

Single Plan For Student Achievement

For School Year 2007-08

Don Riggio

CDS Code: 39-68569-6105738

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This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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District: Lincoln Unified

The District Governing Board approved this revision of the School Plan on 1/8/2008

Single Plan For Student Achievement

About this School

Single Plan For Student Achievement

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).

SCHOOL PROFILE

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 chose Pacific, they chose a unique educational experience for their child in which learning how to make appropriate and responsible choices was a primary goal for all children. Emphasis was on learning how to learn, taking risks, imagining, investigating, questioning and creating. The role of the teacher was to assist children in finding their own unique gifts and talents by challenging, remediating, accelerating, supporting and encouraging.

The school was organized around seven critical attributes that embodied the belief and philosophy for providing a balanced approach to district and state standards for all students. Those attributes were: Parent Participation, Integrated Curriculum, Team Collaboration, Multi-age Classrooms, Project-Based Learning, Authentic Assessment, and the Visual and Performing Arts.

Through the years the school faced many triumphs and challenges, including becoming a California Distinguished School in 1995. The school became known for its school wide projects, including musical theatre productions involving students and adults working together in all aspects of the production. In January of 2002, the school moved onto its current campus 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.

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. Over the course of the fifteen years, the school grew from six classrooms to 27. 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, many students were placed at Don Riggio as "overflow" students.

Don Riggio can no longer be defined as a school of choice when not every family has chosen to be there. The corresponding increase in staff, changes in leadership, and staff turnover have all contributed to the need to reestablish a shared mission and vision. Thanks to the generosity of the School Site Council and their desire to preserve the original attributes of the school as much as possible, the staff has embarked on a new journey to redesign the school and get "the bus" moving in the right direction.

The changes in the student demographics are a factor in the school's continuing appraisal of what makes for effective learning. 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. Many of the original tenets of the Don Riggio design are being modified in order to ensure our program remains relevant and responsive to our students' needs.

Our school and the community it serves hold high expectations for all students. The staff as a whole endeavors to support all students in attaining high goals through quality instruction, rigorous project-based learning and intervention programs such as Title One, English Language Support, extended day tutoring, special education services and language support services. Special education staff may serve non-identified, general education students, as appropriate. These services may be provided in general or special education settings. As the law states, general education teachers will provide services to special education students in collaboration with special education teachers and as provided for in the Individual Education Plans for students.

The challenge is to meet the expectations of state and federal accountability systems while continuing to provide an educational experience for students and teachers that is meaningful, creative, and rich in learning. The staff continues to embrace the opportunity to examine its core beliefs to find the balance necessary for all students to learn and thrive.

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Analysis of Current Educational Practice

1. Alignment of curriculum, instruction and materials to content and performance standards:

Curriculum is designed in alignment with state standards. Teachers use a combination of state adopted texts, and standards-aligned supplemental materials. Projects must be designed to meet the rigor of the content standards.

2. Availability of standards-based instructional materials appropriate to all student groups:

All classes have grade-appropriate instructional materials. All classes have access to intervention materials for students performing below standards and extension materials for students performing above grade-level standards through our Title One program.

3. Alignment of staff development to standards, assessed student performance and professional needs:

Teachers at Don Riggio have participated in district funded professional development such as LAMP training (all math teachers), Six Traits of Writing (all Language Arts teachers), and SIOP (ELD teachers). Site funded professional development focuses on site-determined needs for the whole staff rather than singleton opportunities. Over the past two years, staff development has focused on Explicit Direct Instruction, use of Accelerated Math, practice theory, Universal Access, and assessment. We have also used the book Professional Learning Communities to help redefine our mission, vision, values and goals. Our current staff development priority is support of English Learners in the mainstream classroom.

4. Services provided by the regular program to enable under-performing students to meet standard:

Classroom teachers use multiple measures to identify underperforming students and their needs. Starting with the CST and District Assessment data at the beginning of the year, students are grouped for differentiated instruction. Grouping is flexible, monitored by formative assessments identified by each grade level team. Students are grouped heterogeneously or homogeneously depending on the desired learning objective of a particular standard, lesson or project. Some projects and assignments are individualized. All underperforming students have an Individual Learning Plan which is updated on a regular basis with input from the student and parent.

