School Year: | 2025-26

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	10/15/2025	10/22/2025

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 regards 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 2024-2025, 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 ELPAC data at conferences with a breakdown of how they did and what areas they need more support in. They would appreciate this for CAASPP testing as well. Parents want continued support in navigating the ELPAC website, so they can help move their students from a 3 to a 4. They would also like student Progress Reports throughout the year to know how their student is doing and how families can better support at home.

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 2024-2025, fifty formal observations were completed for 22 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-8th graders, DIBELS was used for K-3rd grade students, and iReady was used for Kinder-8th graders. Teachers used iReady personalized intervention over the course of the school year. All data was used to inform instructional practices and to set current goals for the 2025-2026 SPSA.

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

Teachers collaborated weekly via the PLC process to work on common formative assessments and to check intervention program 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. During the 2025-26 school year, as part of our district LEAP initiative; all students will take district wide assessments to gather data on mastery of standards every 6 weeks. Teachers will use this data to determine further differentiated instruction for each student's needs.

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 equity curriculum alignment work through our district LEAP initiative.

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, all teachers at Don Riggio had specific days aligned to their grade levels and content standards to support development.

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 2023-2024, Don Riggio noticed many students were well below grade level, which altered pacing and overall growth towards proficiency for the 2024-2025 school year.

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 an art curriculum in 2024-2025 that is adopted by the state and aligned to state 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, and multiple 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 Kinder-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, small group instruction, 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, Fall Festival, and our annual Dance Festival and Art Show as well as concert on The Hill.

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 reading intervention for all grades either one-on-one or in small group, 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 2025-2026 SPSA were held in the spring of 2024-2025 and the fall of 2025-2026.

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

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Don Riggio School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	0.23%	0.23%	0	1	1
African American	11.68%	13.77%	15.60%	57	61	68
Asian	5.33%	4.74%	4.13%	26	21	18
Filipino	2.46%	2.71%	2.06%	12	12	9
Hispanic/Latino	57.58%	54.63%	55.73%	281	242	243
Pacific Islander	0.41%	0.23%	0.92%	2	1	4
White	14.14%	13.09%	11.70%	69	58	51
Two or More Races	6.76%	9.71%	8.72%	33	43	38
Not Reported	1.64%	0.90%	0.92%	8	4	4
			Total Enrollment	488	443	436

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			22
Kindergarten	72	48	58
Grade 1	71	56	49
Grade 2	60	76	49
Grade3	75	63	75
Grade 4	51	73	54
Grade 5	61	51	72
Grade 6	58	55	57
Grade 8	40		
Total Enrollment	488	443	436

Conclusions based on this data:

1. Don Riggio's African American population increased again last year making up almost 16% of our total population.

2. Don Riggio's student group make up has held steadily the same since last year.

3. Don Riggio's overall enrollment declined by 52 students compared to 2022-2023 data, which is a 10% decrease.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	81	67	58	16.6%	15.1%	13.3%
Fluent English Proficient (FEP)	19	14	18	3.9%	3.2%	4.1%

Conclusions based on this data:

1. Don Riggio's total English Learner population decreased by 2% in 2024-2025.

2. Don Riggio's Fluent English Proficient data also shows an increase of 1.1% from 2024-2025.

3. Don Riggio reclassified the same amount of students in 2024-2025 compared to 2023-2024.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
Overall Participation for All Students												
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	50	76	65	48	72	63	48	72	63	96.0	94.7	96.9
Grade 4	68	50	72	67	50	71	67	50	71	98.5	100.0	98.6
Grade 5	64	64	58	62	63	58	62	63	58	96.9	98.4	100
Grade 6	55	60	61	54	58	59	54	58	59	98.2	96.7	96.7
Grade 7	56			55			55			98.2		
Grade 8	78	40		66	40		66	40		84.6	100.0	
All Grades	371	290	256	352	283	251	352	283	251	94.9	97.6	98

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
Overall Achievement for All Students															
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2360.	2338.	2375.	4.17	8.33	12.70	14.58	12.50	14.29	31.25	15.28	28.57	50.00	63.89	44.44
Grade 4	2390.	2415.	2389.	7.46	10.00	11.27	16.42	20.00	9.86	13.43	24.00	18.31	62.69	46.00	60.56
Grade 5	2425.	2426.	2437.	0.00	14.29	10.34	12.90	12.70	18.97	38.71	11.11	22.41	48.39	61.90	48.28
Grade 6	2454.	2480.	2486.	1.85	3.45	15.25	12.96	22.41	16.95	31.48	37.93	30.51	53.70	36.21	37.29
Grade 7	2501.			5.45			34.55			18.18			41.82		
Grade 8	2564.	2497.		15.15	2.50		36.36	22.50		27.27	32.50		21.21	42.50	
All Grades	N/A	N/A	N/A	5.97	8.13	12.35	21.59	17.31	14.74	26.42	22.97	24.70	46.02	51.59	48.21

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
Reading **Demonstrating understanding of literary and non-fictional texts**									
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.25	4.17	6.35	60.42	48.61	66.67	33.33	47.22	26.98
Grade 4	10.45	12.00	11.27	55.22	64.00	54.93	34.33	24.00	33.80
Grade 5	1.61	11.11	6.90	70.97	52.38	62.07	27.42	36.51	31.03
Grade 6	5.56	10.34	13.56	57.41	48.28	50.85	37.04	41.38	35.59
Grade 7	10.91			60.00			29.09		
Grade 8	13.64	2.50		68.18	57.50		18.18	40.00	
All Grades	8.24	8.13	9.56	62.22	53.36	58.57	29.55	38.52	31.87

