of the year, an increase of 37% from Fall</p> <p>3rd - 30% scored proficient at the end of the year, an increase of 12% from Fall</p> <p>4th - 33.5% scored proficient at the end of the year, an increase of 22.5% from Fall</p> <p>5th - 19% scored proficient at the end of the year, an increase of 7% from Fall</p> <p>6th - 23.5% scored proficient at the end of the year, an increase of 17% from Fall</p>	of the year data. This is a 10% increase from 21-22.

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

1.1 Implement Multi-Tiered Systems of Support (MTSS) for students who need extra time and assistance as determined by data analysis, which will be provided by targeted interventions and progress monitoring from a Title I Teacher who focuses on K-2nd grades and a Reading Intervention Teacher who focuses on 3rd grade.

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)

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

1.2 Purchase Orton-Gillingham related supplies for the Title I program to support intervention services.

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)

741.82

Source(s)

Title I Part A: Allocation

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

1.3 Teachers will participate in grade level Professional Learning Communities (PLCs) to evaluate progress towards team and individual SMARTE goals and create common formative assessments (CFA) to monitor progress on essential standards throughout the year. Essential standards will drive instruction and common formative assessments throughout the year. Teachers will participate in paid collaboration time to determine assessments, analyze grade level data, focusing on at-risk student populations, and present to Liaison Team approximately once a month. Additional time outside of the regular school day will be provided and paid for to collaborate and monitor progress. Teachers will participate in paid district and other staff development opportunities to support their PLC work.

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)

7,000.00

Source(s)

Title I Part A: Allocation

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

1.4 Supplemental resources and materials to supplement core learning to be purchased throughout the year based on needs assessment. (i.e Renaissance Place, RAZ Kids, Reading A-Z, Screencastify, planners, and leveled readers)

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	Title I Part A: Allocation
4,000.00	Unrestricted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students Reading Below Grade Level

Strategy/Activity

1.5 Paid tutoring to support reading intervention will be offered either during the school day or before and/or after school based on grade level data. Teachers will identify students in fall, winter and spring for six week cycles.

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)
3,000.00	Title I Part A: Allocation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

TK-6 Students

Strategy/Activity

1.6 Paid paraprofessional will support students with Tier 2 intervention using WonderWorks, Phonics Skills Kit, and iReady support lessons

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)
12,034.44	Title I Part A: Allocation

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.7 Provide paid ELA professional learning and collaboration time to increase proficiency levels and to improve writing instruction. Implement a common writing rubric for narrative and informational/opinion writing. Collect anchor papers for future use as student models and as an evaluation of longitudinal writing improvement.

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)

11,000.00

Title I Part A: Allocation

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

1.8 Special Education department meetings will use the PLC process to monitor student growth in ELA on district metrics and adjust instructional practices to better meet student needs.

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)

Annual Review

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.

All strategies and activities were implemented. Student achievement growth was seen in the intervention programs (Title 1 and Reading Intervention) due to flexible grouping, progress monitoring, and student goal-setting. However, we did not see the gains on DIBELS as we hoped. We will target our reading intervention support in third grade this year due to scores. (Strategy 1.1) Reading intervention is still only be offered during the school day. We would like to see an increase in intervention before/after school. (Strategy 1.5)

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

Although we were not able to offer many professional learning opportunities during the school year due to the substitute shortage, we were able to offer summer trainings, additional grade level collaboration and CFA planning time, and staff meetings were used as a way to offer professional learning. (Strategy 1.3) Before school and after school intervention programs supported growth when looking at iReady, but did not have the intended results on CAASPP. Teachers were inclined to offer extended day support in Math more than ELA and not as many teachers were willing to take on the additional commitment. (Strategy 1.5)

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 eliminated Strategy 1.7 because it was for our middle school program, which we no longer have this year. We added anchor papers to the new Strategy 1.7 (formally Strategy 1.8) as a means to track longitudinal growth of our students in the area of writing. We added a new strategy to improve instructional practices as a way to increase proficiency levels of students with learning disabilities. (Strategy 1.8) We also adjusted our metrics to eliminate Lexia in place of iReady. Based on last year's annual growth percentages, we adjusted our yearly expected outcomes for DIBELS and iReady to increase by 5% for this year.

