

School Year: **2021-22**



Single Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cutten Elementary School	12-62745-6007736	February 15, 2022	March 14, 2022

Purpose and Description

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

Schoolwide Program

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

A variety of goals, actions, and services are in place to ensure we meet the two goals in our Local Control and Accountability Plan. Those goals are 1) Increase student achievement levels, improving the foundation for college and career readiness, and 2) Ensure a safe and welcoming learning environment where students are connected and engaged in their education.

Annual review of progress toward these goals is performed through the following:

- Stakeholder surveys and meetings
- Review of student performance data by school staff
- Progress monitoring by district Leadership Team
- Development of this plan by the School Site Council

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Throughout the school year a variety of surveys and meetings are used to collect stakeholder input. These include LCAP surveys and meetings with parents/guardians/community members and staff. Additionally, student input is collected through the use of monthly surveys on school climate and academics. The California Healthy Kids Survey is also given bi-annually to all fifth grade students.

The LCAP survey results show strong majorities of parents/guardians feel the school meets or exceeds expectations in academics, school climate, and the condition of the facilities.

Classroom Observations

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

Regular, unannounced, informal observations are made weekly throughout the campus. Formal, scheduled observations for the purpose of evaluations are made annually for certificated staff that have been with the district for ten or fewer years. Certificated staff with more than ten years in the district receive formal evaluations once every five years.

Overall, formal and informal observations show that our teachers have a strong commitment to student achievement and to creating warm and welcoming classroom environments. High expectations, differentiation, and consistency in teaching to multiple learning styles are common throughout the school.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Local Multiple Measures

All students are evaluated throughout the school year using research-based assessments and district-created multiple measures of student performance. The system has evolved over the past several years with these goals in mind:

1. To measure every student's performance against state standards in mathematics and language arts to determine grade level proficiency;
2. To combine varied performance assessments using a compensatory model;
3. To inform teaching so instruction is improved for students of all abilities;
4. To allow for flexibility given changes in curriculum, state and federal requirements, and research regarding best practices;
5. To inform parents of their child's progress in meeting state standards.

Each fall, CAASPP results (when available) from the previous year are reviewed by grade level teams to identify areas of strength and need.

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

Ongoing assessment results are analyzed by grade-level teams and the district Leadership Team throughout the school year to help inform instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff meet the following highly qualified teachers requirements:

1. Possess a bachelor's degree
2. Hold a valid teaching credential
3. Demonstrated core academic subject matter competence

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

One hundred percent of our faculty are fully credentialed and appropriately assigned. In addition to professional development opportunities offered during preservice duty days and events throughout the school year, the district also sponsors staff to attend locally offered workshops, classes, and conferences.

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

Each year the district Leadership Team selects one or more professional focus areas based on current goals based on student assessment and parent survey data.

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

Under the direction of the district Leadership Team, support is provided to teachers based on assessment data and teacher feedback.

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

Structured grade level collaboration is scheduled at least once per month during weekly early dismissal days.

Teaching and Learning

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

All teaching materials in English language arts, mathematics, science, and history/social studies are fully aligned with current California state standards.

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

At the beginning of each school year teachers submit weekly schedules to the site administrator to ensure the recommended instruction minutes are taught in each subject.

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

Grade level teams reevaluate year long scope and sequencing at the start of each school year to ensure appropriate lesson and unit pacing.

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

Standards-based instructional materials are available to 100% of students.

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

All teachers utilize standards-aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

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

In addition to classroom differentiation, the school offers multiple intervention programs and supports, including:

- Classroom Instructional Aids: Three hour daily aide in every classroom
- Tier II Instructional support in ELA and mathematics

Evidence-based educational practices to raise student achievement

Evidence-based practices aimed at raising student achievement include:

- 100% highly qualified teaching staff
- 100% Common Core aligned instructional materials
- Intervention supports utilizing research-based materials and assessments (see above)

Parental Engagement

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

In addition to the services mentioned above, our actively involved community also helps support all students. The Parent Teacher Association provides annual funding for a variety of activities and programs intended to increase student engagement and achievement.

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

The School Site Council provides input on school programs throughout the school year, which is referenced in the development and review of ConApp programs.

