

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

| | |
|---|--|
| School Name | Don Riggio School |
| Address | 3110 Brookside Rd Stockton, CA, 95219 |
| County-District-School (CDS) Code | 39685696105738 |
| Principal | Joan Calonico |
| District Name | Lincoln Unified School District |
| SPSA Revision Date | December 2018 |
| Schoolsite Council (SSC) Approval Date | January 9, 2019 |
| Local Board Approval Date | |

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

OUR MISSION

We believe that all children can learn and we will establish high standards of learning that we expect all students to achieve. It is our job to create an environment in our classrooms that engages students in academic work that results in a high level of achievement. We are confident that with our support and help, students can master challenging curricula, and we expect them to do so. We are prepared to work collaboratively with colleagues, students, and parents to achieve this shared educational purpose (DuFour, 1997a).

OUR VISION

Our vision at Don Riggio is to create a K-8 school where visual/performing arts, technology, and rigorous academics are highly valued and integrated into the purposeful and engaging learning experiences of all students. Student talent and creativity in these areas are acknowledged and nurtured on a daily basis.

Staff and students hold each other to high standards of achievement and collaboration to embrace a safe learning environment of motivated intellectuals. Through professional learning communities, staff unites to raise the standards of student success on both a personal and academic level. We strive to create a learning community of mutual respect, appreciation, and accountability.

Parent, teacher, and student involvement is essential to make our school a model for the community. Together, we stand as a collective unit of active learners and responsible citizens who are educated to serve and improve our community through meaningful change.

The Story

Briefly describe the students and community and how the school serves them.

Don Riggio School was founded in 1992 as Pacific School, a school of choice in Lincoln Unified School District; it had and still has no attendance boundaries of its own. When parents choose this school, they become part of a very special learning community where each and every member is valued for his or her unique gifts and talents and is encouraged to contribute to the success of the community as a whole.

The staff believes in:

- Developing each child as a co-producer, explorer, and researcher of knowledge rather than just a consumer.
- Identifying important overarching concepts that can be applied to real life situations as we deliver the essential standards of our curriculum.
- Helping each child develop expertise in his or her areas of interest and/or talent.
- Teaching problem solving skills to help each child become a lifelong learner.
- Success in school depends on each child being interested in learning, working hard, trying to understand, and working collaboratively.

We also believe in working together to ensure our program remains relevant and responsive to our students' needs, focusing on learning and results. As the number of English learners, Title One students and students overall have increased, and the needs of our community have evolved, so too have the instructional techniques, materials and role of our teachers. We hold high expectations for all students. We endeavor to support all students in attaining goals through quality instruction, rigorous project-based learning, effective English language support, a strong Title One program, extended day tutoring, special education services and language support services.

Through the years the school has faced many triumphs and challenges, including becoming a California Distinguished School in 1995. In January of 2002, the school moved onto its current campus at 3110 Brookside Road, and became Don Riggio School, named after a long time School Board Trustee. The building was designed with the school's unique program in mind. Over the course of fifteen years, the school grew from six classrooms to 27. In the fall of 2003, the school welcomed 100 English Learners who were placed there by the district in English Language Development classes designed to accelerate their learning. These classes have evolved into our current Newcomer program. In 2005 the district was no longer able to support multi-age class groupings at 3rd and 4th grade because of class-size reduction. In

2005 the percentage of students on free and reduced lunch qualified Don Riggio for Title One funding. With the closure of Village Oaks School in 2007, some students were placed at Don Riggio as “overflow” students.

Although some children are placed at Don Riggio School, most families have chosen to be here because of the Visual and Performing Arts program and/or their interest in a project-based approach with multi-age experiences. We continue to champion the arts by carving out Arts Block time in the schedule for all students. Every student has the opportunity to perform in a musical theater production at his or her grade level. Our 4th-8th grade students run the entire show, including sound, lights, costumes, production, choreography, special effects, computer generated images and set design. At our Dance Festival and Art Show in May, every grade level presents a folk dance that ties in to their Social Studies curriculum. We are very proud of our K-12 District Music program, taught by music specialists, which includes general music for grades K-6 twice a week as well as band, orchestra and choir.

The school is dedicated to promoting a positive school climate through a system of five agreements: Attentive Listening, Appreciations/No Put-downs, Mutual Respect, the Right to Pass and Do Your Best. These are accomplished through regular classroom meetings and reinforcement/monitoring by all staff throughout the school. The staff has been trained in Tribes Learning Communities, a positive behavior intervention system to establish school wide norms for climate and culture.

