

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	10-11-2022	

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 fluency and essential standards, with an emphasis on the data collection and analysis process and interventions for those who need extra time and support. Professional learning in the Silicon Valley Math Initiative (SVMI) and in writing 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, professional learning for teachers in writing.

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

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

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

In 2021-2022, Don Riggio's English Learner parents were given a needs assessment. The survey reviewed current English Language programs and resources, 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 were curious to know how the site is addressing students who are a year or two behind. Parents identified that the intervention programs are helpful but discussed the need for small group instruction in classrooms as well. They also recommended that more individualized student activities be offered based on student needs. Don Riggio is integrating the Professional Learning Community process to differentiate instruction to meet student needs with an increase in flexible grouping. Don Riggio will maintain our other programs and services to continue to support students who are below proficiency.

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 2021-2022, thirty-three formal observations were completed for 28 staff members by the 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 and MAP data were used for 3rd-8th graders and DIBELS was used for K-3rd grade students. Some teachers plotted iReady and Amplify as new assessment platforms in the spring of 2022. All data was used to inform instructional practices and to set current goals for the 2022-2023 SPSA.

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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 assessments and summative assessments 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 received 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 2021-2022, Don Riggio noticed many students were well below grade level, which altered pacing.

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 piloted new art curriculum in 2021-2022 that was aligned with the national arts standards.

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

All students received the benefits of participating in Lexia and Dreambox 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, Mystery Science, and Reading A-Z to support learning. Teacher also used a wide variety of teaching practices that support student learning such as collaboration, gradual release of responsibility, differentiation, and opportunities to show student learning in a variety of ways.

Parental Engagement

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

Although parents could not return to campus until the spring of 2022, our PTSA held community dine-out events and fundraisers. Once families could return to campus we had theater performances, a drive-in event, and our annual Dance Festival and Art Show.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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

Funding

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

Services provided by categorical funds assists underperforming students to meet standards. These services included Title One intervention for grades 1st-3rd either one-on-one or in small group, reading intervention push in and small group support for 4th-8th grades, before/after school tutoring, and small group cohorts who work with paraprofessionals. English learners received primary language assistane in the classroom.

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA 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 2022-2023 SPSA were held in the spring of 2021-2022 and the fall of 2022-2023.

Resource Inequities

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

Don Riggio has eliminated the use of Read 180, which was identified as a resource inequity. There are no other resource inequities at this time for our site.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	11.91%	8.6%	9.51%	76	45	50
Asian	7.68%	6.9%	4.56%	49	36	24
Filipino	3.29%	2.9%	2.85%	21	15	15
Hispanic/Latino	52.98%	57.3%	59.89%	338	300	315
Pacific Islander	0.94%	0.4%	0.76%	6	2	4
White	17.87%	18.9%	16.92%	114	99	89
Multiple/No Response	5.33%	4.6%	4.94%	34	24	26
Total Enrollment				638	524	526

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	73	25	64
Grade 1	70	66	34
Grade 2	82	50	66
Grade3	82	78	49
Grade 4	64	69	69
Grade 5	65	64	64
Grade 6	64	60	53
Grade 7	58	58	58
Grade 8	80	54	69
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	638	524	526

Conclusions based on this data:

1. Don Riggio has a large percentage of Hispanic/Latinx students and it increased last year to 59.89% of the total population.

2. Don Riggio's first grade enrollment declined significantly. As a result, we collapsed a first grade class and made it into a Kinder and First grade combination class.
3. Don Riggio's overall enrollment as declined by 112 students compared to 2019-2020 data, which is a 17.5% decrease.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	142	106	95	22.3%	20.20%	18.1%
Fluent English Proficient (FEP)	49	43	39	7.7%	8.20%	7.4%
Reclassified Fluent English Proficient	21	3		11.8%	0.60%	

Conclusions based on this data:

1. Don Riggio's total English Learner population has decreased by 4% since 2019-2020, roughly 2% decrease each year.
2. Don Riggio's Fluent English Proficient data also shows a decrease of .8% since 2020-2021.
3. Don Riggio reclassified a lot fewer students compared to 2019-2020 as the criteria changed for eligibility.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	60	78		59	75		59	75		98.3	96.2	
Grade 4	68	67		64	64		64	64		94.1	95.5	
Grade 5	64	64		62	61		62	61		96.9	95.3	
Grade 6	64	65		63	60		63	59		98.4	92.3	
Grade 7	77	65		77	52		77	52		100	80.0	
Grade 8	76	54		74	45		74	45		97.4	83.3	
Grade 11												
All Grades	409	393		399	357		399	356		97.6	90.8	

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2381.	2331.		5.08	2.67		18.64	9.33		35.59	21.33		40.68	66.67	
Grade 4	2453.	2400.		21.88	7.81		21.88	10.94		25.00	21.88		31.25	59.38	
Grade 5	2482.	2415.		19.35	1.64		24.19	14.75		22.58	22.95		33.87	60.66	
Grade 6	2505.	2466.		7.94	5.08		34.92	16.95		28.57	35.59		28.57	42.37	
Grade 7	2545.	2525.		14.29	13.46		29.87	34.62		36.36	23.08		19.48	28.85	
Grade 8	2559.	2465.		14.86	4.44		36.49	20.00		27.03	13.33		21.62	62.22	
Grade 11															
All Grades	N/A	N/A	N/A	14.04	5.62		28.07	16.85		29.32	23.31		28.57	54.21	

2019-20 Data:

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

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.17	4.00		44.07	44.00		45.76	52.00	
Grade 4	18.75	6.25		48.44	60.94		32.81	32.81	
Grade 5	16.13	3.28		46.77	45.90		37.10	50.82	
Grade 6	12.70	5.17		49.21	41.38		38.10	53.45	
Grade 7	19.48	11.54		41.56	55.77		38.96	32.69	
Grade 8	18.92	8.89		50.00	28.89		31.08	62.22	
Grade 11									
All Grades	16.29	6.20		46.62	46.76		37.09	47.04	

2019-20 Data:

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	8.47	1.33		54.24	36.00		37.29	62.67	
Grade 4	21.88	6.25		53.13	46.88		25.00	46.88	
Grade 5	27.42	3.28		51.61	40.98		20.97	55.74	
Grade 6	23.81	6.90		46.03	50.00		30.16	43.10	
Grade 7	28.57	15.38		57.14	61.54		14.29	23.08	
Grade 8	32.43	11.11		45.95	33.33		21.62	55.56	
Grade 11									
All Grades	24.31	6.76		51.38	44.51		24.31	48.73	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	8.47	5.33		54.24	64.00		37.29	30.67	
Grade 4	15.63	3.13		64.06	68.75		20.31	28.13	
Grade 5	12.90	3.28		58.06	80.33		29.03	16.39	
Grade 6	11.11	10.34		66.67	65.52		22.22	24.14	
Grade 7	9.09	9.62		75.32	67.31		15.58	23.08	
Grade 8	13.51	2.22		70.27	57.78		16.22	40.00	
Grade 11									
All Grades	11.78	5.63		65.41	67.61		22.81	26.76	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	8.47	4.00		50.85	48.00		40.68	48.00	
Grade 4	14.06	7.81		60.94	64.06		25.00	28.13	
Grade 5	27.42	0.00		33.87	52.46		38.71	47.54	
Grade 6	20.63	6.78		52.38	69.49		26.98	23.73	
Grade 7	32.47	19.23		44.16	63.46		23.38	17.31	
Grade 8	27.03	13.33		50.00	44.44		22.97	42.22	
Grade 11									
All Grades	22.31	7.87		48.62	57.02		29.07	35.11	

2019-20 Data:

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	60	78		60	76		60	76		100	97.4	
Grade 4	68	66		66	64		66	64		97.1	97.0	
Grade 5	64	64		64	61		64	61		100	95.3	
Grade 6	64	65		64	60		64	59		100	92.3	
Grade 7	77	65		77	52		77	52		100	80.0	
Grade 8	76	53		74	45		74	45		97.4	84.9	
Grade 11												
All Grades	409	391		405	358		405	357		99	91.6	

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2374.	2346.		1.67	3.95		15.00	13.16		33.33	17.11		50.00	65.79	
Grade 4	2469.	2398.		13.64	1.56		37.88	14.06		24.24	26.56		24.24	57.81	
Grade 5	2493.	2399.		25.00	1.64		10.94	0.00		25.00	13.11		39.06	85.25	
Grade 6	2499.	2453.		12.50	10.17		23.44	6.78		29.69	30.51		34.38	52.54	
Grade 7	2512.	2500.		16.88	13.46		11.69	19.23		33.77	21.15		37.66	46.15	
Grade 8	2526.	2445.		16.22	4.44		13.51	13.33		28.38	13.33		41.89	68.89	
Grade 11															
All Grades	N/A	N/A	N/A	14.57	5.60		18.52	10.92		29.14	20.45		37.78	63.03	

2019-20 Data:

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	5.00	5.26		31.67	35.53		63.33	59.21	
Grade 4	30.30	4.69		37.88	28.13		31.82	67.19	
Grade 5	26.56	1.64		26.56	26.23		46.88	72.13	
Grade 6	15.63	15.25		37.50	30.51		46.88	54.24	
Grade 7	16.88	15.38		33.77	46.15		49.35	38.46	
Grade 8	18.92	9.09		28.38	27.27		52.70	63.64	
Grade 11									
All Grades	19.01	8.15		32.59	32.30		48.40	59.55	

2019-20 Data:

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.00	10.53		36.67	31.58		53.33	57.89	
Grade 4	15.15	6.25		57.58	39.06		27.27	54.69	
Grade 5	17.19	1.64		34.38	29.51		48.44	68.85	
Grade 6	14.06	10.17		51.56	38.98		34.38	50.85	
Grade 7	19.48	5.77		45.45	61.54		35.06	32.69	
Grade 8	20.27	6.67		37.84	37.78		41.89	55.56	
Grade 11									
All Grades	16.30	7.00		43.95	38.94		39.75	54.06	

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	8.33	3.95		46.67	52.63		45.00	43.42	
Grade 4	18.18	6.25		51.52	46.88		30.30	46.88	
Grade 5	18.75	3.28		51.56	40.98		29.69	55.74	
Grade 6	17.19	5.08		42.19	57.63		40.63	37.29	
Grade 7	12.99	9.62		53.25	63.46		33.77	26.92	
Grade 8	17.57	0.00		51.35	62.22		31.08	37.78	
Grade 11									
All Grades	15.56	4.76		49.63	53.22		34.81	42.02	

2019-20 Data:

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

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1395.3	*		1398.2	*		1387.8	*		12	6	
1	1436.8	1421.8		1445.5	1431.9		1427.8	1411.2		19	12	
2	1465.1	*		1463.1	*		1466.6	*		19	5	
3	1458.5	1468.9		1451.5	1458.6		1464.9	1478.7		13	19	
4	1512.1	1491.8		1512.0	1501.5		1511.7	1481.5		21	11	
5	1521.4	1514.9		1513.7	1521.4		1528.7	1507.8		23	13	
6	1527.1	1519.3		1520.1	1522.0		1533.7	1516.1		18	15	
7	1552.2	1536.0		1539.3	1530.0		1564.4	1541.3		18	14	
8	1564.1	*		1564.7	*		1562.9	*		15	9	
All Grades										158	104	

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	*		33.33	*		41.67	*		25.00	*		12	*	
1	5.26	0.00		42.11	16.67		36.84	41.67		15.79	41.67		19	12	
2	15.79	*		15.79	*		52.63	*		15.79	*		19	*	
3	0.00	0.00		23.08	36.84		46.15	42.11		30.77	21.05		13	19	
4	28.57	9.09		52.38	36.36		4.76	36.36		14.29	18.18		21	11	
5	21.74	7.69		34.78	46.15		34.78	30.77		8.70	15.38		23	13	
6	22.22	26.67		27.78	26.67		16.67	26.67		33.33	20.00		18	15	
7	22.22	21.43		66.67	42.86		0.00	28.57		11.11	7.14		18	14	
8	26.67	*		46.67	*		26.67	*		0.00	*		15	*	
All Grades	17.09	9.62		38.61	35.58		27.85	35.58		16.46	19.23		158	104	