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.17	2.78	6.35	37.50	40.28	46.03	58.33	56.94	47.62
Grade 4	8.96	6.00	5.63	38.81	54.00	32.39	52.24	40.00	61.97
Grade 5	4.84	9.52	8.62	46.77	41.27	43.10	48.39	49.21	48.28
Grade 6	0.00	1.72	10.17	37.04	51.72	44.07	62.96	46.55	45.76
Grade 7	9.09			50.91			40.00		
Grade 8	24.24	5.00		51.52	57.50		24.24	37.50	
All Grades	9.09	4.95	7.57	44.03	47.70	41.04	46.88	47.35	51.39

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.25	8.33	6.35	79.17	62.50	68.25	14.58	29.17	25.40
Grade 4	10.45	6.00	5.63	52.24	62.00	61.97	37.31	32.00	32.39
Grade 5	3.23	6.35	10.34	69.35	57.14	60.34	27.42	36.51	29.31
Grade 6	9.26	8.62	15.25	61.11	79.31	59.32	29.63	12.07	25.42
Grade 7	0.00			78.18			21.82		
Grade 8	13.64	5.00		72.73	70.00		13.64	25.00	
All Grades	7.39	7.07	9.16	68.18	65.72	62.55	24.43	27.21	28.29

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.25	6.94	7.94	66.67	44.44	73.02	27.08	48.61	19.05
Grade 4	4.48	12.00	7.04	53.73	60.00	63.38	41.79	28.00	29.58
Grade 5	4.84	14.29	12.07	62.90	47.62	46.55	32.26	38.10	41.38
Grade 6	5.56	8.62	15.25	64.81	77.59	59.32	29.63	13.79	25.42
Grade 7	7.27			70.91			21.82		
Grade 8	22.73	10.00		63.64	65.00		13.64	25.00	
All Grades	8.81	10.25	10.36	63.35	57.60	60.96	27.84	32.16	28.69

Conclusions based on this data:

1. Don Riggio has not shown significant gains in English Literacy over the last two years.

2. The decrease in middle school performance is due to the collapsing of our program and a change to the approach to teaching the remaining eighth graders, since we had fewer teachers on campus.

3. Sixth grade performed the highest with a 32% proficiency rate.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	50	76	64	50	73	64	50	73	64	100.0	96.1	100
Grade 4	68	50	72	67	49	71	67	49	71	98.5	98.0	98.6
Grade 5	64	64	58	62	63	58	62	63	58	96.9	98.4	100
Grade 6	55	60	61	55	58	59	55	58	59	100.0	96.7	96.7
Grade 7	56			55			55			98.2		
Grade 8	78	40		67	40		67	40		85.9	100.0	
All Grades	371	290	255	356	283	252	356	283	252	96.0	97.6	98.8

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2359.	2339.	2377.	0.00	6.85	6.25	18.00	6.85	15.63	26.00	15.07	25.00	56.00	71.23	53.13
Grade 4	2385.	2410.	2380.	2.99	2.04	7.04	10.45	22.45	7.04	26.87	30.61	22.54	59.70	44.90	63.38
Grade 5	2422.	2409.	2452.	1.61	6.35	8.62	6.45	9.52	12.07	27.42	20.63	25.86	64.52	63.49	53.45
Grade 6	2426.	2458.	2445.	0.00	0.00	10.17	3.64	6.90	8.47	23.64	37.93	16.95	72.73	55.17	64.41
Grade 7	2470.			3.64			18.18			29.09			49.09		
Grade 8	2502.	2444.		8.96	7.50		17.91	5.00		23.88	10.00		49.25	77.50	
All Grades	N/A	N/A	N/A	3.09	4.59	7.94	12.36	9.89	10.71	26.12	22.97	22.62	58.43	62.54	58.73

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	5.48	7.81	42.00	24.66	46.88	58.00	69.86	45.31
Grade 4	5.97	6.12	4.23	22.39	40.82	28.17	71.64	53.06	67.61
Grade 5	0.00	1.59	8.62	35.48	34.92	39.66	64.52	63.49	51.72
Grade 6	0.00	1.72	10.17	30.91	41.38	15.25	69.09	56.90	74.58
Grade 7	3.64			45.45			50.91		
Grade 8	8.96	7.50		47.76	25.00		43.28	67.50	
All Grades	3.37	4.24	7.54	37.08	33.22	32.54	59.55	62.54	59.92

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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	2.00	9.59	10.94	48.00	24.66	43.75	50.00	65.75	45.31
Grade 4	4.48	6.12	5.63	32.84	46.94	29.58	62.69	46.94	64.79
Grade 5	1.61	9.52	12.07	43.55	30.16	51.72	54.84	60.32	36.21
Grade 6	0.00	1.72	8.47	34.55	60.34	38.98	65.45	37.93	52.54
Grade 7	3.64			65.45			30.91		
Grade 8	10.45	7.50		55.22	42.50		34.33	50.00	
All Grades	3.93	7.07	9.13	46.35	39.58	40.48	49.72	53.36	50.40

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	2.00	4.11	7.81	52.00	50.68	60.94	46.00	45.21	31.25
Grade 4	4.48	6.12	5.63	40.30	53.06	39.44	55.22	40.82	54.93
Grade 5	4.84	1.59	8.62	37.10	49.21	51.72	58.06	49.21	39.66
Grade 6	0.00	1.72	10.17	47.27	55.17	44.07	52.73	43.10	45.76
Grade 7	3.64			65.45			30.91		
Grade 8	10.45	5.00		65.67	45.00		23.88	50.00	
All Grades	4.49	3.53	7.94	51.12	50.88	48.81	44.38	45.58	43.25

Conclusions based on this data:

1. There was no significant gains in Math proficiency levels in 2022-2023 as compared to 2023-2024.

2. Third grade was this highest performing grade with a total of about 21% students proficient.

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**		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	1370.2	*	*	1382.9	*	*	1340.4	*	10	13	7
1	*	*	1419.1	*	*	1424.1	*	*	1413.5	6	10	14
2	1458.7	*	1405.5	1454.2	*	1394.3	1462.9	*	1416.1	11	10	11
3	*	1422.2	*	*	1422.7	*	*	1421.2	*	8	13	10
4	1476.5	*	*	1473.6	*	*	1478.9	*	*	15	4	10
5	1499.0	1526.5	*	1504.4	1523.6	*	1492.9	1528.9	*	12	13	6
6	1504.9	*	1528.3	1510.2	*	1514.8	1499.4	*	1541.3	14	8	11
7	1530.4			1530.4			1529.8			13		
8	1523.2	1576.7		1506.1	1582.7		1539.9	1570.2		16	11	
All Grades										105	82	69

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**		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	0.00	*	*	38.46	*	*	30.77	*	*	30.77	*	*	13	*
1	*	*	0.00	*	*	28.57	*	*	28.57	*	*	42.86	*	*	14
2	0.00	*	0.00	36.36	*	18.18	45.45	*	27.27	18.18	*	54.55	11	*	11
3	*	15.38	*	*	0.00	*	*	30.77	*	*	53.85	*	*	13	*
4	0.00	*	*	33.33	*	*	33.33	*	*	33.33	*	*	15	*	*
5	16.67	23.08	*	25.00	53.85	*	33.33	0.00	*	25.00	23.08	*	12	13	*
6	7.14	*	18.18	35.71	*	54.55	42.86	*	27.27	14.29	*	0.00	14	*	11
7	15.38			38.46			23.08			23.08			13		
8	31.25	45.45		25.00	27.27		18.75	0.00		25.00	27.27		16	11	
All Grades	9.52	17.07	4.35	28.57	29.27	28.99	35.24	15.85	37.68	26.67	37.80	28.99	105	82	69

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	7.69	*	*	38.46	*	*	15.38	*	*	38.46	*	*	13	*
1	*	*	7.14	*	*	28.57	*	*	21.43	*	*	42.86	*	*	14
2	18.18	*	0.00	27.27	*	27.27	36.36	*	9.09	18.18	*	63.64	11	*	11
3	*	15.38	*	*	7.69	*	*	23.08	*	*	53.85	*	*	13	*
4	6.67	*	*	46.67	*	*	26.67	*	*	20.00	*	*	15	*	*
5	41.67	30.77	*	33.33	46.15	*	0.00	0.00	*	25.00	23.08	*	12	13	*
6	28.57	*	9.09	35.71	*	72.73	28.57	*	18.18	7.14	*	0.00	14	*	11
7	23.08			46.15			7.69			23.08			13		
8	37.50	63.64		25.00	9.09		12.50	0.00		25.00	27.27		16	11	
All Grades	20.95	28.05	7.25	31.43	24.39	39.13	23.81	14.63	23.19	23.81	32.93	30.43	105	82	69

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		0.00	*		0.00	0.00		69.23	69.23		30.77	30.77		13	13
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		7.69	7.69		7.69	7.69		23.08	23.08		61.54	61.54		13	13
4		*	*		*	*		*	*		*	*		*	*
5		23.08	23.08		7.69	7.69		46.15	46.15		23.08	23.08		13	13
6	0.00	*	*	0.00	*	*	71.43	*	*	28.57	*	*	14	*	*
7	7.69			30.77			23.08			38.46			13		
8	31.25	36.36	36.36	6.25	9.09	9.09	37.50	27.27	27.27	25.00	27.27	27.27	16	11	11
All Grades	5.71	12.20	12.20	18.10	13.41	13.41	38.10	34.15	34.15	38.10	40.24	40.24	105	82	82

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	7.69	*	*	46.15	*	*	46.15	*	*	13	*
1	*	*	21.43	*	*	50.00	*	*	28.57	*	*	14
2	18.18	*	27.27	81.82	*	36.36	0.00	*	36.36	11	*	11
3	*	15.38	*	*	30.77	*	*	53.85	*	*	13	*
4	26.67	*	*	60.00	*	*	13.33	*	*	15	*	*
5	25.00	30.77	*	50.00	53.85	*	25.00	15.38	*	12	13	*
6	14.29	*	18.18	78.57	*	63.64	7.14	*	18.18	14	*	11
7	7.69			69.23			23.08			13		
8	12.50	36.36		50.00	45.45		37.50	18.18		16	11	
All Grades	17.14	20.73	21.74	61.90	48.78	53.62	20.95	30.49	24.64	105	82	69

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	23.08	*	*	46.15	*	*	30.77	*	*	13	*
1	*	*	7.14	*	*	57.14	*	*	35.71	*	*	14
2	18.18	*	0.00	36.36	*	27.27	45.45	*	72.73	11	*	11
3	*	7.69	*	*	30.77	*	*	61.54	*	*	13	*
4	20.00	*	*	53.33	*	*	26.67	*	*	15	*	*
5	50.00	61.54	*	25.00	15.38	*	25.00	23.08	*	12	13	*
6	57.14	*	45.45	28.57	*	54.55	14.29	*	0.00	14	*	11
7	69.23			7.69			23.08			13		
8	50.00	72.73		25.00	0.00		25.00	27.27		16	11	
All Grades	35.24	34.15	17.39	32.38	31.71	49.28	32.38	34.15	33.33	105	82	69

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	0.00	*	*	76.92	*	*	23.08	*	*	13	*
1	*	*	0.00	*	*	64.29	*	*	35.71	*	*	14
2	0.00	*	0.00	72.73	*	45.45	27.27	*	54.55	11	*	11
3	*	0.00	*	*	30.77	*	*	69.23	*	*	13	*
4	0.00	*	*	60.00	*	*	40.00	*	*	15	*	*
5	8.33	23.08	*	33.33	53.85	*	58.33	23.08	*	12	13	*
6	0.00	*	18.18	28.57	*	45.45	71.43	*	36.36	14	*	11
7	7.69			46.15			46.15			13		
8	31.25	45.45		12.50	27.27		56.25	27.27		16	11	
All Grades	6.67	13.41	4.35	41.90	42.68	55.07	51.43	43.90	40.58	105	82	69