Funding

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

Services funded by categorical funds to support underperforming students include:

- Maintaining appropriate class sizes (24:1 in grade 3 and 28:1 in grades 4-6)
- Classroom instructional aides in every classroom (3-6)
- Multiple intervention programs and supports utilizing research-based materials and assessments

Fiscal support (EPC)

Not applicable since no budget items exceeded 10% revision.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Annual review and update of the SPSA is based on results from LCAP stakeholder surveys and input from the School Site Council.

Resource Inequities

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

Through the LCAP process and review of data by the School Site Council, the following have been identified as some of our greatest areas of need:

1. Continue addressing learning loss
2. Support social-emotional learning
3. Provide professional development in mathematics
4. Increase academic enrichment opportunities

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	8.31%	7.25%	5.6%	27	25	18
African American	0.62%	0.29%	0.3%	2	1	1
Asian	4%	3.48%	3.4%	13	12	11
Filipino	0.31%	0.29%	0.3%	1	1	1
Hispanic/Latino	16.62%	13.33%	13.7%	54	46	44
Pacific Islander	0.31%	0.58%	0.3%	1	2	1
White	61.54%	62.61%	61.2%	200	216	197
Multiple/No Response	8.31%	12.17%	15.2%	27	42	49
Total Enrollment				325	345	322

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten			
Grade 1			
Grade 2			
Grade 3	83	102	84
Grade 4	80	85	93
Grade 5	87	79	79
Grade 6	75	79	66
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	325	345	322

Conclusions based on this data:

1. Enrollment (overall and in subgroups) has declined slightly from the 2019-2020 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	6	6	8	1.8%	1.7%	2.5%
Fluent English Proficient (FEP)	12	11	7	3.7%	3.2%	2.2%
Reclassified Fluent English Proficient (RFEP)	0	2	1	0.0%	33.3%	16.7%

Conclusions based on this data:

1. Our percentage of EL students increased slightly since the 2019-2020 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	80	82	86	78	82	0	78	82	0	97.5	100	0.0
Grade 4	79	81	93	79	79	0	79	79	0	100	97.5	0.0
Grade 5	76	84	78	75	83	0	75	83	0	98.7	98.8	0.0
Grade 6	83	76	65	80	76	0	80	76	0	96.4	100	0.0
All Grades	318	323	322	312	320	0	312	320	0	98.1	99.1	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2434.	2427.		25.64	21.95		26.92	28.05		23.08	24.39		24.36	25.61	
Grade 4	2455.	2473.		21.52	27.85		24.05	18.99		22.78	25.32		31.65	27.85	
Grade 5	2515.	2511.		25.33	19.28		28.00	38.55		24.00	18.07		22.67	24.10	
Grade 6	2527.	2539.		12.50	17.11		36.25	34.21		32.50	31.58		18.75	17.11	
All Grades	N/A	N/A	N/A	21.15	21.56		28.85	30.00		25.64	24.69		24.36	23.75	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.92	23.17		47.44	51.22		25.64	25.61	
Grade 4	17.72	24.05		54.43	49.37		27.85	26.58	
Grade 5	38.67	32.53		41.33	44.58		20.00	22.89	
Grade 6	23.75	19.74		50.00	53.95		26.25	26.32	
All Grades	26.60	25.00		48.40	49.69		25.00	25.31	

2019-20 Data:

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	24.68	20.73		44.16	62.20		31.17	17.07	
Grade 4	15.38	22.78		51.28	49.37		33.33	27.85	
Grade 5	31.08	37.35		45.95	40.96		22.97	21.69	
Grade 6	22.78	19.74		53.16	65.79		24.05	14.47	
All Grades	23.38	25.31		48.70	54.38		27.92	20.31	

2019-20 Data:

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.23	25.61		70.51	54.88		10.26	19.51	
Grade 4	15.19	21.52		65.82	65.82		18.99	12.66	
Grade 5	22.67	10.84		53.33	75.90		24.00	13.25	
Grade 6	11.25	14.47		83.75	75.00		5.00	10.53	
All Grades	16.99	18.13		68.59	67.81		14.42	14.06	

2019-20 Data:

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	30.77	18.29		48.72	50.00		20.51	31.71	
Grade 4	21.52	20.25		50.63	54.43		27.85	25.32	
Grade 5	22.67	18.07		58.67	56.63		18.67	25.30	
Grade 6	26.25	31.58		51.25	53.95		22.50	14.47	
All Grades	25.32	21.88		52.24	53.75		22.44	24.38	