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	*		25.00	*		41.67	*		33.33	*		12	*	
1	15.79	16.67		42.11	16.67		31.58	33.33		10.53	33.33		19	12	
2	15.79	*		31.58	*		31.58	*		21.05	*		19	*	
3	15.38	10.53		23.08	47.37		30.77	21.05		30.77	21.05		13	19	
4	57.14	36.36		23.81	9.09		4.76	36.36		14.29	18.18		21	11	
5	30.43	30.77		47.83	53.85		8.70	0.00		13.04	15.38		23	13	
6	38.89	46.67		27.78	13.33		16.67	20.00		16.67	20.00		18	15	
7	55.56	28.57		27.78	50.00		5.56	7.14		11.11	14.29		18	14	
8	46.67	*		26.67	*		26.67	*		0.00	*		15	*	
All Grades	32.28	28.85		31.65	29.81		20.25	22.12		15.82	19.23		158	104	

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	8.33	*		25.00	*		50.00	*		16.67	*		12	*	
1	0.00	0.00		31.58	16.67		47.37	25.00		21.05	58.33		19	12	
2	10.53	*		10.53	*		57.89	*		21.05	*		19	*	
3	0.00	0.00		7.69	26.32		46.15	36.84		46.15	36.84		13	19	
4	4.76	0.00		52.38	9.09		28.57	45.45		14.29	45.45		21	11	
5	4.35	0.00		8.70	7.69		78.26	69.23		8.70	23.08		23	13	
6	16.67	6.67		27.78	26.67		16.67	40.00		38.89	26.67		18	15	
7	22.22	7.14		50.00	35.71		16.67	35.71		11.11	21.43		18	14	
8	6.67	*		46.67	*		40.00	*		6.67	*		15	*	
All Grades	8.23	2.88		29.11	23.08		43.04	40.38		19.62	33.65		158	104	

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	8.33	*		58.33	*		33.33	*		12	*	
1	36.84	8.33		47.37	75.00		15.79	16.67		19	12	
2	21.05	*		57.89	*		21.05	*		19	*	
3	0.00	10.53		38.46	73.68		61.54	15.79		13	19	
4	42.86	27.27		38.10	45.45		19.05	27.27		21	11	
5	13.04	15.38		69.57	76.92		17.39	7.69		23	13	
6	11.11	20.00		55.56	46.67		33.33	33.33		18	15	
7	5.56	28.57		77.78	57.14		16.67	14.29		18	14	
8	20.00	*		60.00	*		20.00	*		15	*	
All Grades	18.99	18.27		56.33	62.50		24.68	19.23		158	104	

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	8.33	*		41.67	*		50.00	*		12	*	
1	15.79	16.67		68.42	50.00		15.79	33.33		19	12	
2	10.53	*		73.68	*		15.79	*		19	*	
3	38.46	26.32		38.46	47.37		23.08	26.32		13	19	
4	71.43	36.36		19.05	45.45		9.52	18.18		21	11	
5	69.57	61.54		17.39	23.08		13.04	15.38		23	13	
6	44.44	66.67		38.89	13.33		16.67	20.00		18	15	
7	83.33	57.14		11.11	21.43		5.56	21.43		18	14	
8	66.67	*		33.33	*		0.00	*		15	*	
All Grades	47.47	43.27		37.34	35.58		15.19	21.15		158	104	

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	*		83.33	*		16.67	*		12	*	
1	10.53	0.00		52.63	41.67		36.84	58.33		19	12	
2	15.79	*		42.11	*		42.11	*		19	*	
3	0.00	0.00		38.46	47.37		61.54	52.63		13	19	
4	0.00	0.00		76.19	54.55		23.81	45.45		21	11	
5	8.70	0.00		78.26	69.23		13.04	30.77		23	13	
6	16.67	6.67		38.89	40.00		44.44	53.33		18	15	
7	22.22	21.43		61.11	50.00		16.67	28.57		18	14	
8	33.33	*		26.67	*		40.00	*		15	*	
All Grades	12.03	4.81		56.33	52.88		31.65	42.31		158	104	

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	33.33	*		41.67	*		25.00	*		12	*	
1	10.53	8.33		68.42	33.33		21.05	58.33		19	12	
2	10.53	*		68.42	*		21.05	*		19	*	
3	0.00	15.79		69.23	52.63		30.77	31.58		13	19	
4	19.05	0.00		61.90	81.82		19.05	18.18		21	11	
5	13.04	0.00		78.26	84.62		8.70	15.38		23	13	
6	38.89	13.33		50.00	66.67		11.11	20.00		18	15	
7	11.11	0.00		83.33	92.86		5.56	7.14		18	14	
8	0.00	*		100.00	*		0.00	*		15	*	
All Grades	15.19	6.73		69.62	68.27		15.19	25.00		158	104	

2019-20 Data:

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

Conclusions based on this data:

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

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
524	65.3	20.2	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	106	20.2
Foster Youth	1	0.2
Homeless	11	2.1
Socioeconomically Disadvantaged	342	65.3
Students with Disabilities	70	13.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	45	8.6
American Indian or Alaska Native		
Asian	36	6.9
Filipino	15	2.9
Hispanic	300	57.3
Two or More Races	24	4.6
Native Hawaiian or Pacific Islander	2	0.4
White	99	18.9

Conclusions based on this data:

1. Overall, Don Riggio enrollment has declined by over 100 students.

2. Over half of Don Riggio's population is socioeconomically disadvantaged.
3. The majority of Don Riggio students are Hispanic/Latinx.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate	Suspension Rate  Yellow
Mathematics  Yellow	Chronic Absenteeism  Orange	
English Learner Progress		
College/Career		

Conclusions based on this data:

1. Based on 2019, our Dashboard had improved in most areas. Don Riggio's suspension rates went from the orange zone to the yellow zone.
2. Chronic Absenteeism continues to be a struggle at Don Riggio. We fell to the orange zone.