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	7.69	*	*	46.15	*	*	46.15	*	*	13	*
1	*	*	0.00	*	*	57.14	*	*	42.86	*	*	14
2	9.09	*	18.18	63.64	*	18.18	27.27	*	63.64	11	*	11
3	*	15.38	*	*	46.15	*	*	38.46	*	*	13	*
4	6.67	*	*	53.33	*	*	40.00	*	*	15	*	*
5	0.00	30.77	*	75.00	53.85	*	25.00	15.38	*	12	13	*
6	0.00	*	18.18	85.71	*	81.82	14.29	*	0.00	14	*	11
7	15.38			61.54			23.08			13		
8	0.00	27.27		75.00	45.45		25.00	27.27		16	11	
All Grades	5.71	15.85	10.14	66.67	51.22	56.52	27.62	32.93	33.33	105	82	69

Conclusions based on this data:

1. Don Riggio continues to show a decline of English learners. We decreased by 13 students from 2022-2023 to 2023-2024.

2. Don Riggio noticed sixth grade showed greater proficiency in the speaking domain in 2023-2024.

3. Overall, Don Riggio has more students in level 2 and 3 and fewer in level 4.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
443	**76.1%**	**15.1%**	**1.1%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	67	15.1%
Foster Youth	5	1.1%
Homeless	62	14%
Socioeconomically Disadvantaged	337	76.1%
Students with Disabilities	92	20.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	61	13.8%
American Indian	1	0.2%
Asian	21	4.7%
Filipino	12	2.7%
Hispanic	242	54.6%
Two or More Races	43	9.7%
Pacific Islander	1	0.2%
White	58	13.1%

Conclusions based on this data:

1. Overall, Don Riggio enrollment has declined by over 100 students in the last two years with the collapsing if our middle school program.

2. 73% of Don Riggio's population is socioeconomically disadvantaged. This is the highest percentage we have had over the last five years.

3. The majority of Don Riggio students are Hispanic/Latinx, making up 57.6% if the total population.

School and Student Performance Data
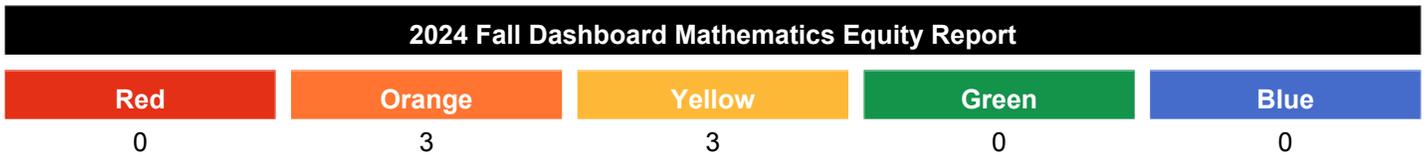
Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Based on 2024 Dashboard, our suspension rates have moved to orange level with 5.5% suspended at least 1 day. However, African American students group decreased by 4%.

2. The Chronically Absent declined by 8.2%.

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

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	2	0	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
63.8 points below standard	64.8 points below standard	Less than 11 Students
Increased 5.0 points	Increased 24.4 points	
222 Students	37 Students	1 Student

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Less than 11 Students	98.1 points below standard	74.2 points below standard
	Increased 13.7 points	Increased 7.2 points
2 Students	27 Students	175 Students

Students with Disabilities	African American	American Indian
Red	Orange	No Performance Color
157.7 points below standard	86.7 points below standard	0 Students
Declined 4.3 points	Increased 23.6 points	
51 Students	33 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
133.8 points below standard	Less than 11 Students	62.0 points below standard
Declined 86.2 points		Increased 9.5 points
12 Students	4 Students	120 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
80.9 points below standard	Less than 11 Students	15.2 points below standard
Increased 39.8 points		Declined 7.8 points
17 Students	1 Student	33 Students

Conclusions based on this data:

1. Our African American students, English Learners, Socioeconomically disadvantaged students and 2 or more races student group increased in English Language Arts Performance.

2. White students are performing the highest on CAASPP for English proficiency,

3. Overall, there was a slight increase in English Language Arts performance.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	3	3	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
87.7 points below standard	86.0 points below standard	Less than 11 Students
Increased 14.7 points	Increased 46.2 points	
		1 Student
222 Students	37 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Less than 11 Students	111.3 points below standard	97.6 points below standard
	Increased 33.5 points	Increased 14.0 points
2 Students		
	27 Students	175 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
170.9 points below standard	116.1 points below standard	0 Students
Increased 20.7 points	Increased 21.4 points	
51 Students	33 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
125.9 points below standard	Less than 11 Students	87.1 points below standard
Declined 50.2 points		Increased 18.8 points
12 Students	4 Students	120 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
122.1 points below standard	Less than 11 Students	38.3 points below standard
Increased 14.3 points		Increased 9.1 points
17 Students	1 Student	33 Students

Conclusions based on this data:

1. Students with disabilities, African American students, English learners, and socioeconomically disadvantaged students are the lowest performing sub groups in Mathematics.

2. African American Students, English Learners, & Students with disabilities had the highest increase in academic performance in Mathematics.

3. Every student group, with the exception of our Asian students, increased their academic performance in Mathematics.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Red	No Performance Color
35.8 points above standard making progress.	making progress.
Number Students: 53 Students	Number Students: 1 Student

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.