We continue to embrace the challenge of meeting the expectations of state and federal accountability systems while continuing to provide an educational experience for students, parents, and teachers that is meaningful, creative, and rich in learning.

SPSA Highlights

Identify and briefly summarize the key features of this year’s SPSA.

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 for all of our school goals. Collective commitments have been established and are reviewed periodically at staff meetings. Our staff retreat, 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 team. This structure, which we have built together over time, is something we value and strive to improve continuously.

In addition to our ongoing goals, this year's plan includes two new features worth highlighting. First, we have been able to organize our 7th and 8th grade schedule to include an Advisory period. It is during this 20 minute period that we are able to ensure designated time for English learners, intervention time for struggling learners and enrichment for students who are on target. Second, our students will be creating digital portfolios beginning in third grade, where they collect their best work. This work can be shared at student-led conferences with parents, and saved from year to year, even following them to the high school.

The eight goals detailed in the plan for Don Riggio include:

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

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

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

Goal 4 - Science - Increase student proficiency on New Generation Science Standards.

Goal 5 - Visual and Performing Arts - All students will be able to demonstrate proficiency towards standards in the visual and performing arts.

Goal 6 - Academic, Media, and Digital Literacy - Increase student exposure to all kinds of media.

Goal 7 - Parent and Family Engagement - Increase the engagement and participation of parents and families.

Goal 8 - Equitable Environment - Don Riggio School will be a safe and healthy place to learn.

Needs Assessment - Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

Greatest Progress

In Mathematics,

All grade level cohort groups improved from 2017. 4th grade +6, 5th grade + 2, 6th grade +36, 7th grade + 12, 8th grade +8!

All subgroups improved from 2017 except African American

All grade levels improved from 2017 except 8th grade.

In English Language Arts,

7th and 8th grade students are making significant improvement both in cohort and grade level data.

Referring to the California School Dashboard, identify any state indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of school or district data. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

In English Language Arts,

Grade level cohort data is mostly stagnant, with 4th and 2nd graders having slipped 2-4 percentage points, and 5th & 7th graders increasing by only 4 and 3 points, respectively.

Socio-economically Disadvantaged, Students with Disabilities made little growth, English learners and White students stayed the same, and African American and Hispanic students dropped 2 and 5 points, respectively.

Most grade levels went down anywhere from 2-10 points.

Chronic Absenteeism,

Data dashboard indicator is Red for African American, Hispanic, and socioeconomically disadvantaged students. The indicator is Orange for Asian students, English learners, and students with disabilities.

Suspension Rate,

Data dashboard indicator is Red for African American, English learners, Hispanic, and socioeconomically disadvantaged students. The indicator is Orange for Asian and White students, and students with disabilities.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other school data. What steps is the school planning to take to address these performance gaps?

Performance Gaps

1. Chronic Absenteeism

Although we have reached and maintained our goal of 95% attendance, chronic absenteeism is getting worse for all of our significant subgroups except white. We will continue to contact parents, hold SST meetings, and follow the SARB process in addition to celebrating good attendance.

2. Suspension Rate

Our suspension rates have gone up for all significant sub groups. We will continue to use alternatives to suspension such as restorative justice and the Focus Center.

3. English Language Arts and Mathematics

Students with disabilities are significantly lower in English Language Arts and Mathematics than their grade level peers. We will strive to present grade level material with skills scaffolded so that students can access the content. African American students are significantly lower in English Language Arts and especially Mathematics. We will continue to use response to intervention model to help these students improve.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

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

LCAP Goal

LCAP Goal 1: LUSD will promote student achievement through effective implementation of state standards and innovative instructional practices.

Basis for this Goal

We still have a large number of students needing intervention and only 39% of students overall meeting grade level standards, 9 percentage points below the district average.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|--|--|
| MAP | 70% of students made their projected growth in ELA from Fall 1017-Fall 2018. | 80% of students will make their projected growth in ELA from Fall 2018-2019. |
| CAASP | 39% meeting or exceeding standards in ELA in 2018 | The percentage of all 3rd-8th graders who meet or exceed standards in ELA will increase over the previous year to 48%. |
| DIBELS K LNF- Letter naming Fluency FSF- First Sound Fluency PSF- Phoneme Segmentation Fluency (Mid and End of Year) NWF- Nonsense Word Fluency (Mid and End of Year) 1st LNF -Letter Naming Fluency (Fall only) NWF- Nonsense Word Fluency DORF- Oral Reading Fluency (Mid and End of Year) 2nd NWF- Nonsense Word Fluency (Fall only) DORF- Oral Reading Fluency 3rd DORF- Oral Reading Fluency | | The percentage of K-3 students intensive on the end of year assessment will decrease by 20%. |