2019-20 Data:

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Conclusions based on this data:

1. Due to the temporary suspension of CAASPP requirements the previous two school years, the most recent results are from the 2018-2019 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	80	82	86	77	82	0	77	82	0	96.3	100	0.0
Grade 4	79	81	93	79	79	0	79	79	0	100	97.5	0.0
Grade 5	76	84	78	75	83	0	75	83	0	98.7	98.8	0.0
Grade 6	83	76	65	80	76	0	80	76	0	96.4	100	0.0
All Grades	318	323	322	311	320	0	311	320	0	97.8	99.1	0.0

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2443.	2438.		18.18	20.73		35.06	30.49		27.27	34.15		19.48	14.63	
Grade 4	2466.	2472.		16.46	13.92		25.32	26.58		34.18	39.24		24.05	20.25	
Grade 5	2505.	2502.		20.00	19.28		18.67	20.48		33.33	30.12		28.00	30.12	
Grade 6	2549.	2534.		25.00	22.37		25.00	19.74		33.75	28.95		16.25	28.95	
All Grades	N/A	N/A	N/A	19.94	19.06		26.05	24.38		32.15	33.13		21.86	23.44	

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	34.21	30.49		38.16	45.12		27.63	24.39	
Grade 4	26.58	22.78		34.18	41.77		39.24	35.44	
Grade 5	24.00	28.92		29.33	30.12		46.67	40.96	
Grade 6	33.75	32.89		30.00	32.89		36.25	34.21	
All Grades	29.68	28.75		32.90	37.50		37.42	33.75	

2019-20 Data:

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	35.06	23.17		45.45	58.54		19.48	18.29	
Grade 4	20.25	24.05		50.63	46.84		29.11	29.11	
Grade 5	24.00	22.89		53.33	42.17		22.67	34.94	
Grade 6	27.50	19.74		55.00	48.68		17.50	31.58	
All Grades	26.69	22.50		51.13	49.06		22.19	28.44	

2019-20 Data:

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	22.37	24.39		53.95	50.00		23.68	25.61	
Grade 4	25.64	18.99		39.74	51.90		34.62	29.11	
Grade 5	22.67	14.46		50.67	44.58		26.67	40.96	
Grade 6	25.00	18.42		51.25	48.68		23.75	32.89	
All Grades	23.95	19.06		48.87	48.75		27.18	32.19	

2019-20 Data:

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Conclusions based on this data:

1. Due to the temporary suspension of CAASPP requirements the previous two school years, the most recent results are from the 2018-2019 school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*			*			*			*	4	8

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Conclusions based on this data:

- * English learner population too small to report test data.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
322	38.8	2.5	0.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	8	2.5
Foster Youth	2	0.6
Homeless	7	2.2
Socioeconomically Disadvantaged	125	38.8
Students with Disabilities	33	10.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3
American Indian or Alaska Native	18	5.6
Asian	11	3.4
Filipino	1	0.3
Hispanic	44	13.7
Two or More Races	49	15.2
Native Hawaiian or Pacific Islander	1	0.3
White	197	61.2

Conclusions based on this data:

1. Student groups and race/ethnicity percentages remained largely unchanged.





School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="297 751 370 779">Green</p>	<p data-bbox="673 667 948 699">Chronic Absenteeism</p>  <p data-bbox="781 751 834 779">Blue</p>	<p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1252 751 1321 779">Green</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="297 951 370 978">Yellow</p>		

Conclusions based on this data:

1. Due to the temporary suspension of CAASPP requirements the previous two school years, the California School Dashboard was last updated in Fall 2019.