2024 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**
7	26	0	19

Conclusions based on this data:

1. 36.5% of our ELs moved one ELPI level.

2. 13.5% students decreased an ELPI level and 50% maintained their ELPI level.

3. 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

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
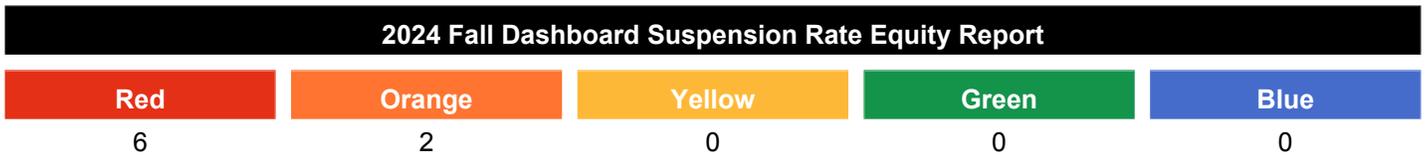## Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
35.3% Chronically Absent	19% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 8.2	Declined 7.9	
504 Students	84 Students	1 Student

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Orange	Yellow
Fewer than 11 students - data not displayed for privacy	58% Chronically Absent	41.2% Chronically Absent
	Declined 3.6	Declined 7.7
9 Students	69 Students	403 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
31.1% Chronically Absent	39.7% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 17.1	Declined 7.2	1 Student
119 Students	73 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
44% Chronically Absent	8.3% Chronically Absent	33.6% Chronically Absent
Increased 4.7	Declined 7.1	Declined 11.2
25 Students	12 Students	277 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Orange
51% Chronically Absent	Fewer than 11 students - data not displayed for privacy	25.4% Chronically Absent
Declined 3.8	2 Students	Declined 11.1
51 Students		63 Students

Conclusions based on this data:

1. Students of two or more races, Homeless, and Asian students all have the highest percentage of chronic absenteeism.

2. Don Riggio's chronic absenteeism improved by 8.2% from the 23-24 to 24-25 school year.

3. Filipino & English Learners have the best rate compared to other subgroups in regards to chronic absenteeism at 8.3% & 19% respectively.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
Students with Disabilities	**African American**	**American Indian**
Asian	**Filipino**	**Hispanic**
Two or More Races	**Pacific Islander**	**White**

Conclusions based on this data:

1. N/A - We are a TK-6 school site only.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
6	2	0	0	0

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Orange	No Performance Color
5.5% suspended at least one day	4.7% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 1.9%	Increased 3.6%	1 Student
530 Students	86 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Red	Red
Fewer than 11 students - data not displayed for privacy	8.6% suspended at least one day	6.1% suspended at least one day
9 Students	Increased 2.7%	Increased 2%
	70 Students	423 Students

Students with Disabilities	**African American**	**American Indian**
Red	Orange	No Performance Color
7.3% suspended at least one day	8.9% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 1.9%	Declined 4%	1 Student
123 Students	79 Students	

Asian	**Filipino**	**Hispanic**
No Performance Color	No Performance Color	Red
0% suspended at least one day	0% suspended at least one day	4.5% suspended at least one day
Declined 3.2%	Maintained 0%	Increased 2.3%
28 Students	12 Students	291 Students

Two or More Races	**Pacific Islander**	**White**
Red	No Performance Color	Red
7.5% suspended at least one day	Fewer than 11 students - data not displayed for privacy	7.8% suspended at least one day
Increased 2.9%	2 Students	Increased 6.5%
53 Students		64 Students

Conclusions based on this data:

1. The suspension rate increased by 1.9%.

2. There is still a disproportionate number of African American students and students with disabilities who are being suspended compared to overall enrollment percentage however African American student suspension rates declined by 4%.

3. Asian students have the lowest suspension rates at 0%. Hispanic students have the second lowest suspension rates as compared to other sub groups at 4.5%.

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 with access to broad and challenging curriculum to ensure all students graduate college/career ready.

Goal 1

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

Identified Need

According to the 2025 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	2025 ELA 30.25% meeting or exceeding standards - 3rd-6th 2024-2025 Disaggregated Data Students with Disabilities - 157.7 points below standard (Red) Socioeconomically Disadvantaged - 74.2 points below standard (Orange) English Language Learners - 64.8 points below standard (Yellow) African American Students - 86.7 points below standard (Orange)	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 proficiency as we strive to close the achievement gap. This will be measured by a decrease in their points below standard and performance level color.
DIBELS Kinder Composite NWF - Nonsense Word Fluency Letter Names & Sounds Phonemic Awareness 1st Composite	2024-2025 Schoolwide Composite Score - 60% proficient Schoolwide Composite Growth - 16% growth Kinder 67% at core for overall Composite score an increase of 31% from Winter	The percentage of Kinder-3rd grade students at or above grade level (core) will increase by 20% by the end of the year as compared to the beginning of the year data.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWF- Nonsense Word Fluency Phonemic Awareness DORF- Oral Reading Fluency & Accuracy 2nd Composite DORF- Oral Reading Fluency & Accuracy Reading Comprehension 3rd Composite DORF- Oral Reading Fluency & Accuracy Reading Comprehension	67% at core on Nonsense Word Fluency an increase of 32% from Winter 62% at core on Letter Names & Sounds an increase of 30% from Winter 61% at core on Phonemic Awareness an increase of 31% from Winter 1st 58.5% at core for overall Composite score an increase of 23% from Fall 60% at core on Nonsense Word Fluency an increase of 26% from Fall 89.5% at core on Phonemic Awareness an increase of 56.5% from Fall 54% at core on Oral Reading Fluency & Accuracy an increase of 18.5% from Fall 2nd 67.5% at core for overall Composite score an increase of 9% from Fall 72.5% at core on Nonsense Word Fluency an increase of 21% from Fall 63% at core on Oral Reading Fluency & Accuracy an increase of 8% from Fall 51% at core on Reading Comprehension an increase of 19.5% from Fall 3rd 47% at core for overall Composite score an increase of 1% from Fall 51.7% at core on Oral Reading Fluency & Accuracy an increase of 5.7% from Fall 40% at core on Reading Comprehension an increase of 1% from Fall	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady	24-25 Data Schoolwide Proficiency Score - 42% proficient Schoolwide Proficiency Growth - 22% growth Kinder - 89% scored proficient at the end of the year, an increase of 62% from Winter 1st - 52.5% scored proficient at the end of the year, an increase of 40.5% from Fall 2nd - 59% scored proficient at the end of the year, an increase of 44.5% from Fall 3rd - 45% scored proficient at the end of the year, an increase of 16% from Fall 4th - 47% scored proficient at the end of the year, an increase of 27% from Fall 5th - 35% scored proficient at the end of the year, an increase of 17% from Fall 6th - 34% scored proficient at the end of the year, an increase of 11% from Fall	The percentage of Kinder-6th grade students at or above grade level (core) will increase by 25% by the end of the year as compared to the beginning of the year data.