| Metric/Indicator | Baseline | Expected Outcome |
|------------------------------|----------|---|
| DAZE- Comprehension | | |
| Common Formative Assessments | | 80% of students will show understanding of essential standards. |
| SBAC Interim Assessments | | 80% of students will show understanding of essential standards and test-taking strategies |
| Grade level rubrics | | The percentage of students writing at grade level will increase by 5%. |

Planned Strategies/Activities

Strategy/Activity 1

Implement RTI pyramid of interventions for students who need extra time and support as determined by data analysis. Provide targeted instruction time in grades K-3, WonderWorks in grades 4-5, and WIN time (What I Need) in grades 7-8. 6th grade will implement focus groups during home room time. The Master Schedule to be developed in May.

Students to be Served by this Strategy/Activity

All students

Timeline

May 2019

Person(s) Responsible

Principal, Title One Teacher, All teachers

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Amount | 50,512.00 |
| Source | Title I Part A: Allocation |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Full time Title One Reading Specialist |
| Amount | 14,653.00 |
| Source | Title I Part A: Allocation |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Instructional Aide |
| Amount | 3,000.00 |
| Source | Title I Part A: Allocation |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Instructional Supplies |

Strategy/Activity 2

Provide Reading Intervention for students in grades 4 & 5 using WonderWorks. Students will be identified according to Fall MAP.

Students to be Served by this Strategy/Activity

All students reading below grade level

Timeline

2018-2019

Person(s) Responsible

4th & 5th grade teachers in conjunction with 4-8 Reading Intervention teacher

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Provide replacement core (Read 180) for students in grades 6-8 not reading at grade level. Students to be identified according to Spring RIT on MAP.

Students to be Served by this Strategy/Activity

All students not reading at grade level.

Timeline

2018-2019

Person(s) Responsible

6-8 teachers, Reading Intervention teacher, Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Use interim assessments to prepare students for the SBAC.

Students to be Served by this Strategy/Activity

All Students (in grades 3-8)

Timeline

2018-2019

Person(s) Responsible

3rd-8th grade ELA teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Use common formative assessments to monitor progress on essential standards throughout the year. Analyze the effectiveness of curriculum based, computer based, pencil and paper tests to effectively show what students know and are able to do. Essential standards identified by 5 November, will drive instruction and common formative assessments

throughout the year. Teachers will use collaboration time to analyze grade level data and present to Liaison Team approximately every 2 weeks.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Grade level teams, Liaison Team, Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Teachers will evaluate progress towards team SMART goals throughout the year. Each grade level team will write a SMART goal for ELA by 15 October. Time will be provided to monitor progress in November, January and March staff meetings and/or collaboration times.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Grade level teams, Principal

Proposed Expenditures for this Strategy/Activity

| | |
|--------|----------|
| Amount | 2,000.00 |
|--------|----------|

| | |
|--------|----------------------------|
| Source | Title I Part A: Allocation |
|--------|----------------------------|

| | |
|------------------|--|
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
|------------------|--|

| | |
|-------------|--|
| Description | Academic Conferencing (sub costs and/or hourly costs for teachers) |
|-------------|--|

| | |
|--------|----------|
| Amount | 5,000.00 |
|--------|----------|

| | |
|--------|----------------------------|
| Source | Title I Part A: Allocation |
|--------|----------------------------|

| | |
|------------------|--|
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
|------------------|--|

| | |
|-------------|------------------------------|
| Description | 19-19 Staff Retreat Expenses |
|-------------|------------------------------|

Strategy/Activity 7

Technology will be used as an instructional tool. Supplemental software to be purchased throughout the year based on needs assessment. Renew Renaissance Place in the spring.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Site Ed Tech, Principal, Liaison Team, teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 892.00 |
| Source | Title I Part A: Allocation |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Spelling City |
| Amount | 1200.00 |
| Source | Title I Part A: Allocation |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Reading A-Z and RAZ kids |
| Amount | 270.00 |
| Source | Title I Part A: Allocation |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Starfall |

Strategy/Activity 8

Teachers will participate in district staff development opportunities i.e. CORE ELA coaching. Coaching visits to be scheduled throughout the year (Sept., Oct., Nov., Feb., Mar) based on schedule from Education Services.