5. Services provided by categorical funds to enable under-performing students to meet standards:

Our Title One program focuses on far below basic and below basic students in grades 3-6. Students are grouped according to need and work with the Title One teacher and/or paraprofessionals in small groups every day. While reading is the emphasis, students also receive additional help in math.

The School Improvement program provides one instructional aide for our first and second graders and supplementary materials for students who are below grade level. We also use school improvement funds to update technology.

The Economic Impact Aid program provides primary language tutors and an English Language Learner Support Teacher (50%) who work with small groups in our English Language Development classes and provide support for students and families before and after school. They also provide information and support for English Learners and their teachers in the mainstream.

It is the goal of the School Site Council to provide equal educational experiences for all students.

6. Use of the state and local assessments to modify instruction and improve student achievement:

State and local assessments are analyzed by the administrative staff. The administrative staff works with teachers to modify classroom instruction. State and local assessments are analyzed by general education and special education teachers. This information is used to modify instruction.

7. Number and percentage of teachers in academic areas experiencing low student performance:

Not applicable.

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8. Family, school, district and community resources available to assist these students:

The following resources are available to families through the district: fee-based day care, hearing and vision screening, Early Intervention Program, Extended Year (summer school). We have also participated in Reaching for the Stars, a community partnership which targets underperforming students. School Site Council, ELAC, and PTSA provide support at the site level and Lincoln Latin Leadership at the district level.

9. School, district and community barriers to improvements in student achievement:

One overall barrier is the disconnect between the original tenets of the school and current instructional practices. Together with the school community, the staff is working hard to define what makes the school unique and redefine instructional techniques, materials and the role of the teachers.

More specifically, district pacing calendars and assessments are difficult to adapt to multi-age classrooms.

10. Limitations of the current program to enable under performing student to meet standards:

Resistance of teachers to use explicit direct instruction for students who may need it to learn basic skills. Time for project design that is rigorous and standards-based.

Single Plan For Student Achievement

Student Performance Data Summary

Local Measures of Student Performance

Conclusions from Student Performance Data

Strengths:

- CST data shows that the percentage of proficient or advanced students has increased for all subgroups with all meeting the AYP targets except Special Ed
- 50% of Title One students went up one band or more in math
- 4th grade had the most success moving students up in math, including English Learners and low-socioeconomic
- Grades 2-6 have improved in Number Sense which last year was our weakest strand
- Measurement & Geometry and Statistics & Probability continue to be areas of strength school wide
- CST data shows that the % of proficient or advanced students has increased for all subgroups in ELA except low socioeconomic, which decreased .4%.
- All subgroups met AYP in ELA except for Special Ed
- English Learners made the most significant growth (6.7%), but barely made their AYP target
- 53% of Title One students went up one band or more in ELA
- 4th grade again had the most success moving students up in ELA, including English Learners and low-socio.

Concerns:

- English Learners in English Language Arts. Although we made our AYP, this will be the area that puts us into Program Improvement if we don't continue to make growth.
- The percentage of students who are proficient or advanced in math drops significantly in 7th and 8th grade despite alignment of course content and instructional materials to standards and the use of explicit direct instruction and after school tutorials in math.

Trends to watch:

- 3rd grade was the weakest grade level in ELA, with 5th grade also taking a dip
- Written Conventions and Writing Strategies are again an area of weakness in grades 2-4
- 3rd & 5th grades again had significant % of students (22%-38%) drop one band or more

Conclusions from Parent, Teacher and Student Input

All teachers wrote team goals in grade level teams based on student performance data. These goals are used in individual goal-setting conferences with the principals at the beginning of the year and reviewed again at the end of the year before setting new goals. Teachers work on collecting evidence throughout the year.

School Goals for Improving Student Achievement

Mathematics

Increase math proficiency

All students will reach their highest academic potential in mathematics.

Reading/Language Arts

Increase Reading/Language Arts proficiency

All students will reach their highest academic potential in English Language Arts.

School Climate

School Climate

All students will learn in a safe and secure learning environment where diversity is respected and where parents and other stakeholders are provided with a variety of opportunities to be involved.