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 Goal

Goal 1: Provide all students high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum.

Goal 2

Goal 2: All students will show growth towards meeting or exceeding essential standards in Mathematics.

Identified Need

According to the 2023 CAASPP results, Don Riggio continues to show limited gains in Math proficiency levels, particularly with students of low-socioeconomic status, students with disabilities, English Learners, and African Americans.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	<p>2023 - Math 15% meeting or exceeding standards - 3rd-8th 15.5% meeting or exceeding standards - 3rd-6th</p> <p>2021-2022 Desegregated Data Students with Disabilities - 2% meeting or exceeding standards Socioeconomically Disadvantaged Students - 9% meeting or exceeding standards English Learners - 4% meeting or exceeding standards African American Students - 3% meeting or exceeding standards</p>	<p>The percentage of all 3rd-6th graders who meet or exceed standards in Math will increase over the previous year by 5%. Students with disabilities, socioeconomically disadvantaged students, English Learners, and African American will increase by 10% as we strive to close the achievement gap.</p>
iReady	<p>22-23 Year Data Schoolwide Proficiency Score - 27% proficient</p> <p>1st - 33.5% scored proficient at the end of the year, an increase of 22% from Fall</p>	<p>The percentage of 1st-6th grade students at or above grade level (core) will increase by 32.5% by the end of the year as compared to the beginning of the year data. This is a 10% increase from 21-22.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2nd - 32% scored proficient at the end of the year, an increase of 31% from Fall</p> <p>3rd - 9% scored proficient at the end of the year, an increase of 7% from Fall</p> <p>4th - 46.5% scored proficient at the end of the year, an increase of 44.5% from Fall</p> <p>5th - 21% scored proficient at the end of the year, an increase of 14% from Fall</p> <p>6th - 20% scored proficient at the end of the year, an increase of 16.5% from Fall</p>	

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

2.1 Teachers will participate in grade level Professional Learning Communities (PLCs) to evaluate progress towards team and individual SMARTER goals and create common formative assessments (CFA) to monitor progress on essential standards throughout the year. Essential standards will drive instruction and common formative assessments throughout the year. Teachers will use paid collaboration time to determine assessments, analyze grade level data, focusing on at-risk student populations, and present to Liaison Team approximately once a month. Additional paid time outside of the regular school day will be provided to collaborate and monitor progress. Teachers will participate in paid district and other staff development opportunities to support their PLC work.

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)

7,000.00

Source(s)

Title I Part A: Allocation

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

2.2 Supplemental resources and materials to support core learning to be purchased throughout the year based on needs assessment. (i.e Zearn, XtraMath, Screencastify, Great Minds, Reflex, etc)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000.00

Source(s)

Title I Part A: Allocation

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

2.3 Paid tutoring for math interventions will be offered during the school day or before and/or after school based on grade level data. Initial placement will happen based on Fall assessment scores. Enrollment will remain fluid throughout the year based on need.

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)

8,000.00

Source(s)

Title I Part A: Allocation

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

2.4 Implementation of Silicon Valley Mathematics Initiative (SVMI) practices and TRU Math Framework to support student proficiency in Math as we build thinking classrooms. Additional paid collaboration time to support integration and implementation of professional learning strategies.

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)

3,000.00

Title I Part A: Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.5 Implementation of targeted writing across content areas with a focus on constructed responses as it pertains to math problem solving, construction of viable arguments, and critiquing the reasoning of others. Paid professional learning and collaboration time provided to teachers as necessary.

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)

5,000.00

Title I Part A: Allocation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.6 Paid professional learning and collaboration on student engagement, thinking tasks, and small group instruction to increase differentiation and just-in-time intervention for struggling students, focusing on at-risk populations in order to increase Math proficiency levels.

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)

11,000.00

Title I Part A: Allocation

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

2.7 Special Education department meetings will use the PLC process to monitor student growth in Math on district metrics and adjust instructional practices to better meet student needs.