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019

Person(s) Responsible

Principal and Title One teacher will help develop agenda in conjunction with coach

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 4,800.00 |
| Source | Title I Part A: Allocation |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | Two additional CORE coaching days for ELA |
| Amount | 800.00 |

| | |
|-------------------------|--|
| Source | Title I Part A: Allocation |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Pay teachers for coaching after school for the above CORE days |

Strategy/Activity 9

Site professional development funds will be provided for Solution Tree Professional Learning Communities and RTI workshops and materials.

Students to be Served by this Strategy/Activity

All Students,

Timeline

2018-2019

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 8,000.00 |
| Source | Title I Part A: Allocation |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Professional Learning Communities Institute |
| Amount | 1,020.00 |
| Source | Title I Part A: Allocation |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | Kindergarten Conference |

Strategy/Activity 10

Reading Academies will be offered before and after school based on grade level data. Teachers will identify students in fall, winter and spring for six week academies.

Students to be Served by this Strategy/Activity

All students reading below grade level

Timeline

2018-2019

Person(s) Responsible

Teachers, district reading coach

Proposed Expenditures for this Strategy/Activity

| | |
|---------------|-----------|
| Amount | 47,216.00 |
|---------------|-----------|

| | |
|-------------------------|--|
| Source | Title I Part A: Allocation |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | 50% Reading Intervention Specialist for 3rd grade after school |
| Amount | 6,000.00 |
| Source | Title I Part A: Allocation |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Pay teachers hourly for before or after school instruction |

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

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

LCAP Goal

LCAP Goal 1: LUSD will promote student achievement through effective implementation of state standards and innovative instructional practices.

Basis for this Goal

Despite increased proficiency in math on state testing, we still have a large number of students in grade 5-8 needing intervention and only 32% of students overall meeting grade level standards, 8 percentage points below the district average. Data dashboard indicator is Red for African American students, and Orange for students with disabilities.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|--|--|
| CAASP | 32% of students meeting or exceeding standards in Math in 2018 | The percentage of all 3rd-8th graders who meet or exceed standards in Mathematics will increase over the previous year to 40%. |
| MAP | 68% of students made the projected growth target. | 80% of students will meet or exceed the math growth target. |
| Common Formative Assessments | | 80% of students will show understanding of essential standards. |
| SBAC Interim Assessments | | 80% of students will show understanding of essential standards and test-taking strategies |
| CAASSP, MAP score, and a skills test score. | | The number of students in grades 5-8 needing intervention will decrease. |

Planned Strategies/Activities

Strategy/Activity 1

Use interim assessments to prepare students for the SBAC. In 7th & 8th grade, the assessments will be used just after the corresponding modules. The mathematics Performance Task will be given in March. All other grades will use the window from December - March.

Students to be Served by this Strategy/Activity

All students (in grades 3-8)

Timeline

2018-2019

Person(s) Responsible

3rd-8th grade math teachers

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 2**

Use common formative assessments to monitor progress on essential standards throughout the year. Analyze the effectiveness of curriculum based, computer based, pencil and paper tests to effectively show what students know and are able to do. Essential standards, identified by 5 November, will drive instruction and common formative assessments throughout the year. Teachers will use collaboration time to analyze grade level data and present to Liaison Team approximately every 2 weeks.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

All teachers, Liaison Team

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 3**

Teachers will evaluate progress towards team SMART goals throughout the year. Each grade level team will write a SMART goal for Math by 15 October. Time will be provided to monitor progress in November, January, and March staff meetings and/or collaboration times.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Grade level teams, Principal

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 4**

Technology will be used as an instructional tool. Supplemental software will be purchased based on needs assessment throughout the year.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Site Ed Tech, Discovery Ed team, All teachers

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 5**

Teachers will participate in district staff development opportunities i.e. CORE Math coaching as determined by District PD schedule from Education Services.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Curriculum Director

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 6**

Math Academies will be offered before and after school based on grade level data. Initial placement will happen based on Fall MAP scores. Enrollment will remain fluid throughout the year based on need.

Students to be Served by this Strategy/Activity

Students with low MAP scores in math are given a diagnostic assessment for placement.

Timeline

2018-2019

Person(s) Responsible

Teachers, District Math Coach.