School and Student Performance Data

Academic Performance English Language Arts

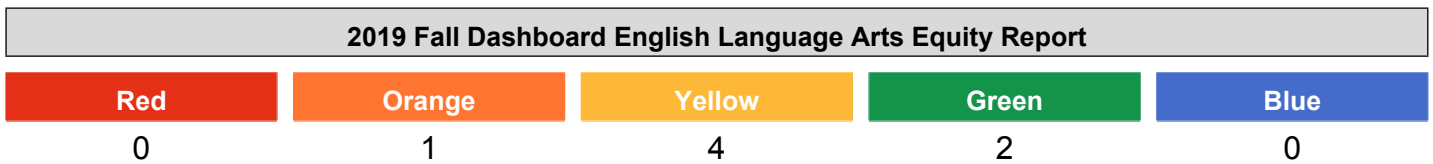
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 16.1 points below standard Increased ++10.7 points 379	<p>English Learners</p> Yellow 53.8 points below standard Increased ++12.3 points 116	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p>Socioeconomically Disadvantaged</p> Yellow 38.7 points below standard Increased ++8.1 points 254	<p>Students with Disabilities</p> Orange 83.5 points below standard Increased Significantly ++21.1 points 50

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 47.6 points below standard Increased Significantly ++15 points 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 0.9 points above standard Increased ++5.7 points 31	 No Performance Color 49.3 points above standard 14
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 42.1 points below standard Increased ++8.9 points 189	 No Performance Color 0.2 points below standard Maintained ++2 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Green 32.1 points above standard Increased ++4.9 points 85

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
70.6 points below standard Increased ++8.7 points 95	22.6 points above standard Declined Significantly -25.2 points 21	3.8 points below standard Increased ++10.3 points 244

Conclusions based on this data:

1. We declined significantly in regards to reclassifying English Learners.
2. We increased in all other subgroups for ELA.

School and Student Performance Data

Academic Performance Mathematics

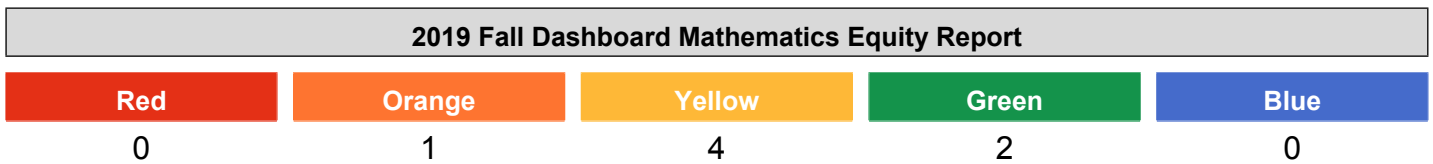
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>40.7 points below standard</p> <p>Increased ++10.5 points</p> <p>379</p>	<p>English Learners</p> <p>Yellow</p> <p>68.3 points below standard</p> <p>Increased Significantly ++15.8 points</p> <p>116</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>64.2 points below standard</p> <p>Increased ++8.6 points</p> <p>254</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>117.2 points below standard</p> <p>Increased Significantly ++21.5 points</p> <p>50</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 91 points below standard Increased Significantly ++18.0 points 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 1.1 points below standard Increased Significantly ++16.7 points 31	 No Performance Color 11.2 points above standard 14
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 63.3 points below standard Increased ++8.5 points 189	 No Performance Color 47 points below standard Declined Significantly -15.1 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Green 7 points above standard Increased ++7.9 points 85

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
83.2 points below standard Increased ++12.2 points 95	0.6 points below standard Declined Significantly -16.4 points 21	34.4 points below standard Increased ++7.2 points 244

Conclusions based on this data:

1. We declined significantly in math for students of two or more races.
2. We increased or increased significantly in all other subgroups.
3. We declined significantly in regards to reclassifying English Learners.

School and Student Performance Data

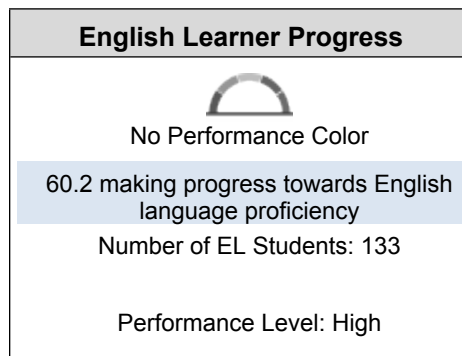
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 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
9.7	30.0	2.2	57.8

Conclusions based on this data:

- 60.2 percent of English Learners are making progress towards English Language proficiency. This performance level is considered high.
- Most students progressed at least one ELPI Level. However, 9.7 percent of student decreased in performance.
- It appears that the written language portion of the ELPAC has been a challenge in moving students towards English Language Proficiency.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

The College/Career Measures Only Report is Expected in February 2021

Conclusions based on this data:

1. Don Riggio's middle school offered a coding elective to support college/career readiness.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

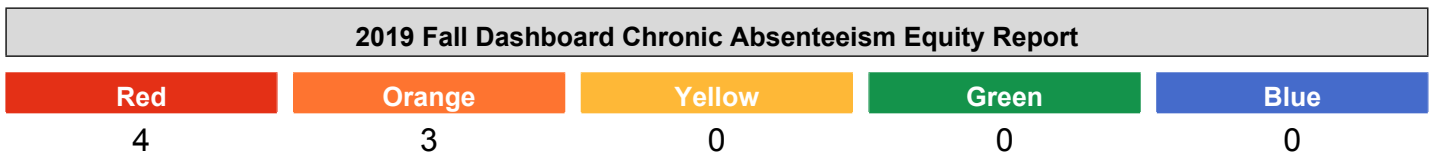
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Orange 18.2 Increased +2.8 710	Red 13.4 Increased Significantly +4.9 202	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Red 21.4 Increased Significantly +3.5 499	Red 22.1 Increased +5.2 104

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 25.3 Increased +1.3 79	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 14.5 Increased +5.4 62	 No Performance Color 4 Declined -6.5 25
Hispanic	Two or More Races	Pacific Islander	White
 Orange 18.9 Increased +2.4 370	 No Performance Color 18.8 Declined -6.3 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Orange 16.7 Increased +10 132

Conclusions based on this data:

1. Don Riggio is in the red zone for socioeconomically disadvantaged students, students with disabilities, and English Learners.
2. Don Riggio's chronic absenteeism is continuing to increase each year, demonstrating a high need for further attendance interventions and supports.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. N/A - We are a K-8 school site.