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)

Annual Review

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.

All strategies and activities were implemented. Before school and after school intervention programs were offered earlier last year in grades 2, 5, and 6. Before school intervention was used to offer services for bus riders. (Strategy 2.3) We will continue to work on implementation of CFAs for essential standards and the use of SVMI and CAASPP resources to support student learning in Math (Strategies 2.1 and 2.4)

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

Although we were not able to offer many professional learning opportunities during the school year due to the substitute shortage, we were able to offer trainings over the summer for math. (Strategy 2.1)

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 added Strategy 2.6 to include a focus on student engagement, thinking tasks, and small group instruction to support differentiation and just-in-time intervention for struggling students. We added Strategy 2.7 to improve instructional practices as a way to increase proficiency levels of students with learning disabilities. We eliminated the Dreambox metrics this year, since we are using iReady. All growth goals were increased by 5% based on 21-22 data.

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 Goal

Goal 2: Improve the achievement of all students including unduplicated students in reaching high academic standards and attaining proficiency in ELA and Mathematics.

Goal 3

Goal 3: All English learners will show growth towards meeting English language proficiency and grade level academic standards.

Identified Need

English Learners make up 16% of our student population. According to our 2023 CAASPP data, only ?% of EL students met or exceeded standards in ELA. In Math, only ?% of EL students met or exceeded standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Criteria	2022-2023 8 students reclassified - 10% of total EL population	The number of English Learners reclassified will increase each year.
ELPAC	2022-2023 19% of ELs earned a 4 on the ELPAC 31% of ELs earned a 3 on the ELPAC 18% of ELs earned a 2 on the ELPAC 32% of ELs earned a 1 on the ELPAC 41% of ELs moved a band 2.5% of ELs moved two bands	The number of English Learners with well developed English skills, earning a 4, will increase each year. Students who do not earn a level 4 will improve a band each year as measured by ELPAC data.
LTEL data	LTEL's: 22-23 - 2 students At Risk: 22-23 - 14 students	The number of Long Term English Learners and At-Risk English Learners will decrease each year as measured by ELPAC data.
CAASPP	2021-2022 ELA 10% of ELs met or exceeded standards. 2021-2022 Math	The percentage of English Learners meeting standards on the CAASPP will increase by 10% in both ELA and Mathematics each year in

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4% of ELs met or exceeded standards.	order to improve the achievement gap.

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)

English Learners

Strategy/Activity

3.1 Monitor and celebrate annually the number of students who meet criteria for reclassification. Students set academic goals with incentives to improve their English language proficiency in grades 4-6. The school holds a reclassification celebration at a Friday Flag Salute with recognition of student achievement and incentives for meeting goals.

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

3.2 Cluster English learners according to ELPAC level when making class lists. Continue to progress monitor English learners using ELlevation. Completed three times a year and discussed within grade level teams quarterly to collaborate and plan for designated and integrated English Language Development.

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

3.3 Teachers will participate in paid English Learner professional learning in order to increase proficiency levels of ELs and newcomers. Teachers will also participate in paid ELD professional learning to support integrated and designated ELD practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,000.00

Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

3.4 Students will receive language support to assist with core learning. Support staff will be a resource for students through intervention. Support staff will also be a resource to parents and teachers by translating and interpreting for conferences and meetings, and assisting with parent workshops and trainings based on needs assessment.

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.5 School wide writing focus to support English learner growth as measured on the ELPAC. Paid collaboration time as needed to progress monitor English learner growth and needs through the PLC process. Writing instruction to focus on vocabulary, syntax, and grammar skills.

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)

2,000.00

Title I Part A: Allocation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

3.6 Purchase supplemental resources and materials to support English language skills for English learners. (i.e bilingual books and novels, translation devices, etc.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3,000.00

Title I Part A: Allocation

Annual Review

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.