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, classroom teachers, and paraprofessionals during district implemented targeted instruction time.

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 MTSS supplies for intervention and the Title I program to support tiered systems of support and 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)

1039.33   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 as determined from their grade level LEAP cycle assessment data. 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 at staff meetings 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 LEAP and 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)   Source(s)

4,000.00   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)

All Students

Strategy/Activity

1.4 Supplemental resources and materials to supplement core learning and curriculum alignment to be purchased throughout the year based on needs assessment. (i.e Renaissance Place, RAZ Kids, Reading A-Z, Screencastify, planners, novel studies, 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)
4,976.43	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 to eight 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)
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)

All Students

Strategy/Activity

1.6 Paid paraprofessional will support students with Tier 2 intervention using WonderWorks, Phonics Skills Kit, UFLI, 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)
20,000	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 reading and writing proficiency levels and rigorous instructional practices in the classroom.

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
	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 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)
	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

1.9 Purchase books and supplemental resources to enhance the library and ensure access to all learners in order to support student reading proficiency levels. (i.e. dual language texts, leveled novels, nonfiction texts, 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)
3000	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.

All strategies and activities were implemented. Student achievement growth was seen in the intervention programs (Title 1 intervention) due to flexible grouping, progress monitoring, and student goal-setting. We saw an increase in DIBELS scores this year in kindergarten and first grade due to the implementation of flexible groupings during intervention and the use of UFLI to support Science of Reading phonics instruction. (Strategies 1.1, 1.2, & 1.3)

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

Professional learning opportunities were offered through district LEAP work and reinforced during staff PLC time. Besides the kindergarten conference, teachers did not engage in outside of district professional learning this year. (Strategy 1.7) Although our overall proficiency rates were down in iReady, the amount of growth for the academic year exceeded our schoolwide goal. Due to this we are increasing this goal for next year. (Strategy 1.3)

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.

Outcome Data will now be represented to match the CA Dashboard. Instead of percentages, the measurement will be in points below or above standard and the corresponding performance level color. Wording in Strategies 1.3 & 1.5 have been adjusted to factor in our LEAP work and the implementation of UFLI to support with intervention. Strategy 1.9 has been added in order to continue to grow our school library resources to support access to reading materials for all learners.

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: Accelerate student learning with high expectations for all to increase student achievement for all student groups

Goal 2

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

Identified Need

According to the 2025 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	2025 - Math 21.5% meeting or exceeding standards - 3rd-6th 2023-2024 Disaggregated Data Students with Disabilities - 170.9 points below standard (Orange) Socioeconomically Disadvantaged Students - 97.6 points below standard (Orange) English Learners - 86 points below standard (Yellow) African American Students - 116.1 points below standard (Orange)	The percentage of all 3rd-6th graders who meet or exceed standards in Math will increase from the previous year by 5%. Students with disabilities, socioeconomically disadvantaged students, English Learners, and African American will increase in their proficiency levels as we strive to close the achievement gap. This will be measured by a decrease of the points below standard and by performance level color.
iReady	24-25 Year Data Schoolwide Proficiency Score - 32% proficient Schoolwide Proficiency Growth - 25% growth Kinder - 72% scored proficient at the end of the year, an increase of 53.5% from Winter	The percentage of Kinder-6th grade students at or above grade level (core) will increase by 15% by the end of the year as compared to the beginning of the year data.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	1st - 41% scored proficient at the end of the year, an increase of 33% from Fall 2nd - 49.5% scored proficient at the end of the year, an increase of 47% from Fall 3rd - 26% scored proficient at the end of the year, an increase of 17% from Fall 4th - 45% scored proficient at the end of the year, an increase of 41% from Fall 5th - 19.5% scored proficient at the end of the year, an increase of 7.5% from Fall 6th - 30.5% scored proficient at the end of the year, an increase of 19.5% from Fall	

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 SMARTE goals and create common formative assessments (CFA) to monitor progress on essential standards throughout the year. Essential standards will be determined through district LEAP work and the development of a math matrix. This 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 at staff meetings 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 LEAP and 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)	Source(s)
5,000.00	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)

All Students

Strategy/Activity

2.2 Supplemental resources and materials to support core learning and curriculum alignment to be purchased throughout the year based on needs assessment. (i.e. manipulatives, small group resources, Screencastify, 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

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. Teachers will identify students in fall, winter, and spring for six to eight 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)
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)

All Students

Strategy/Activity

2.4 Implementation of rigorous instructional practices including flexible grouping to support student proficiency levels in math. Teachers to focus on LEAP curriculum alignment, essential standards, SVMI practices and critical thinking skills. 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)
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 Paid professional learning and collaboration on HMH: Into Math curriculum and MTSS practices within the school day to support 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)
4,000.00	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)

Students with Disabilities

Strategy/Activity

2.6 Special Education Department 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. Intervention opportunities were offered in first grade, second grade, third grade during the school day, and fifth grade. (Strategy 2.3) Teachers participated in professional learning for the newly adopted math curriculum - HMH Into Math. (Strategies 2.4 & 2.5) Supplemental resources were purchased across grades to support with hands-on learning. (Strategy 2.2)

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

Professional learning was focused around our district LEAP work and additional time was given during staff PLC time. (Strategy 2.5) We met our iReady growth goal this past year, so this has been increased for the 25-26 school year.