School and Student Performance Data

Conditions & Climate Suspension Rate

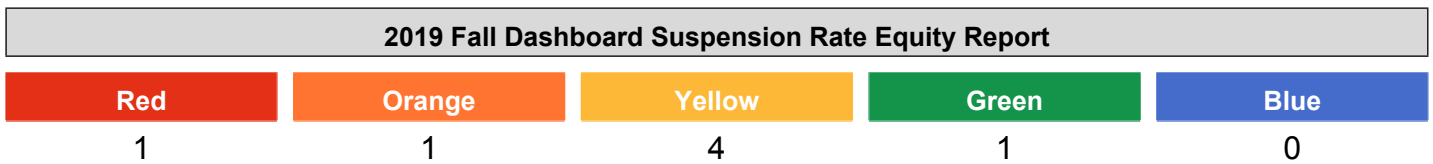
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 4.9 Declined Significantly -2.9 728	<p>English Learners</p>  Yellow 5.4 Declined Significantly -1.1 204	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 4
<p>Homeless</p>  No Performance Color 9.1 Declined -5.2 11	<p>Socioeconomically Disadvantaged</p>  Yellow 6.3 Declined Significantly -3.6 509	<p>Students with Disabilities</p>  Yellow 4.8 Declined -12.8 105

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 11 Declined -5.1 82	 No Performance Color Less than 11 Students - Data 2	 Red 6.1 Maintained +0.2 66	 No Performance Color 0 Maintained 0 25
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 5.1 Declined Significantly -1.9 374	 No Performance Color 2.9 Declined -7.9 35	 No Performance Color Less than 11 Students - Data 8	 Green 2.2 Declined -3 136

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7.9	4.9

Conclusions based on this data:

1. Suspensions declined significantly from 2018 to 2019 with a drop of 3%.
2. There is still a disproportionate number of African American and Asian students who are being suspended compared to overall enrollment percentage.

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

LCAP Goal 1: LUSD will provide all students with high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum

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

Goal 1

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

Identified Need

According to the 2022 CAASPP results, Don Riggio continues to show small 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
MAP	2021-22 47.5% of 4-8 grades meeting or exceeding grade level standards 27% of 4-6 graders 68% of 7-8 graders	The district is no longer administering this assessment.
CAASPP	2022 ELA 28% meeting or exceeding standards - School Wide 3% meeting or exceeding standards - Students with Disabilities 18% meeting or exceeding standards - Socioeconomically Disadvantaged 10% meeting or exceeding standards - English Learners 6% meeting or exceeding standards - African Americans	The percentage of all 3rd-8th graders who meet or exceed standards in ELA will increase over the previous year by 5%. Students with disabilities, socioeconomically disadvantaged students, English Learners, and African American will increase by 10% as we strive to close the achievement gap.
DIBELS Kinder NWF - Nonsense Word Fluency Letter Names & Sounds	2021-2022 Kinder 22% at core on Nonsense Word Fluency an increase of 18% from Winter	The percentage of kinder through 3rd grade students at grade level (core) will increase by 40% by the end of the year as compared to the beginning of the year data.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Phonemic Awareness</p> <p>1st NWF- Nonsense Word Fluency Phonemic Awareness DORF- Oral Reading Fluency & Accuracy</p> <p>2nd DORF- Oral Reading Fluency & Accuracy Reading Comprehension</p> <p>3rd DORF- Oral Reading Fluency & Accuracy Reading Comprehension</p>	<p>32.5% at core on Letter Names & Sounds an increase of 10% from Winter</p> <p>28% at core on Phonemic Awareness an increase of 17% from Winter</p> <p>1st 53.5% at core on Nonsense Word Fluency an increase of 23% from Winter</p> <p>77% at core on Phonemic Awareness an increase of 38% from Winter</p> <p>56.5% at core on Oral Reading Fluency & Accuracy an increase of 40.5% from Winter</p> <p>2nd 56.5% at core on Oral Reading Fluency & Accuracy an increase of 22% from Winter</p> <p>47% at core on Reading Comprehension an increase of 18% from Winter</p> <p>3rd 63% at core on Oral Reading Fluency & Accuracy an increase of 7% from Winter</p> <p>39% at core on Reading Comprehension an increase of 13% from Winter</p>	
<p>Lexia</p>	<p>K-2 16% of students were on target at the end of the 21-22 school year.</p> <p>3-5 10% of students were on target at the end of the 21-22 school year.</p> <p>6 45% of students were on target for Word Study at the end of the 21-22 school year.</p>	<p>There will be a 10% increase of students on target at the end of the 22-23 school year for each grade level span.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	15% of students were on target for Grammar at the end of the 21-22 school year. 48% of students were on target for Comprehension at the end of the 21-22 school year.	
iReady	Beginning of the Year 22-23 Data 2nd - 89% below proficient 3rd - 80% below proficient 4th - 92% below proficient 5th - 87% below proficient 6th - 93% below proficient 8th - 87% below proficient	The percentage of 2nd-8th grade students at or above grade level (core) will increase by 40% 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 and Reading Intervention Teacher.

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)

58,343.00

Source(s)

Title I Part A: Allocation

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

358.82

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,500.00

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 to be purchased throughout the year based on needs assessment. (i.e Lexia, Renaissance Place, RAZ Kids, Reading A-Z, 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)
5,000.00	Title I Part A: Allocation
4,000.00	Unrestricted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students Reading Below Grade Level

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,000.00	Title I Part A: Allocation
	None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

K-6 Grade Students

Strategy/Activity

1.6 Paraprofessional will support students with Tier 2 intervention using WonderWorks, Phonics Skills Kit, and Lexia support lessons

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,034.44	Title I Part A: Allocation
	None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

8th Grade Students

Strategy/Activity

1.7 Implement MTSS for 8th grade students who are falling behind as determined by grades and missing assignments. Additional Advisory support will be given during an extension of 6th period, study skills support, and intervention support will be offered.