We continue to celebrate our students who are reclassified and provide daily integrated and designated ELD instruction. (Strategies 3.1 and 3.2) We utilized the San Joaquin County ELD professional learning to support our efforts in addressing newcomer needs. (Strategy 3.3) Our English Language Advisory Committee grew this year due to the translation services and relationships built with students and families. (Strategy 3.4)

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

After analyzing the ELPAC data it is clear that the written component continues to be the most challenging for our English learners. Writing will be a continued focus area for our school. We also want to continue working with the county to provide EL training and coaching to staff. (Strategies 3.2 & 3.3)

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 added Strategy 3.6 to include the purchasing of supplemental resources and materials to support English development and proficiency levels of our English learners. We added more specific language to Strategy 3.5 to include a focus on vocabulary, syntax, and grammar in our

ELD instruction. We saw an 83% decrease of our LTELs as compared to 21-22. Our at-risk ELs increased by 40%. We will need to monitor this closely this coming year to ensure that students don't become long-term ELs.

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 Goal

Goal 1: Provide all students high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum.

Goal 4

Goal 4: All students will be able to demonstrate proficiency towards standards in the visual and performing arts and science and have increased exposure to all forms of media and STEAM based learning.

Identified Need

Don Riggio School recognizes a need for more STEAM based learning experiences to support proficiency on the CAST test, since the school's proficiency levels have been low in this area. Since we are a school of choice with an emphasis on the visual and performing arts, we believe the arts can be an opportunity to further skills in math, reading, science, and writing. Implementing STEAM based learning experiences can also support critical thinking skills and college and career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Science CAST	2022-2023: 5th Grade: 17% met or exceeded standards	Percentage of students in grade 5 meeting Science standards will increase by 5% each year.
STEAM Lab Use	No Baseline Data	80% or more classes are using the STEAM lab regularly to enhance science instruction through hands-on learning.
Theatre Participation Rate	School-Wide Production Participation Rate 2022-2023 175 Students = 35% of school population	We would like to maintain or increase the rate of theater participation each year, so we are reaching at least 1/3 of the school population.

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

4.1 Increase the availability of and implementation of STEAM based investigations, experimentations, and opportunities in accordance with NGSS by purchasing materials and resources based on needs assessment throughout the year.

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)

5,600.00

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

4th-6th Grade Students

Strategy/Activity

4.2 Provide a coding menu of activities in grades 4-6 to support STEAM practices and college and career readiness.

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)

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

4.3 Provide designated time in the schedule for school wide art instruction (Arts Block) with an exposure of the various career paths in the arts.

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)

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

4.4 Paid collaboration time given to review pacing and curriculum alignment to the CA Art Standards. Include paid professional development and collaboration time to integrate the arts across content areas.

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)

4,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.5 Purchase art curriculum (Deep Space Sparkle). Pilot Art of Education curriculum in Grade 4-6. Purchase resources for teachers and individual supplies for students in accordance to health guidelines.

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)

9,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.6 Implement a school wide STEAM lab for experimentation and exploration purposes to improve overall CAST proficiency levels.

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)

2,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.7 Increase the amount of writing integrated into Arts Block. (i.e poetry, play writing, constructed responses, and art critiques and reflections) Paid collaboration and professional learning time to support this effort.

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)

2,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

6th Grade Female Students

Strategy/Activity

4.8 Send 6th grade students to the Delta College STEM Day and arrange transportation as needed.

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)

1200.00

Source(s)

Title I Part A: Allocation

Annual Review

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.

We were able to provide an increased number of STEAM experiments and hands-on learning with the adoption of a new science curriculum. (Strategy 4.1) We implemented our new art curriculum, Deep Space Sparkle, and it was well received by teachers and students alike. It is aligned to the

National Art Standards. (Strategy 4.5) Although more writing opportunities were given during art instruction, not all teachers were using rubrics to assess student writing proficiency. This will need to be improved next year. (Strategy 4.7)

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

We continued to not implement digital slides across grade levels for parent conferences. (Strategy 4.6) We struggled to register our 6th grade female students to the Expanding your Horizons conference. We offered the Delta College STEM Day instead. This year we would like to advertise for this sooner and arrange transportation if needed. (Strategy 4.8)

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.