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Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal: Increase math proficiency

Goal Statement

All students will reach their highest academic potential in mathematics.

Student Group

All students, including those who are White, Hispanic, English Learners, Socioeconomically Disadvantaged, GATE, and Students with Disabilities

Performance Gains

The percentage of White students scoring proficient and advanced will increase from 53.3% to 58.3% by the Spring of 2008.

The percentage of Hispanic students scoring proficient and advanced will increase from 41.5% to 47.5% by the Spring of 2008.

The percentage of English scoring proficient and advanced will increase from 40.7% to 46.7% by the spring of 2008.

The percentage of Socioeconomically Disadvantaged students scoring proficient and advanced will increase from 32.8% to 37% by the Spring of 2008.

The percentage of GATE students scoring proficient and advanced will increase from 89% to 100% by the Spring of 2008.

The percentage of Students with Disabilities scoring proficient or advanced will increase from 23.5% to 37% by the Spring of 2008.

Means Evaluating

District Benchmark assessments

Curriculum-imbedded assessments

Site-identified portfolio assessments

Group Data

Mathematics baseline and continuing data provided by CST math scores in grades 2-8 and district summative assessments in grades K-1.

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Description of Specific Actions to Improve Educational Practice

Alignment of instruction with content standards

Means of Achievement: Alignment of instruction with content standards

Tasks: Modify pacing calendars and assessments for better alignment in multi-age classrooms.

Measures: Pacing calendars, assessments, CST scores

People Assigned: Math teachers

Start Date: 6/15/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Writing day in grade level teams	\$2,700.00

FBB and BB students

Means of Achievement: Extended learning time

Tasks: Identify FBB and BB Title I students in the area of math and provide after school math support 5th -8th grade. Continue Title One intervention programs. Continue math support through SIP instructional aide.

Measures: STAR test results, pre and post test, attendance logs.
ILPs
Method of measuring results: Lesson plans, observation, staff training sign-in and handouts.

People Assigned: All teachers

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Instructional Aide	\$10,000.00

Use of data

Means of Achievement: Monitoring program implementation and results

Tasks: Analyze STAR data cluster information by grade level to reveal strong/ weak strands. Develop teacher and grade level goals based on this data.

Measures: Buy Back Day agenda, STAR data sheets, data analysis, meeting notes, teacher goals, team goals

People Assigned: All teachers

Start Date: 8/16/2007

End Date: 6/5/2008

Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Accelerated Math

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Implement Accelerated Math to differentiate instruction in grades 2-8. Purchase materials and equipment (computers, scanners, printers and supplies) to support it.

Measures: Purchase orders
Teacher reports
Student pre/post tests results

People Assigned: Math teachers in grades 2-8

Start Date: 8/24/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	scanner, paper, ink cartridges	\$3,300.00
School Improvement Program	Update computer cart	\$20,000.00

Staff Development

Means of Achievement: Staff development and professional collaboration

Tasks: Provide on-site training by the Tech Team in Accelerated Math.
Send all teachers to three days' basic training in Making Math Real
In addition, provide workshops in specific areas of need (i.e. fractions and decimals)
Send teachers to LAMP training

Measures: Survey of Accelerated Math use in classrooms; report to School Site Council
Staff Development sign-in sheets
Principal observations of instructional strategies
Pre/post test results

People Assigned: All Math teachers.

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Making Math Real	\$2,000.00

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GATE

Means of Achievement: Staff development and professional collaboration

Tasks: Provide staff development in differentiated instruction and the "Parallel Curriculum" by sending teachers to the CAG (California Association for the Gifted) conference in February.
Encourage more teachers to become GATE certified

Measures: ILPs
CST results
Principal observations of differentiated instruction

People Assigned: Target 5th & 6th grade teachers, 8th grade math

Start Date: 1/7/2008

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Centralized Services	8 teachers to CAG conference	\$6,000.00

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Goal: Increase Reading/Language Arts proficiency

Goal Statement

All students will reach their highest academic potential in English Language Arts.

Student Group

All students, including those who are White, Hispanic, English Learners, Socioeconomically Disadvantaged, GATE, and Students with Disabilities

Performance Gains

The percentage of White students scoring proficient and advanced will increase from 57% to 62% by the Spring of 2008.