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 10,000.00 |
| Source | Title I Part A: Allocation |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Time sheets for math tutoring before/after school |

Strategy/Activity 7

Teachers in grades K-4 will focus on fluency and essential standards. Teachers will write SMART goals by 15 October and identify essential standards by 5 November. They will meet in vertical teams to ensure articulation of these standards and monitor goals every two months.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Liaison Team, Grade K-4 Teachers

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 8**

Site professional development/conferences for Number Talks and other approved programs for improving instructional strategies. Throughout the year materials may be purchased and/or workshops may be provided to support teacher learning.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Teachers, Principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 2,000.00 |
| Source | Title I Part A: Allocation |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | PD/Conference fees |

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Language Development

Goal Statement

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

LCAP Goal

LCAP Goal 1: LUSD will promote student achievement through effective implementation of state standards and innovative instructional practices.

Basis for this Goal

English learners are performing significantly lower than their English only peers. Data dashboard indicates that in English Language Arts, English learners re 79.3 points below standard while English Only students are 14.1 points below standard.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---------------------------|--|---|
| Reclassification Criteria | 7 students (3.8%) of EL's were reclassified in 2017. | The percentage of English Learners reclassified will increase by 2% |
| ELPAC | 42 students (22.11%) of EL's earned a 4 on the ELPAC in 2017. | The percentage of English Learners with well developed English skills will increase by 5%. |
| Reclassification data | LTEL's: 20 in 17-18; 14 in 18-19 At Risk: 26 in 17-18; 24 in 18-19 | The number of Long Term English Learners will decrease each year as measured by reclassification data. |
| CAASPP | 13% of English learners met standards on the CAASPP in 2017. | The percentage of English Learners meeting standards on the CAASPP will increase from 13% to 20% in both ELA and Mathematics. |

Planned Strategies/Activities

Strategy/Activity 1

Monitor and celebrate annually the number of students who meet criteria for reclassification. Develop goal setting forms for students in grades 4-8 so they understand the process. Goal setting in the fall, reclassification celebration at Friday Flag Salute and recognition of student achievement.

Students to be Served by this Strategy/Activity

English Learners

Timeline

2018-2019

Person(s) Responsible

Title One teacher, Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Provide Designated ELD for every English learner, every day. The Master Schedule will be developed in May by Principal and Teachers.

Students to be Served by this Strategy/Activity

English Learners

Timeline

Spring 2019

Person(s) Responsible

Principal to monitor through walk-throughs and observations. Teachers to monitor progress through curriculum-embedded assessments.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Cluster English learners according to need when making class lists.

Students to be Served by this Strategy/Activity

English Learners

Timeline

May 2019

Person(s) Responsible

Principal, Grade level teams

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Teachers will participate in district and site provided staff development and coaching in ELD strategies. Education Services will provide coaching schedule. Principal will plan staff development activities for staff throughout the year.

Students to be Served by this Strategy/Activity

English learners

Timeline

2018-2019

Person(s) Responsible

Director of Curriculum, Principal

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|---|
| Amount | 140.00 |
| Source | Title I Part A: Allocation |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Subs for after school coaching |
| Amount | 2,500.00 |
| Source | Title I Part A: Allocation |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | Two additional coaching days from SJCOE Language and Literacy for ELD |

Strategy/Activity 5

Implement and monitor student progress using Ellevation. Completed three times a year and discussed with grade level teams quarterly.

Students to be Served by this Strategy/Activity

English learners

Timeline

2018-2019

Person(s) Responsible

Title One teacher, Principal, Teachers of English Learners

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Paraprofessionals will provide extra time and support for students during targeted instruction, be a resource for parents and teachers, and translate and interpret for conferences, meetings and events.

Students to be Served by this Strategy/Activity

English learners

Timeline

2018-2019

Person(s) Responsible

Principal, District

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Science

Goal Statement

Increase student proficiency on New Generation Science Standards.

LCAP Goal

LCAP Goal 1: LUSD will promote student achievement through effective implementation of state standards and innovative instructional practices.

Basis for this Goal

In many schools and districts, however, elementary science instruction often takes a back seat to math and reading and receives little time in the school day. Many elementary educators do not receive an adequate amount of professional learning to gain the confidence needed to teach science (Horizon Research 2013; McClure et al. 2017).

The release of A Framework for K–12 Science Education (Framework; NRC 2012) provides a new vision for science teaching and learning, and recommends important conceptual shifts in science instruction. NSTA supports this new vision—and its application in the Next Generation Science Standards (NGSS)—and recommends all educators make the transition to three-dimensional teaching and learning (NSTA 2016b, 2018).