Strategy 4.2 was adjusted to include the coding activities that are presented in grades 4-6 since we no longer have a middle school program. Strategy 4.3 we added language to educate students on career paths in the arts in order to better prepare students for college and career readiness. Strategy 4.4 language changed to include professional learning time to support arts integration across content areas. Strategy 4.5 is staying and we are renewing the art curriculum, Deep Space Sparkle. However, we are piloting Art of Education this year, since it is aligned with the CA Art standards. We eliminated Strategy 4.6 because of lack of staff participation. Strategy 4.6 will now be focused on our school-wide STEAM lab. Finally, Strategy 4.8 will shift to support with transportation as needed to the Delta College STEM Day, since the event is free.

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 Goal

Goal 3: All students will have a safe and supportive school culture, climate, and learning environment to promote academic achievement and physical and emotional health.

Goal 5

Goal 5: Don Riggio will increase student engagement and will improve school climate each year, which will positively impact our attendance rates and decrease our suspension rates.

Identified Need

Equitable access to school and curricular programs supports resource equity and can improve student achievement. The student groups identified in the CA Dashboard for chronic absenteeism are: students with disabilities, socioeconomically disadvantaged students, African American, and Hispanic students. The student groups identified in the CA Dashboard for increased suspension rates are: students with disabilities, socioeconomically disadvantaged students, English learners, and African American students; and at the district level, homeless and foster youth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates	Attendance Rates for 2022-2023: 88.42% K-6 92% 8	Our student attendance rates will increase to 90% in the 2023-2024 school year.
Chronic Absenteeism Rates	2022-2023 43.5% of students are chronically absent school wide. 47.1% of African American students are chronically absent 48.2% of students with disabilities are chronically absent 47.5% of socio-economically disadvantaged students are chronically absent	The percentage of students chronically absent will decrease by 5% from the previous year, including our focus groups.
Suspension and Expulsion Rates	3% of the total students were suspended at least once school wide in the 22-23 school year Of the 35 school wide suspensions for 22-23	The number of students suspended or expelled will decrease from the previous year as well as the student percentages in our focus groups.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	55% were African American students 35% were Hispanic students 35% were Students with Disabilities 80% identified as Male 1 student was expelled for 22-23	
Youth Truth Survey Data	5-6 Grades 65th percentile - Sense of Belonging 67th percentile - Student Engagement 18th percentile - Academic Challenge 8th Grade 65th percentile - Sense of Belonging 12th percentile - Student Engagement	The percentile score for Academic Challenge as measured by the Youth Truth Survey will increase by 10 percentile points. The percentile score for Belonging and Student Engagement as measured by the Youth Truth Survey will increase each year. Middle school data will be removed this year.

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

5.1 PBIS and restorative practices will be used regularly in all classrooms. The school will implement year one of the House System as a tier one support. Purchase materials and supplies to support our school wide PBIS efforts.

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)

500.00

Source(s)

Title I Part A: Allocation

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

5.2 A counselor will be funded to work with students, utilizing No Bullying strategies, Kelso's Choices, Zones of Regulation, and social and emotional learning for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

28,566.74

Source(s)

Title I Part A: Allocation

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5.3 Continue to use alternatives to suspension (i.e Focus Center, PBIS, restorative practices, peer mediators, Random Acts of Kindness, community circles, etc.) and use discipline as an educational opportunity with reflective activities.

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)

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

5.4 Utilize the Aeries Discipline Dashboard to track behaviors to support PBIS implementation and review tier one and tier two data at monthly PBIS team meetings to inform decision making.

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5.5 Continue to explore ways to celebrate student successes at weekly Friday Flag Salute (i.e grade level reading and math goals, ELD growth and proficiency, weekly attendance awards, monthly attendance awards, and Dolphin Way Awards).

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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5.6 Don Riggio will implement an attendance plan to connect with families whose students are showing a pattern of absences. An attendance team will meet monthly to review chronic absenteeism rates and respond to the needs of students and families. Don Riggio will conduct a needs assessment in order to identify barriers and will offer resources to support families in order to improve student attendance. Funds will be allocated to timesheet staff for outreach work and attendance team meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

15,000.00

Title I Part A: Allocation

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5.7 Provide and support experiential learning for all students - fund field trips and assemblies that tie to state standards and increase student engagement as we strive to improve attendance and decrease discipline.