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

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

1.8 Provide professional learning and collaboration time in writing to improve writing instruction and support student proficiency. Implement a common writing rubric for narrative and informational/opinion writing.

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

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

All strategies and activities were implemented. Student achievement growth was seen in the intervention programs (Title 1 and Reading Intervention) due to flexible grouping, progress monitoring, and student goal-setting. (Strategy 1.1) The strategies to be improved upon next year are the purchasing of supplemental resources to support reading needs (Strategy 1.4) and offering reading intervention during the school day or before/after school earlier in the year. (Strategy 1.5)

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

Although we were not able to offer many professional learning opportunities during the school year due to the substitute shortage, we were able to offer additional grade level collaboration and CFA planning time. Professional learning was offered in the summer. (Strategy 1.3) Before school and after school intervention programs were not as effective. Teachers were inclined to offer extended day support in Math more than ELA and not as many teachers were willing to take on the additional commitment. We also found there was an equity issue when transportation could not be offered to our bus riders. (Strategy 1.5)

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

We combined strategies 1.3 & 1.4 because they were similar and could be addressed under the umbrella of professional learning communities. This made all other strategies move up. We added additional funds to 1.4 to support our efforts in providing supplemental resources to increase student learning. We also changed strategy 1.5 to include intervention during the school day to offer a more equitable option for our bus riders. We added strategy 1.8 to improve student performance in writing due to low test scores on the state written performance tasks.

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

LCAP Goal 1: LUSD will provide all students with high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum

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

Goal 2

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

Identified Need

According to the 2022 CAASPP results, Don Riggio continues to show little to no 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	2022 - Math 15% meeting or exceeding standards - School Wide 2% meeting or exceeding standards - Students with Disabilities 9% meeting or exceeding standards - Socioeconomically Disadvantaged 4% meeting or exceeding standards - English Learners 3% meeting or exceeding standards - African Americans	The percentage of all 3rd-8th graders who meet or exceed standards in Math will increase over the previous year by 5%. Students with disabilities, socioeconomically disadvantaged students, English Learners, and African American will increase by 10% as we strive to close the achievement gap.
MAP	2021-22 35% of 4-8 grades meeting or exceeding grade level standards 17% of 4-6 graders 53% of 7-8 graders	The district is no longer administering this assessment.
Dreambox	86% of students logged in daily for the 21-22 school year. 40.5% of students on average were on track to meet grade	There will be a 10% increase of students logging in and being on track for grade level proficiency at the end of the 22-23 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>level proficiency at the end of the 21-22 school year.</p> <p>26% of students completed 5 or more lessons on average per week, making 84% growth over the 21-22 school year.</p> <p>46% of students completed 2-5 lessons on average per week, making 46% growth over the 21-22 school year.</p>	<p>We will increase the students who complete 5 or more lessons per week by 10% since this showed the most student growth throughout the school year.</p>
iReady	<p>Beginning of the Year Data 22-23</p> <p>2nd - 96% below proficient</p> <p>3rd - 98% below proficient</p> <p>4th - 100% below proficient</p> <p>5th - 90% below proficient</p> <p>6th - 97% below proficient</p> <p>8th - 88% below proficient</p>	<p>The percentage of 2nd-8th grade students at or above grade level (core) will increase by 40% by the end of the year as compared to the beginning of the year data.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,500.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

1,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.4 Implementation of Silicon Valley Mathematics Initiative (SVMI) practices to support student proficiency in Math. Additional collaboration time to support integration of SVMI routines in 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)

2,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.5 Implementation of targeted writing across content areas with a focus on constructed responses as it pertains to math problem solving, construction of viable arguments, and critiquing the reasoning of others. 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)

3,000.00

Source(s)

Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

All strategies and activities were implemented. Before school and after school intervention programs were only offered in the spring due to teacher availability and enrollment was a challenge due to bus riders. (Strategy 2.3) We will continue to work on developing CFAs and use SVMI resources to support student learning in Math (Strategies 2.1 and 2.4)

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

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

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

We combined strategies 2.1 & 2.2 because they were similar and could be addressed under the umbrella of professional learning communities. This made all other strategies move up. We added additional funds to 2.2 to support our efforts in providing supplemental resources to increase student learning. We changed strategy 2.3 to include intervention during the school day to offer a more equitable option for our bus riders. We added strategy 2.4 to support SVMl integration into our math instruction. Finally, we added 2.5 to support our school wide writing focus due to low scores on the math performance task and written application of mathematics.

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

LCAP Goal 1: LUSD will provide all students with high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum

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

Goal 3

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

Identified Need

English Learners make up 20% of our student population. According to our 2022 CAASPP data, only 10% of EL students met or exceeded standards in ELA. In Math, only 4% of EL students met or exceeded standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Criteria	2021-2022 6 students reclassified - 6% of total EL population	The number of English Learners reclassified will increase each year.
ELPAC	2021-2022 10% of ELs earned a 4 on the ELPAC 28% of ELs earned a 3 on the ELPAC 35% of ELs earned a 2 on the ELPAC 26% of ELs earned a 1 on the ELPAC	The number of English Learners with well developed English skills, earning a 4, will increase by 2% 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: 21-22 - 12 students At Risk: 21-22 - 10 students	The number of Long Term English Learners and At-Risk English Learners will decrease each year as measured by ELPAC data.
CAASPP	2021-2022 ELA 10% of ELs met or exceeded standards. 2021-2022 Math	The percentage of English Learners meeting standards on the CAASPP will increase by 10% in both ELA and Mathematics each year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4% of ELs met or exceeded standards.	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

3.1 Monitor and celebrate annually the number of students who meet criteria for reclassification. Students set academic goals to improve their English language proficiency in grades 4-8. The school holds a reclassification celebration at a Friday Flag Salute with recognition of student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

3.3 Teachers will participate in ELD coaching provided by Education Services and County Office of Education with an emphasis on meeting the needs of English Learners, newcomers, and providing intervention. Teachers will also participate in ELD professional learning to support integrated and designated ELD practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.5 School wide writing focus to support English learner growth as measured on the ELPAC. Collaboration time as needed to progress monitor English learner growth and needs through the PLC process.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000.00