The percentage of Hispanic students scoring proficient and advanced will increase from 33.3% to 41.8% by the Spring of 2008.

The percentage of English scoring proficient and advanced will increase from 25% to 35.2% by the spring of 2008.

The percentage of Socioeconomically Disadvantaged students scoring proficient and advanced will increase from 28.7% to 35.2% by the Spring of 2008.

The percentage of GATE students scoring proficient and advanced will increase from 96% to 100% by the Spring of 2008.

The percentage of Students with Disabilities scoring proficient or advanced will increase from 17.1% to 27.1% by the Spring of 2008.

Means Evaluating

District Benchmark assessments

Curriculum-imbedded assessments

Site-identified portfolio assessments

Group Data

CELDT scores, English/Language Arts baseline and continuing data provided by CST scores in grades 2-8 and district summative assessments in grades K-1.

Description of Specific Actions to Improve Educational Practice

Data analysis

Means of Achievement: Monitoring program implementation and results

Tasks: Analyze STAR data cluster information by grade level to reveal strong/ weak strands. Develop teacher and grade level goals based on this data.

Measures: Buy Back Day agenda, STAR data sheets, data analysis, meeting notes, teacher goals, team goals

People Assigned: All teachers

Start Date: 8/16/2007

End Date: 6/5/2008

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Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Data Director

Means of Achievement: Monitoring program implementation and results

Tasks: Identify common assessments at each grade level and monitor results using Data Director.

Measures: Grade span meeting notes, Liaison Team agendas, Data Director reports

People Assigned: Grade Level Teams

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
AB825 Block Grants	Copy Center	\$500.00

Title One program

Means of Achievement: Auxiliary services for students and parents

Tasks: Identify FBB and BB students for Title One program in grades 3-6. Title One teacher will organize flexible groups with targeted instruction with the aid of paraprofessionals.
Purchase supplementary materials to support reading instruction K-8.
Provide support in grades 1-2 through SIP instructional aide.

Measures: CST results, ILPs

People Assigned: Title One teacher
Paraprofessionals

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Instructional supplies	\$5,000.00
Title I, Part A, Basic Grants	Title One Personnel	\$84,843.00
School Improvement Program	Instructional Aide	\$10,000.00

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English Learners

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Create 7th & 8th grade intervention class for English Learners and other low readers using Bridges program.
Purchase materials to support reading instruction for English Learners K-8.

Measures: McDougall -Littell Reading Inventory, CST scores, CELDT scores

People Assigned: ELD Resource Teachers

Start Date: 12/3/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Economic Impact Aid, English Learner Programs (EIA-LEP)	Instructional Supplies	\$5,000.00
Economic Impact Aid, English Learner Programs (EIA-LEP)	Personnel	\$83,538.00

Accelerated Reader

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Support and implement Accelerated Reader consistently throughout the school as an opportunity for practice.
Purchase supplementary reading materials for the core program.

Measures: Teacher schedules and lesson plans, Student reading levels, CST results in Reading Comprehension and Literary Analysis

People Assigned: ELA teachers

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Renewal of Renaissance Learning	\$4,300.00
School Improvement Program	Instructional supplies and materials	\$2,000.00

Library

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Purchase new library materials to support curriculum at each grade level.

Measures: Survey of standards-based curricular needs at each grade level.

People Assigned: Liaison team
Library Clerk

Start Date: 11/26/2007

End Date: 2/26/2008

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Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Library Books and materials	\$5,000.00

Reading Plus

Means of Achievement: Extended learning time

Tasks: Provide instruction in Reading Plus after school for FBB and BB students.

Measures: Student reading levels, CST scores

People Assigned: Jan Taylor, Judy Kadotani, Mike Bartram

Start Date: 11/26/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Centralized Services	Teachers	\$2,000.00

Staff Development

Means of Achievement: Staff development and professional collaboration

Tasks: Provide grade level release day for academic conferencing and presentation of Houghton-Mifflin minimodules by County Office of Education
 Support teachers in Six Traits of Writing training provided by district
 Provide training in Reading Plus for Intervention teachers
 Provide sub money for SIOP coaching for EL support

Measures: Staff Development sign-in sheets
 Academic Conferencing notes
 Reading & Writing assessment results
 CSTs and CELDT results for English Learners

People Assigned: All teachers

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Subs for coaches	\$1,000.00
Economic Impact Aid, English Learner Programs (EIA-LEP)	Subs for coaches	\$1,000.00

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Visual & Performing Arts

Means of Achievement: Increased educational opportunity

Tasks: Deepen students' knowledge of other content areas through the Visual and Performing Arts.