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)

8,000.00

Title I Part A: Allocation

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5.8 Provide ongoing paid professional learning for staff on Cultural Proficiency, Equity, PBIS, and restorative practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10,000.00

Title I Part A: Allocation

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5.9 Continue to implement and fund PBIS school-wide - year four focus is on reviewing school wide expectations throughout the year, onboarding all support staff and new staff and students, while also continuing to implement reward systems. PBIS will also focus on tier two interventions and supports and their effectiveness in decreasing repeated discipline issues. The tier two data will be analyzed at monthly PBIS meetings to guide decision making.

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

Title I Part A: Allocation

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5.10 Integrate the Wellness Center (Dolphin Den) into the school culture. Students utilize the space to learn and practice self-regulation skills, using the Zones of Regulation, for social skills support, and to seek guidance from counselors and Focus Center paraprofessional. Teachers are encouraged to implement Calming Corners in their classrooms to decrease the loss of instructional minutes by keeping students in class.

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)

Annual Review

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.

A highlight this past year was our continued use of a school Wellness Center also known as the Dolphin Den. The space uses the Zones of Regulation to support students in naming their emotions and practicing self-regulation skills. The center is run by counselors and our Focus Center paraprofessional. (Strategy 5.10) We also did an excellent job of completing our year three PBIS goals and celebrating students during Friday Flag Salutes. (Strategies 5.5 & 5.9)

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

All action items were implemented last year. We added additional rewards and incentives in the area of attendance. Also at Winter Conferences we spoke to families about chronic absenteeism and the effects it has on learning. (Strategies 5.5 & 5.6) Strategy 5.7 required additional funding due to unexpected transportation costs.

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.

The language in Strategy 5.1 was adjusted to add in the year one implementation of the House System as a PBIS tier one support. Strategy 5.3 added the adjustment to practices to ensure discipline is restorative and educational. Strategy 5.4 specifically added the Aeries Discipline

Dashboard, since this is the behavior tracking tool we are using as a site. In Strategy 5.6 we added the formation of an attendance team who will meet monthly to address chronic absenteeism and time-sheeting staff to support with outreach work and meetings as necessary. Strategy 5.9 was adjusted to reflect our year four goals, which is around tier two strategies and their effectiveness in decreasing repeated behaviors from students. This will be monitored and reflected upon monthly during PBIS meetings. Finally, Strategy 5.10 added Zones of Regulation and Calming Corners as an in-class tier one and tier two strategy, as we strive to keep students inside the class and decrease loss of instructional time. In our suspension metrics, we added students with disabilities and students who identify as males, since these are additional areas where we see disproportionality.

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 Goal

Goal 4: Engage parents and community members as partners to work collaboratively to support and enhance student achievement.

Goal 6

Goal 6: Don Riggio will increase parent engagement and parent representation each school year as evidenced by participation rates and parent committee demographics.

Identified Need

Research shows students do better when families are involved in their child's learning. Currently our data shows a decrease in attendance at parent conferences compared to historical data. In 22-23 we had 92% of parents attend K-6 conferences.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at Family Events	100% (496) attended our School-Wide Theater Production 81% (400) attended Dance Festival 100% (370) attended 8th grade promotion	Continue to track parent involvement at school functions. Increase parent attendance rates each year or maintain rates between 95-100%.
Parent Conference Data	During the 2022-2023 school year: 92% of K-6 families attended virtual or in person conferences	Increase attendance at K-6 parent conferences each year. Remove middle school data for this year.
Demographic Data of SSC and PTSA Participants	Currently our SSC represents Special Education, African American, Mixed Race, White, and Asian American; our PTSA represents Hispanic, White, Asian American, and Special Education	Participants will reflect the demographics of the school.
Parent Square Delivery Rate	99% K-6 parents are receiving our digital Parent Square messages	Increase the delivery rate to 100%. Remove middle school data this year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Parent Survey	2022-2023 48% participation rate - 234 parents	Increase the parent participation rate each year.