Source(s)

Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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 coach to support our efforts in addressing newcomer needs and our middle school team developed an EL PLC to better meet the needs of our level 1s and 2s in the 7th and 8th grades. (Strategy 3.3)

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

After analyzing the ELPAC data it is clear that the written component is the most challenging for our English learners and there is a need to make this a focus area moving forward. We also want to continue working with the county to provide EL training and coaching to staff. (Strategies 3.2 & 3.3)

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

Strategy 3.3 adjusted to add the term newcomer. Without a designated newcomer program in the district, our teachers require more training in meeting the needs of these learners in their classrooms. We recognized that writing needs to be a focus area in order to support our at-risk and longterm English learners, so we added 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

LCAP Goal 1: LUSD will provide all students with high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum

Goal 4

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

Identified Need

Don Riggio School recognizes a need for more STEAM based learning experiences to support proficiency on the CAST test. Only 7% of our 5th graders met proficiency and 20% of our 8th graders in 21-22. 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	2021-2022: 5th Grade: 7% met or exceeded standards 8th Grade: 20% met or exceeded standards	Percentage of students in grades 5 and 8 meeting Science standards will increase by 5% each year.
Writing Rubrics in the Arts	No baseline data for 2021-2022 Teachers will use standardized writing rubrics to improve student writing. These rubrics will be used for art based writing pieces to support proficiency in writing across content areas.	Art based writing will have a positive impact on writing proficiency across content areas as evidenced by genre writing and constructed response grading rubrics.
Visual Arts Grades & Art Based Elective Enrollment	In the 2021-2022 school year: 85% of students received a C or better in the visual arts elective 55% of 7th and 8th graders took an arts based elective	Percentage of students receiving a C or better in Art will increase by 5% for the 2022-2023 school year. Percentage of students enrolling in a visual art course

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		will maintain or increase each school year.
Theatre Participation Rate	No Baseline Data	With the integration of school wide Arts Block, we will see a larger number of students participating in theatre opportunities on campus. Baseline data will be collected this year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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)
3600.00	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-8th Grade Students

Strategy/Activity

4.2 Provide a coding menu of activities in grades 4-8 to support STEAM practices and college and career readiness for middle school 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)
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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 Arts instruction (Arts Block).

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 Determine essential outcomes for students by grade level in each of the five art areas - visual arts, theatre, dance, music, and media arts based on the CA Arts Standards. Include staff development and time during collaboration days and staff meetings to further develop curriculum for the art standards.

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)

1800.00

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 new art curriculum (Deep Space Sparkle). Provide 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)

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)

4th-8th Grade Students

Strategy/Activity

4.6 Students in grades 3-6 will develop digital slides and/or portfolios for use during winter student led conferences, choosing their best academic work throughout the school year, and to document their visual and performing arts experiences at Don Riggio.

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 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.7 Increase the amount of writing integrated into Arts Block. (i.e poetry, play writing, constructed responses, and art critiques and reflections) Use of standardized rubrics to support this work and to positively impact writing across disciplines. Collaboration and professional learning time to support in this effort.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000.00

Title I Part A: Allocation

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

6th-8th Grade Female Students

Strategy/Activity

4.8 Send 6th-8th grade female students to the San Joaquin Expanding Your Horizons Conference on November 5, 2022 in order to inspire female students to explore a career in science, technology, engineering, and math.

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)

900.00

Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We were able to provide an increased number of STEAM experiments and hands-on learning. (Strategy 4.1) We piloted two new art curriculums and selected Deep Space Sparkle for the coming school year. It is aligned to the National Art Standards. (Strategy 4.5) We were also able to implement integrated projects and STEAM opportunities this year once Covid restrictions lifted. (Strategy 4.7)

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

We did not devote time to vertical planning or professional learning for Arts Block and the CA art standards due to our focus on math and common formative assessments this year. (Strategy 4.4) Also, not all grades participated in the digital portfolios and/or student led conferences during the winter conferences. This is an area for improvement next school year. (Strategy 4.6)

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

Strategy 4.2 was adjusted to include the coding activities that are presented in grades 4-8. Media Arts was removed from the measurable outcomes and strategies because we are unable to offer this elective due to a decrease in staffing. Strategy 4.5 is now slated for the purchase of art curriculum since the piloting process was completed last year. Strategy 4.7 was combined with 4.1 as they were similar and related to STEAM experiences tied to NGSS standards. A new strategy 4.7 was added because there is an identified need to increase the writing abilities of our students, to support English language proficiency among our ELs, and increase proficiency levels as measured by CAASPP. Finally, we added strategy 4.8 to inspire more female students to explore STEM careers.

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

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

Goal 5

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

Identified Need

Equitable access to school and curricular programs supports resource equity and can improve student achievement. The student groups identified in the CA Dashboard for chronic absenteeism are: socioeconomically disadvantaged students, African American, and Hispanic students. The student groups identified in the CA Dashboard for increased suspension rates are: socioeconomically disadvantaged students, students with disabilities, 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 2021-2022: 88% K-6 91% 7-8	Our student attendance rates will increase to 95% in the 2022-2023 school year.
Chronic Absenteeism Rates	42.3% of students are chronically absent school wide. 58.1% of African American students are chronically absent 48.1% of students with disabilities are chronically absent 45.53% of socio-economically disadvantaged students are chronically absent	The percentage of students chronically absent will decrease by 10% from the previous year, including our focus groups.
Suspension and Expulsion Rates	7.5% of the total students have been suspended at least once school wide Of the 42 school wide suspensions for 21-22 50% were African American students 33% were Hispanic students	The number of students suspended or expelled will decrease from the previous year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2 students were expelled for 21-22	
Youth Truth Survey Data	5-6 Grades 6th percentile - Sense of Belonging 4th percentile - Student Engagement 7-8 Grades 68th percentile - Sense of Belonging & Peer Collaboration 61st percentile - Student Engagement	The percentile score for Belonging as measured by the Youth Truth Survey will increase by 20 percentile points for 5-6 and 10 percentile points for 7-8. The percentile score for Student Engagement as measured by the Youth Truth Survey will increase by 20 percentile points for 5-6 and 10 percentile points for 7-8.