Measures: Curriculum-imbedded assessments
Site-identified portfolio assessments

People Assigned: All teachers

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Instructional supplies and equipment	\$5,000.00

GATE

Means of Achievement: Staff development and professional collaboration

Tasks: Provide staff development in differentiated instruction and the "Parallel Curriculum" by sending teachers to the CAG (California Association for the Gifted) conference in February.
Encourage more teachers to become GATE certified

Measures: ILPs
Number of teachers GATE certified
Principal observation of differentiated instruction

People Assigned: Target 5th & 6th grade teachers

Start Date: 1/7/2008

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Single Plan For Student Achievement

Goal: School Climate

Goal Statement

All students will learn in a safe and secure learning environment where diversity is respected and where parents and other stakeholders are provided with a variety of opportunities to be involved.

Student Group

All students and their families.

Performance Gains

Number of discipline referrals to the office will decrease by 10%.

Suspension rate (number of incidents divided by total enrollment) will decrease from 21.8% to 15%.

Average Daily Attendance will increase school wide from 95.4% to 96.4%.

Percentage of English Learner and Title One families participating in school wide events will increase by 10%.

Means Evaluating

- number of discipline referrals
- rate of suspensions/expulsions
- percentage of average daily attendance
- attendance at schoolwide events

Group Data

Baseline data from Power School (attendance data, discipline data)

Description of Specific Actions to Improve Educational Practice

Student Values

Means of Achievement: Involvement of staff, parents and community

Tasks: Together with their teachers, students will identify values by which they agree to behave school wide. Principal and Assistant Principal will then present the values at opening assemblies to set a positive tone the first week of school.

The Principal and Assistant Principal will visit classrooms once a month to follow up.

Measures: Power Point presentation
Observation
Reduction of referrals
Anecdotal records of class meetings

People Assigned: All students
All teachers
Principal
Assistant Principal

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Color copy costs of Power Point to post in classrooms.	\$200.00

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Staff Development

Means of Achievement: Staff development and professional collaboration

Tasks: Train teachers in establishing positive school wide climate and culture through class meetings using the Tribes program.

Measures: Reduction in referrals.

People Assigned: All teachers

Start Date: 2/1/2008

End Date: 6/9/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Tribes training	\$9,000.00

Schoolwide discipline

Means of Achievement: Involvement of staff, parents and community

Tasks: Develop a referral system to improve communication and consistency in schoolwide discipline.

Measures: Use of referral system.
Reduction in number of referrals.

People Assigned: All staff.

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
AB825 Block Grants	Copy center.	\$25.00

Safety of campus

Means of Achievement: Involvement of staff, parents and community

Tasks: Explore cost of fencing in the campus to increase student safety and security.

Update safety plan and schedule two lockdown drills.

Purchase blinds for doors that are unable to be covered during lockdown drills.

Measures: Log of lockdown drills.

People Assigned: Assistant Principal.

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Blinds	\$1,000.00

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Improve safety during recess

Means of Achievement: Involvement of staff, parents and community

Tasks: Revise lunch schedule to reduce the number of students on playground at one time and improve supervision. Continue to meet regularly with campus supervisors to identify students who need extra support on the playground. Implement "Recess Club" conducted by school counselor to work with students on making appropriate choices on the playground.

Measures: Reduction in number of recess time referrals
Campus supervisor notebooks
Counselor records

People Assigned: Principal
Assistant Principal
School Counselor

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Playground equipment	\$800.00

Transportation for families

Means of Achievement: Auxiliary services for students and parents

Tasks: Provide transportation to and from School Events and ELAC meetings for Title One and English Learner families to increase parent participation.