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|------------------|---|---|
| Grades | Currently 79% of students are earning a C or better in Science. | The number of students earning a C or better will increase each year. |
| CAASPP | No baseline data at this time. | Percentage of students in grades 5 and 8 meeting Science standards will increase each year. |

Planned Strategies/Activities

Strategy/Activity 1

Identify essential standards for each grade level, determine common formative assessments, and participate in vertical planning to insure students are prepared in 5th & 8th grades. January DWCD to identify standards and February to meet in vertical teams.

Students to be Served by this Strategy/Activity

All students.

Timeline

Winter 2019

Person(s) Responsible

Principal, Liaison Team, all teachers

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 2**

Increase the availability of and implementation of hands-on investigations and experimentations in accordance with NGSS.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Teachers, working together in grade level teams

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 1,325.00 |
| Source | Title I Part A: Allocation |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Supplemental supplies to enhance NGSS lessons |

Strategy/Activity 3

Provide staff development for teachers. NGSS leadership cadre to meet throughout the year.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Director of Curriculum and Instruction

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Visual and Performing Arts

Goal Statement

All students will be able to demonstrate proficiency towards standards in the visual and performing arts.

LCAP Goal

LCAP Goal 1: LUSD will promote student achievement through effective implementation of state standards and innovative instructional practices.

Basis for this Goal

Don Riggio School is a school of choice with an emphasis on the visual and performing arts.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|-------------------|---|---|
| Student portfolio | 2018-19 will be the baseline year. Third grade students have already started. | All students beginning in grade 3, will keep a digital portfolio of their visual and performing arts experiences at Don Riggio. |

Planned Strategies/Activities

Strategy/Activity 1

Provide designated time in the schedule for Arts instruction (Arts Block). The Master Schedule to be developed in May.

Students to be Served by this Strategy/Activity

All students

Timeline

May 2019

Person(s) Responsible

Principal, Liaison team, all teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Determine essential outcomes for students by grade level in each of the five arts areas. Outcomes to be based on new CA Arts Standards.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Liaison Team, All teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Provide staff development and time during DWCD, staff meetings and/or extra collaboration time to examine the new standards, and attend TCAP conference.

Students to be Served by this Strategy/Activity

All students.

Timeline

2018-2019

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Offer Honors Art class to 8th grade students. Eligible students will be offered the elective during May sign-ups.

Students to be Served by this Strategy/Activity

All students

Timeline

Spring 2019

Person(s) Responsible

Principal, 7-8 Art Teacher

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Provide resources for teachers. Curriculum to be updated in January.

Students to be Served by this Strategy/Activity

All students

Timeline

January 2019

Person(s) Responsible

Principal, Liaison Team

Proposed Expenditures for this Strategy/Activity

Amount

5,600.00

Source

Title I Part A: Allocation

Budget Reference

4000-4999: Books And Supplies

Description

Arts Attack curriculum for visual arts

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Academic, Media, and Digital Literacy

Goal Statement

Increase student exposure to all kinds of media.

LCAP Goal

Goal 2: LUSD will focus on providing high quality learning conditions to support student needs.

Basis for this Goal

Students continue to struggle with reading and writing informational and narrative texts.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|----------------------------|-----------------------------------|---|
| Student Digital Portfolios | 2017 3rd grade digital portfolios | Students will build their portfolios for use at parent conferences, choosing their best work and saving throughout their school years |
| Library use | 2017-18 use | Increase in library use as measured by library data. |

Planned Strategies/Activities

Strategy/Activity 1

Purchase books for the library with a balance of informational and narrative texts as well as English-Spanish books.

Students to be Served by this Strategy/Activity

All students

Timeline

January 2019

Person(s) Responsible

Library aide in conjunction with grade level teams

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Develop digital portfolios for students beginning in 3rd grade. Liaison team will meet to make decisions about settings; students will be able to start creating in January.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Site Tech Lead, Director of Digital Instruction, Grade level teams

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Add Media Arts experiences to Arts Block and elective choices. The Master Schedule to be developed in May.

Students to be Served by this Strategy/Activity

All students

Timeline

May 2019

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Increase opportunities for integrated learning projects i.e. Living Wax Museum, Science Fair, State Reports and Missions, Dance & Art Festival, Grade level theatre productions during spring/summer calendar planning and fall goal setting.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Teachers, working in grade level teams; teachers working on adjunct duty

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Parent and Family Engagement

Goal Statement

Increase the engagement and participation of parents and families.