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.

Outcome Data will now be represented to match the CA Dashboard. Instead of percentages, the measurement will be in points below or above standard and the corresponding performance level color. Wording in Strategies 2.1, 2.4 & 2.5 have been adjusted to factor in our LEAP work and math curriculum professional learning.

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: Provide quality leadership, teaching, and learning to ensure a premium education for all students to maximize students' academic achievement.

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 13.7% of our student population. According to our 2024 CAASPP data, English Learners fell 64.8 points below standard in ELA (Yellow), and 86 points below standard in Math (Yellow).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Criteria	2024-2025 1 student reclassified - 5% of total EL population	The number of English Learners reclassified will increase each year.
ELPAC	2024-2025 11% of ELs earned a 4 on the ELPAC 38% of Els earned a 3 on the ELPAC 28% of Els earned a 2 on the ELPAC 23% of Els earned a 1 on the ELPAC 23% of Els moved a band	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: 23-24 - 0 students At Risk: 23-24 - 5 students	The number of Long Term English Learners and At-Risk English Learners will decrease each year as measured by ELPAC data.
CAASPP	2023-2024 ELA 64.8 points below standard (Yellow) 2023-2024 Math	The percentage of English Learners meeting standards on the CAASPP will increase in both ELA and Mathematics each year in order to close the achievement gap. This will be

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	86 points below standard (Yellow)	measured by a decrease in the points below standard and the performance level color.

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. Teacher meets with students to set academic goals with incentives to improve their English language proficiency in grades 3-6. 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. Complete progress monitoring three times per year and discuss 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 with a focus on designated ELD, integrated ELD, and writing instruction.

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 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)

English Learners

Strategy/Activity

3.5 Purchase supplemental resources and materials to support English language skills for English learners. (i.e additional TCM EL materials, 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)

| 4,000.00 | 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 and English learner needs. (Strategy 3.3) Our English Language Advisory Committee grew this year due to the translation services, community building and relationships with students and families. (Strategy 3.4) We also saw an increase of students who are eligible for reclassification this academic year. (Strategy 3.1)

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) We also noticed that although we still do not have any longterm English Learners, we did add a new student to our at-risk population. The goal was to see this number decrease as well.

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.

There were no major changes made to Goal 3. We added language about purchasing additional supplemental materials to support with designated ELD instruction. (Strategy 3.5)

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 with access to broad and challenging curriculum to ensure all students graduate college/career ready.

Goal 4

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

Identified Need

Currently, Don Riggio is averaging a 20% proficiency rate on the CAST each year. Don Riggio School recognizes a need for more STEAM based learning experiences to support proficiency on the CAST test. 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	2024-2025: 5th Grade: 20% met or exceeded standards	Percentage of students in grade 5 meeting Science standards will increase by 5% each year.
STEAM Lab Use	2024-2025: 6 out of 19 classes used the STEAM Lab regularly - 32%	We will increase the regular use of the STEAM lab to enhance science instruction through hands-on learning. The goal is for 80% or more classrooms to use the lab regularly.
Theatre Participation Rate	School-Wide Production Participation Rate 2024-2025 170 Students = 38% of school population	We will 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)
4900.00	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. Arts Block will integrate content areas such as ELA, math, history and science. Art portfolios will be created each 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)

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)	Source(s)
2,000.00	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

4.5 Purchase art curriculum (Art of Education) for all grades. Purchase supplemental materials, 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)	Source(s)
10,000.00	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

4.6 Implement a school wide STEAM lab for experimentation and exploration purposes to improve overall CAST proficiency levels and hands on learning opportunities. Purchase resources and materials to enhance science and engineering instruction within the STEAM lab.

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

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 have continued to provide an increased number of STEAM experiments and hands-on learning using the adopted science curriculum and having access to the school STEAM lab. (Strategies 4.1 & 4.6) We continued to implement The Art of Education curriculum. It is state adopted and aligned to the California Art Standards. (Strategy 4.5) We continue to meet our VAPA goal of maintaining at least 1/3 of the school population participating in the theater production. In 24-25, 38% of students participated.

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 increased class participation in the STEAM lab by 17%, our goal is to have all classes utilize this space. We will host staff meetings in this lab in 25-26 and will have each grade level share how they utilize the space to meet their science standards as a means to improve this rate of use. (Strategy 4.6). We continue to offer collaboration time for art standards alignment; however, few teachers are using this time. This will need to be publicized and encouraged more often throughout the 25-26 school year. (Strategy 4.4)

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 4.3 was adjusted to include yearly art portfolios, which will be created as a culminating assessment for the art standards that were taught throughout the school year. Wording on Strategy 4.5 was adjusted to represent that the Art of Education is the adopted curriculum and no longer new. The language also adjusted to notate purchasing of supplemental materials as needed. In Strategy 4.6 an adjustment was made to include purchasing resources and materials to enhance science and engineering instruction within the STEAM lab.

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: Cultivate safe, engaging, and inclusive classrooms, schools and District to support the whole child.