Measures: Attendance records at school events

People Assigned: Judy Kadotani

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Economic Impact Aid, English Learner Programs (EIA-LEP)	Transportation	\$1,000.00
Title I, Part A, Basic Grants	Transportation	\$1,000.00

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Equitable educational experience

Means of Achievement: Increased educational opportunity

Tasks: Increase the number of English Learners and Low-socio economic students participating in field trips (especially Science Camp) and after school arts programs.

Measures: Number of English Learner and Low-socio economic students participating in field trips (especially Science Camp) and after school arts programs.

People Assigned: Title One and ELD resource teachers
After School Arts Coordinator
Principal

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Science Camp	\$5,000.00
Title I, Part A, Basic Grants	Arts scholarships	\$2,000.00

Professional Learning Communities

Means of Achievement: Staff development and professional collaboration

Tasks: Redefine mission, vision, values and goals of Don Riggio School using Professional Learning Communities by Rick DuFour.

Measures: Agendas from Staff Meetings, Liaison TEam meetings, Retreat and Redesign meetings

People Assigned: All staff and School Site Council

Start Date: 6/15/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Redesign	\$4,670.00
School Improvement Program	Retreat Cost	\$2,268.00
Title I, Part A, Basic Grants	Retreat Cost	\$1,332.00

Single Plan For Student Achievement

Central Service Expenditures

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

Proposed Expenditures	Estimated Cost	Funding Source
8 teachers to CAG conference	\$6,000	Centralized Services
Teachers	\$2,000	Centralized Services

Categorical Funding Allocated to this School

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

Centralized Services

Program/Initiative Purpose	Amount
Centralized Services funds as allocated by the District	\$8,000

Title I, Part A, Basic Grants

Program/Initiative Purpose	Amount
To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach minimum proficiency on the state content standards and assessments.	\$179,155

School Improvement Program

Program/Initiative Purpose	Amount
Improve school response to educational, personal and career needs of all students.	\$90,340

Economic Impact Aid, English Learner Programs (EIA-LEP)

Program/Initiative Purpose	Amount
Develop fluency in English and academic proficiency of English Learners.	\$137,527

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School Site Council Members

Name	Represents	Contact Info	Reviewed Plan Date
Carol Galic	Classroom Teacher	cgalic@lusd.net	12/4/2007
Cricket Koch	Parent	ckoch@lodi.k12.ca.us	12/4/2007
Debbie Hill	Other Site Personnel	dhill@lusd.net	12/4/2007
Donald Ruhstaller	Parent	druhstaller@masonite.com	12/4/2007
Georgette Hunefeld	Parent	ghunefeld@pacific.edu	12/4/2007
Harry Mersmann	Parent	hmersmann@deltacollege.edu	12/4/2007
Jenifer Hancock	Classroom Teacher	jhancock@lusd.net	12/4/2007
Jennifer Burnett	Classroom Teacher	jburnett@lusd.net	12/4/2007
Jennifer Ellis	Classroom Teacher	jellis@lusd.net	12/4/2007
Jim Phillips	Parent	jphillips@pacific.edu	12/4/2007
Joan Calonico	Principal	jcalonico@lusd.net	12/4/2007
Karyn Johnson	Parent	malibufun@sbcglobal.net	12/4/2007
Linda Payne	Parent	lindadunnpayne@comcast.net	12/4/2007
Peter Kaehler	Classroom Teacher	pkaehler@lusd.net	12/4/2007

Single Plan For Student Achievement

Recommendations

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

	Approval Date
1. School Site Council Members	
2. Plan Review Due Date:	12/4/2007
3. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	
4. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	
5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):	
Gifted and Talented Education Advisory Committee	1/15/2008
English Learner Advisory Committee	12/17/2007
6. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	
7. This school plan is based upon 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.	
8. The school plan was adopted by the council on:	12/4/2007
9. Public Notice Due Date:	1/11/2008
10. District Governing Board Review Due Date:	1/16/2008
11. School Site Plan Approved:	1/8/2008
12. Attested by School Principal:	12/20/2007
13. Attested by School Site Council Chairperson:	12/20/2007

Attested:

Joan Calonico		
Typed Name of School Principal	Signature of School Principal	Date
Donald Ruhstaller		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date