LCAP Goal

Goal 3: LUSD will work collaboratively with families to enhance student achievement.

Basis for this Goal

Research shows students do better when families are involved in their learning.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|--|---|
| Sign-in sheets at parent events | Previous year attendance at events | Attendance will increase by 10% |
| Parent conference data | Currently we have about 98% attendance in grades K-6 and 94% in grades 7-8, | Increase attendance at parent conferences by 2 percentage points. |
| Demographic data of SSC and PTSA participants | Currently our SSC represents Hispanic, Special Education, White and students of mixed race; our PTSA Board represents Hispanic, White and students of mixed race.. | Participation will reflect demographics of the school. |

Planned Strategies/Activities

Strategy/Activity 1

Each grade level team will write a parent involvement goal by 15 October.

Students to be Served by this Strategy/Activity

All students

Timeline

Fall 2018

Person(s) Responsible

Teachers, working in grade level teams

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Source | Lottery: Instructional Materials |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Games for family math night |
| Amount | 500.00 |
| Source | Title I Part A: Parent Involvement |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Books for Kindergarten book bags |
| Amount | 200.00 |
| Source | Title I Part A: Parent Involvement |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Light snacks for parent events |

Strategy/Activity 2

Involve parents in planning, review and improvement of programs (Fall ELAC, PTSA, SSC meetings, posted agendas, newsletters).

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Title One Teacher, Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Joint development of home-school compact, describing the responsibilities of parents, school and students during September parent conferences.

Students to be Served by this Strategy/Activity

All students

Timeline

Fall 2018

Person(s) Responsible

Principal, teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Provide parents with timely information about curriculum, assessments, and expected proficiency levels for student achievement at ELAC meetings, PTSA meetings, SSC meetings, parent conferences, SSTs, IEPs, newsletter and parent contacts.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Title One Teacher, School Site Council, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Provide materials/training to help parents to fully participate in the education of their child. English classes provided for parents and Parent Institute materials provided on line.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

District, Principal

Proposed Expenditures for this Strategy/Activity

Amount

173.00

Source

Title I Part A: Parent Involvement

Description

Parent Institute Materials

Strategy/Activity 6

Assist staff to reach out, communicate, and work with all parents as equal partners based on parent involvement goals established in the fall.

Students to be Served by this Strategy/Activity

All students

Timeline

Fall 2018

Person(s) Responsible

Principal, Director of Family Engagement

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Survey parents annually regarding programs, safety, and satisfaction. Survey sent with newsletter, completed during Winter Conferences (for better rate of return), and also sent out electronically.

Students to be Served by this Strategy/Activity

All students

Timeline

Winter 2019

Person(s) Responsible

Principal, School Site Council

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Provide transportation for families to district and site events throughout the year as needed for events.

Students to be Served by this Strategy/Activity

SES students

Timeline

2018-2019

Person(s) Responsible

Title One Teacher, Principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 1,000.00 |
| Source | Title I Part A: Parent Involvement |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Transportation |

Strategy/Activity 9

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 parent conferences, SSTs, IEPs, school events, parent nights, and documents will be translated.

Students to be Served by this Strategy/Activity

English Learners

Timeline

2018-2019

Person(s) Responsible

Title One Staff, Principal

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Equitable Environment

Goal Statement

Don Riggio School will be a safe and healthy place to learn.

LCAP Goal

Goal 4: To prepare students to be college and career ready, LUSD students will receive equitable access to a broad course of study in a safe and healthy learning environment.

Basis for this Goal

The staff examines the practices and beliefs of our school community that either contribute to or detract from student success both academically, artistically, socially, and emotionally.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|--|---|
| Attendance rates | Currently our attendance is 95% | Student attendance rates will not fall below 95%. |
| Attendance rates | Currently 14 students are on our chronically absent list. | The number of students chronically absent will decrease each year. |
| Suspension and expulsion rates | Dashboard is currently red. | Student suspension and expulsion rates will decrease annually. |
| Student participation data in Honors Art Class, clubs, Haggin Art Show, Reflections, music programs, and honor performance groups | 2018 LCAP data reflects good representation from all groups. | Number of students participating will increase and be representative of demographics of school. |
| Parent and student survey | | School climate data will be more positive than negative |

Planned Strategies/Activities

Strategy/Activity 1

Classroom meeting will be used regularly in 100% of classrooms. Training for new teachers in August; new energizers and progress monitoring at bi-monthly staff meetings; new activity ideas sent out by counselor weekly.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Title One Counselor, Principal, Assistant Principal will model and monitor classroom meetings.