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

6.1 Each grade level team will write a parent engagement goal, which will analyze ways to engage families throughout the school year. (i.e TK/Kinder night, drive-in movie night, math and art night, wax museum, star party, etc.) Staff will work with parents as equal partners based on parent engagement goals. Provide materials and resources as needed for family events and parent meetings.

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)

4,200.00

Title I Part A: Allocation

500.00

Title I Part A: Parent Involvement

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

6.2 Involve parents in planning, review and involvement of programs (ELAC, PTSA, SSC meetings, posted agendas, newsletters, surveys, etc.) Work with parents to amend the home-school compact each year, describing responsibilities of parents, the school, and students during parent conferences. Recruit parents to share career paths with students in order to support college and career readiness.

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)

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

6.3 Provide parents with timely information about curriculum, assessments, and expected proficiency levels for student achievement as well as materials, resources, and training to help parents fully participate in the education of their child. Communication via ELAC meetings, PTSA meetings, SSC meetings, parent conferences, SSTs, IEPs, and newsletter. Purchasing of materials, supplies, and/or light refreshments when necessary to support this work.

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)

600.00

Source(s)

Title I Part A: Allocation

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

6.4 Survey parents annually regarding programs, safety, and satisfaction. Survey linked to newsletter, completed during Winter Conferences (for better rate of return), and sent out electronically. (i.e. Youth Truth Survey) Continue to find ways to foster a sense of community among families.

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

6.5 Ensure that information is sent/provided to parents in a format/language that parents understand. Throughout the year as needed, interpreters will be provided for school events and

parent nights, and documents will be translated. Use of audio devices will be used to support translation services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,479.00

Title I Part A: Parent Involvement

Annual Review

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.

We continued to make home visits a priority to support families and all grade levels hosted family events to support community building. (Strategy 6.1) We doubled the amount of families who took the Youth Truth Survey and in scored high in most areas. (Strategy 6.4) We also provided translation services at parent events this year. (Strategy 6.5)

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

Very few families attended the Pastries with the Principal before school. We will need to rethink how the principal can remain accessible to parents using a different approach. A survey will be given to get parent feedback. (Strategies 6.2 & 6.3)

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.

Strategy 6.2 was adjusted to include recruitment of parents to support our college and career focus. All other strategies remained the same.

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 Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

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 Goal

Goal 8

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source
This dropdown should be populated manually.

Funding Allocation
This data field should be populated manually.

Funds Remaining to be Allocated
This field is auto calculated by DTS and manual entries will be overwritten automatically

Title I Part A: Allocation	183,443.00	0.00
Title I Part A: Parent Involvement	1,979.00	0.00
Unrestricted	4,000.00	0.00

Total Funding Allocation: 189,422

This field is auto calculated by DTS and manual entries will be overwritten automatically

Expenditures by Funding Source From SPSA Goals

Funding Source
This field is auto calculated by DTS and manual entries will be overwritten automatically

Amount
This field is auto calculated by DTS and manual entries will be overwritten automatically

Title I Part A: Allocation	183,443.00
Title I Part A: Parent Involvement	1,979.00
Unrestricted	4,000.00

Total SPSA Allocated (This field is auto calculated by DTS and manual entries will be overwritten automatically):
189,422.00

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
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Rebecca Mullen	Principal
Sandra Arceo	Other School Staff
Nancy Snider	Classroom Teacher
Nicole Santos	Classroom Teacher
Katie Goodwin	Classroom Teacher Parent or Community Member
Rick Justice	Parent or Community Member
Theresa Nunnally	Parent or Community Member
Michelle Hanna	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

JoceLYne Salvi

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 10, 2023.

Attested:

R. Mullen

Principal, Rebecca Mullen on 10-10-23

T. Nunnally

SSC Chairperson, Theresa Nunnally on 10-10-23

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.

[Educational Partner 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.

Educational Partner 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**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: 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 (Educational Partner 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/guidanceuseseseinvestment.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 (Educational Partner 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/guidanceuseseseinvestment.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