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, and African American 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 2024-2025: 91.35%	Our student attendance rates will increase to 93% in the 2025-2026 school year.
Chronic Absenteeism Rates	2024-2025 30% of students are chronically absent school wide. 35.4% of African American students are chronically absent 32.3% of students with disabilities are chronically absent 33% of socio-economically disadvantaged students are chronically absent	The percentage of students chronically absent will decrease by 5% from the previous year both in schoolwide and subgroup data.
Suspension and Expulsion Rates	5.5% of the total students were suspended at least once school wide in the 24-25 school year Of the 59 school wide suspensions for 24-25 37% were African American students	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
	23% were Hispanic students 23% were Students with Disabilities 63% identified as Male 1 student was expelled for 24-25	
Youth Truth Survey Data	5-6 Grades 6th percentile - Culture 18th percentile - Sense of Belonging 17th percentile - Relationships 9th percentile - Student Engagement 19th percentile - Academic Challenge 52nd percentile - Instructional Methods	The percentile scores as measured by the Youth Truth Survey will increase 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

5.1 PBIS and restorative practices will be used regularly in all classrooms. The school will implement year three 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)	Source(s)
500.00	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)

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)	Source(s)
34,814.24	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

5.3 Continue to use alternatives to suspension (i.e paraprofessional support, PBIS, restorative practices, peer mediators, Random Acts of Kindness, community circles, etc.) and use discipline as an educational opportunity with reflective activities. Continue to explicitly teach behavioral expectations in all settings.

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). Provide parent notifications and certificates to enhance these celebrations. Purchasing materials for this effort may be required.

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 continue to 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)

| 5000.00 | 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)
8000	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)
6,000.00	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, focusing 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 and three 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)
3,000.00	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 Continue to incorporate a Wellness Center (Dolphin Den) on campus. Students utilize the space in a variety of ways - to learn and practice self-regulation skills, using the Zones of Regulation, for social skills support, and to seek guidance from counselors and support 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.

Strategy 5.6 was successful again last year. With the implementation of an attendance team, we decreased chronic absenteeism by 3%. Another highlight was our continued use of a school Wellness Center. 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 a support paraprofessional. (Strategy 5.10) PBIS continues to be successful as we meet the needs of over 80% of our students through our tier one efforts. We also continued to celebrate 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. The attendance team recognizes a need for increase home visits and personal family support to see a larger decrease for the 25-26 school year (Strategies 5.5 & 5.6) Strategy 5.7 continues to require additional funding due to increased 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 three implementation of the House System as a PBIS tier one support. Strategy 5.3 added the language "continue to explicitly teach behavioral expectations in all settings." We added language to Strategy 5.5 to provide parent notifications and certificates to enhance student celebrations. Purchasing materials for this effort may be required. Finally, Strategy 5.9 was adjusted to reflect our year six goals, which is around

tier two and three strategies and monitoring their effectiveness in decreasing repeated behaviors from students.

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 5: Include families and community and create learning environments worthy of our students to ensure students want to attend and feel safe at school.

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 that we are maintaining attendance at parent conferences but not increasing parent participation as compared to historical data. In 24-25 we had 90% of parents attended K-6 fall and winter conferences.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at Family Events	95% (760) attended our School-Wide Theater Production 80% (355) attended Dance Festival	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 2024-2025 school year: 90% of K-6 families attended virtual or in person conferences	Increase attendance at K-6 parent conferences each year.
Demographic Data of SSC and PTSA Participants	Currently our SSC represents African American, Hispanic, and White; our PTSA represents Hispanic, White, African American, and Special Education	Participants will reflect the demographics of the school.
Parent Square Delivery Rate	100% of K-6 parents receive the digital Parent Square messages	Maintain the delivery rate at 100%.
Youth Truth Parent Survey	2024-2025 24% participation rate - 109 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 Kinder orientation, student performances, Bingo for Books, wax museum, star lab, 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)
2000.00	Title I Part A: Allocation
1910	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 (Back to School Night, ELAC, PTSA, SSC meetings, posted agendas, monthly 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 will occur via Back to School Night, grade level syllabi, ELAC meetings, PTSA meetings, SSC meetings, parent conferences, SSTs, IEPs, and a monthly 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)	Source(s)
1000.00	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)

All Students

Strategy/Activity

6.4 Survey parents annually regarding programs, safety, and satisfaction. Survey linked to newsletter, completed during Winter Conferences and at a family event night (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)

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 grade levels hosted family events to support community building and parent engagement. (Strategy 6.1) We grew our parent participation in ELAC and PTSA throughout the year. (Strategy 6.2) 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.

Less parents participated in the Youth Truth survey. (Strategy 6.4) We believe this is because it was given outside of conferences and winter conferences were only for a week. We had a larger success rate when parents took the survey on campus before or after their parent/teacher conference. There was also a decrease in parent participation at some of our family events.

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 the example of Back to School Night as another opportunity for the school to review the site programs and inform parents of school wide curriculum and expectations. (Strategies 6.2 & 6.3) We added language to Strategy 6.4 to include the distribution of the Youth Truth Survey during a family event night with the intention to increase overall parent participation.

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

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)

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

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)

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	144230	0.00
Title I Part A: Parent Involvement	1910.00	0.00
Unrestricted	4,000.00	0.00

Total Funding Allocation: 150,140
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	144,230.00
Title I Part A: Parent Involvement	1,910.00
Unrestricted	4,000.00

Total SPSA Allocated (This field is auto calculated by DTS and manual entries will be overwritten automatically**):**
150,140.00

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
Chris Livengood	Principal
Sandra Arceo	Other School Staff
Nancy Snider	Classroom Teacher
Katie Goodwin	Other School Staff
Katrina Mendelson	Parent or Community Member
Melissa Rose	Parent or Community Member
Tiffany Quail	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.

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 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/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/

ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp

Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019