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|---|
| Amount | 100.00 |
| Source | Title I Part A: Allocation |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Professional Development will be provided for all new teachers. |
| Amount | 200.00 |
| Source | Title I Part A: Allocation |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Tribes materials |
| Amount | 33,514.00 |
| Source | Title I Part A: Allocation |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Pupil Support (Counseling) |

Strategy/Activity 2

Staff will adopt No Bully strategies. Class presentations by counselor in Aug-Sept.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Title One Counselor, Principal, Assistant Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Continue to use alternatives to suspension i.e Focus Center, Restorative Justice, 7/8 Planner/Discipline Policy for disrupters

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Assistant principal, Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Monitor Attendance, including students who leave early. Reward good attendance at Friday Flag Salute throughout the year, send truancy letters, schedule SSTs for chronic absentees throughout the year, follow through with SARB as needed.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Assistant Principal, CWA

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Staff will participate in Cultural Proficiency and Restorative Justice training. Student engagement plan is written in the fall.

Students to be Served by this Strategy/Activity

All marginalized groups

Timeline

2018-2019

Person(s) Responsible

Principal, Director of Student Engagement

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Continue to explore ways to celebrate student success i.e grade level reading goals, ELD growth and proficiency, attendance, 7/8 Tribes and Honor Roll Awards and at weekly Friday Flag Salute.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 7**

Provide opportunities for GATE Students (Identify students using the NNAT).

Students to be Served by this Strategy/Activity

GATE students

Timeline

2018-2019

Person(s) Responsible

GATE coordinator (teacher with adjunct duty), Principal

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 8**

Provide and support experiential learning for all significant subgroups e.i. field trips, assemblies, guest speakers, etc.

Students to be Served by this Strategy/Activity

Low socio

Timeline

2018-2019

Person(s) Responsible

Principal, Counselor, Teachers

Proposed Expenditures for this Strategy/Activity**Amount**

1,000.00

Source

Title I Part A: Allocation

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Allow low-socio music students to attend music field trip to Sacramento.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

| Description | Amount |
|---|------------|
| Total Funds Provided to the School Through the Consolidated Application | 169,630.00 |
| Total Carryover Funds | 34,151.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 203,781.00 |

Allocations by Funding Source

| Funding Source | Amount | Balance |
|------------------------------------|------------|---------|
| Title I Part A: Allocation | 201,906.00 | 164.00 |
| Title I Part A: Parent Involvement | 1,875.00 | 2.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|------------------------------------|------------|
| Title I Part A: Allocation | 201,742.00 |
| Title I Part A: Parent Involvement | 1,873.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|------------|
| 1000-1999: Certificated Personnel Salaries | 150,282.00 |
| 2000-2999: Classified Personnel Salaries | 14,653.00 |
| 4000-4999: Books And Supplies | 10,625.00 |
| 5000-5999: Services And Other Operating Expenditures | 19,562.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 8,320.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|------------------------------------|------------|
| 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 150,282.00 |
| 2000-2999: Classified Personnel Salaries | Title I Part A: Allocation | 14,653.00 |
| 4000-4999: Books And Supplies | Title I Part A: Allocation | 10,125.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I Part A: Allocation | 18,362.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I Part A: Allocation | 8,320.00 |
| | Title I Part A: Parent Involvement | 173.00 |
| 4000-4999: Books And Supplies | Title I Part A: Parent Involvement | 500.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I Part A: Parent Involvement | 1,200.00 |

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

| Name of Members | Role |
|-------------------|----------------------------|
| Joan Calonico | Principal |
| Doris Naswareen | Other School Staff |
| Mary Parra | Classroom Teacher |
| Sarah Gehrke | Classroom Teacher |
| Nancy Snider | Classroom Teacher |
| Lisa Robinson | Classroom Teacher |
| Patricia Sandoval | Parent or Community Member |
| Kelly Hopkinson | Parent or Community Member |
| Catherine Rodgers | Parent or Community Member |
| Jennifer Langham | Parent or Community Member |
| Elsa Hernandez | Parent or Community Member |
| Jamie Summerfield | 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 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 January 9, 2019.

Attested:

Principal, Joan Calonico on 1-9-2019

SSC Chairperson, Jennifer Langham on 1-9-2019