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. Purchase materials and supplies to support our school wide PBIS focus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5.2 A counselor will be funded to work with students, utilizing No Bullying strategies, Kelso's Choices, 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)
28,566.74	Title I Part A: Allocation
	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5.3 Continue to use alternatives to suspension (i.e Focus Center, PBIS, restorative practices, peer mediators, Random Acts of Kindness, community circles, etc.)

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 Implement tools for tracking behaviors to support PBIS implementation and review data regularly in PBIS 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)

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, attendance, 7/8 Honor Roll Awards, Dolphin Way Awards).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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 develop a plan utilizing the district attendance plan at the beginning of the year to connect with families whose students are showing a pattern of absences. Training will be provided to staff on progressive support for chronically absent students. Don Riggio will conduct a needs assessment and will offer resources to support families in order to improve their attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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 - field trips and/or 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)
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4,688.00

Title I Part A: Allocation

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5.8 Provide ongoing 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)

4000.00

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

5.9 Continue to implement PBIS school-wide - year three focus is on reviewing school wide expectations throughout the year, onboarding all support staff and new staff and students, creating and implementing a professional learning plan, developing a PBIS handbook, while also continuing to implement reward systems, and utilizing the minor versus major discipline referral system to track tier one interventions and recommend for tier two supports. Teachers will complete a PBIS survey and analyze their classroom behavior expectations at the beginning of the year. Professional learning and collaboration time will be given to meet the Year Three goals as listed above.

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)

4000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5.10 Integrate the Wellness Center (Dolphin Den) into the school culture. Students utilize the space to learn and practice self-regulation skills, for social skills support, and to seek guidance from counselors and Focus Center paraprofessional.

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

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

A highlight this past year was that we opened our school Wellness Center also known as the Dolphin Den. The space uses the Zones of Regulation to support students in naming their emotions and practicing self-regulation skills. The center is run by counselors and our Focus Center paraprofessional. A new strategy has been added to continue to make this a focus area for our school. (Strategy 5.10) We also did an excellent job of completing our year two PBIS goals and celebrating students during Friday Flag Salutes. (Strategies 5.5 & 5.9)

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

We were not able to provide a lot of professional learning around the areas of equity and cultural proficiency as was intended (Strategy 5.8), and experiential learning was still limited for most of the year due to Covid restrictions. (Strategy 5.7) We also struggled to maintain or increase our attendance rates and doubled our chronic absenteeism due to Covid guidelines and more students staying home due to quarantining. (Strategy 5.6)

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 5.9 adjusted to meet the new goals for our PBIS year three roll out. Also, strategy 5.10 was added to support our efforts in providing proactive care and SEL education utilizing our site Wellness Center. We added the Youth Truth survey data as a new metric to track student engagement.

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

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

Goal 6

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

Identified Need

Research shows students do better when families are involved in their child's learning. Currently our data shows a decrease in attendance at parent conferences. In 21-22 we had 90% of parents attend K-6 conferences and only 66% attend 7-8 conferences.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at Family Events	87% (350) attended our 4/5 Theater Production. 75% (407) attended Dance Festival. 100% (410) attended 8th grade promotion.	Continue to track parent involvement at school functions. Increase parent attendance rates each year.
Parent Conference Data	During the 2021-2022 school year: 90% of K-6 families attended virtual or in person conferences 66% of 7-8 families attended virtual or in person conferences	Increase attendance at K-6 parent conferences by 5% for the 2022-2023 school year. Increase attendance at 7-8 parent conferences by 10% for the 2022-2023 school year.
Demographic Data of SSC and PTSA Participants	Currently our SSC represents Special Education, African American, Mixed Race, White, and Asian Americans; our PTSA represents Hispanic, White, and Special Education	Participants will reflect the demographics of the school.
Parent Square Delivery Rate	97% K-6 parents are receiving our digital Parent Square messages 98% 7-8 parents are receiving our digital Parent Square messages	Increase the delivery rate to 100%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Parent Survey	2021-2022 22% participation rate - 116 parents	Increase the parent participation rate by 10% 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. 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)

712.00

Title I Part A: Allocation

1988.00

Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

6.4 Survey parents annually regarding programs, safety, and satisfaction. Survey linked to newsletter, completed during Winter Conferences (for better rate of return), and sent out electronically. (i.e. Youth Truth Survey)

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)
2000.00	Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We continued to make home visits a priority to support families. (Strategy 6.1) We held Coffee with the Principals virtually every other month to keep communication and feedback open. (Strategies 6.2 & 6.3) We also provided translation at all 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.

Due to Covid restrictions, we did not host family nights and events until the Spring of 2022. Because of this, we had limited opportunities to involve families on campus this year. (Strategy 6.1)

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

There have been no changes to the strategies. We added two additional metrics for measurement for parent engagement. We added parent participation in the Youth Truth Survey and delivery rate on Parent Square as measures of parent involvement and engagement.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$101,844.00
Total Carryover Funds	69,159.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$176,991.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$171,003.00
Title I Part A: Parent Involvement	\$1,988.00

Subtotal of additional federal funds included for this school: \$172,991.00

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

State or Local Programs	Allocation (\$)
Unrestricted	\$4,000.00

Subtotal of state or local funds included for this school: \$4,000.00

Total of federal, state, and/or local funds for this school: \$176,991.00

School Site Council Membership

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

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

Name of Members	Role
Rebecca Mullen	Principal
Jamie Summerfield	Other School Staff
Nancy Snider	Classroom Teacher
Nicole Santos	Classroom Teacher
Katie Goodwin	Classroom Teacher Parent or Community Member
Mariela Guzman	Parent or Community Member
Theresa Nunnally	Parent or Community Member
Michelle Hanna	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

GUADALUPE

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 12, 2021.

Attested:

R. Mullen

Principal, Rebecca Mullen on 10-11-22

T. Nunnally

SSC Chairperson, Theresa Nunnally on 10-11-22

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019