School and Student Performance Data

Academic Performance English Language Arts

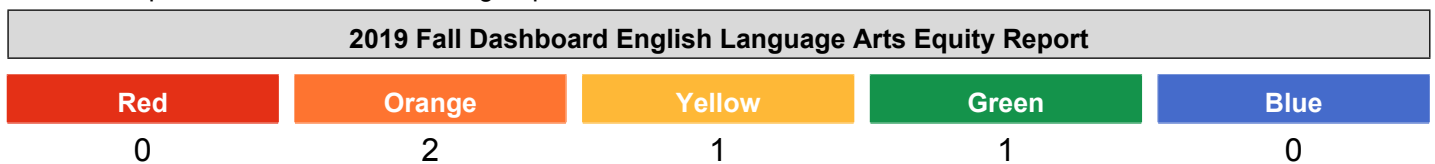
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 4.8 points above standard Increased ++3 points 318	<p>English Learners</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p>  Orange 10.4 points below standard Maintained ++0.7 points 158	<p>Students with Disabilities</p>  Orange 58.1 points below standard Declined Significantly -28.5 points 39

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 23.9 points below standard Increased ++6.9 points 27	 No Performance Color 39.8 points above standard Maintained ++2.8 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15.2 points below standard Increased ++4.4 points 53	 No Performance Color 9.3 points below standard Increased Significantly ++17.1 points 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 14.2 points above standard Maintained -0.7 points 196

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 5	Less than 11 Students - Data Not Displayed for Privacy 5	4.6 points above standard Increased ++4.5 points 300

Conclusions based on this data:

1. Due to the temporary suspension of CAASPP requirements the previous two school years, the California School Dashboard was last updated in Fall 2019.

School and Student Performance Data

Academic Performance Mathematics

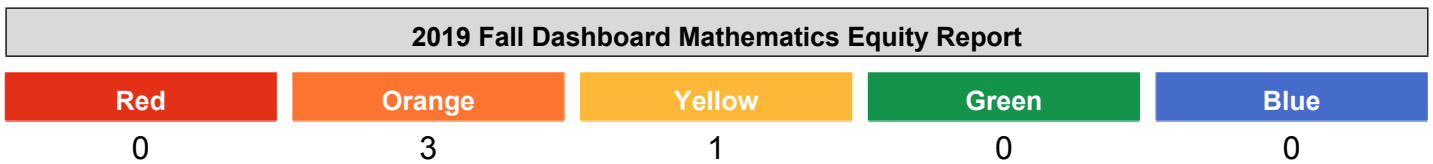
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>11.3 points below standard</p> <p>Declined -6.4 points</p> <p>318</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>29.1 points below standard</p> <p>Declined -5.4 points</p> <p>158</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>69.8 points below standard</p> <p>Declined Significantly -44.8 points</p> <p>39</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 32.3 points below standard Declined Significantly -18.9 points 27	 No Performance Color 8.6 points above standard Declined -9.4 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 34.6 points below standard Declined -10.5 points 53	 No Performance Color 18.3 points below standard Increased Significantly ++17.1 points 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 1.7 points below standard Declined -6.5 points 196

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 5	Less than 11 Students - Data Not Displayed for Privacy 5	10.8 points below standard Declined -4.1 points 300

Conclusions based on this data:

1. Due to the temporary suspension of CAASPP requirements the previous two school years, the California School Dashboard was last updated in Fall 2019.
2. Teachers will benefit from additional professional development in mathematics

School and Student Performance Data

Academic Engagement Chronic Absenteeism

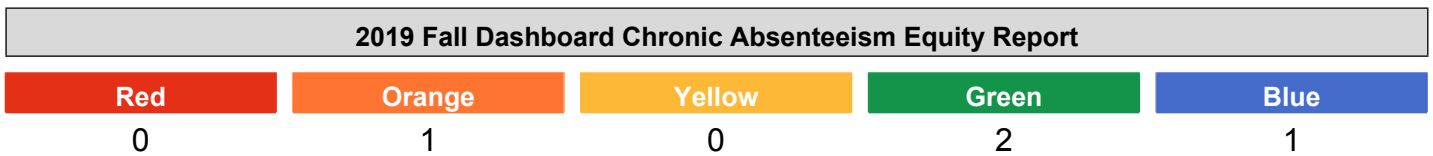
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Blue 4 Declined Significantly -4.4 328	<p>English Learners</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p>  Green 7.3 Declined Significantly -3.5 165	<p>Students with Disabilities</p>  Orange 7.5 Increased +0.5 40

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 10.7 Increased +0.7 28	 No Performance Color 0 Declined -10.5 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.4 Declined -2.6 54	 No Performance Color 3.7 Declined -14.5 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 2.5 Declined Significantly -3.3 202

Conclusions based on this data:

- The California School Dashboard was last updated in Fall 2019.

School and Student Performance Data

Conditions & Climate Suspension Rate

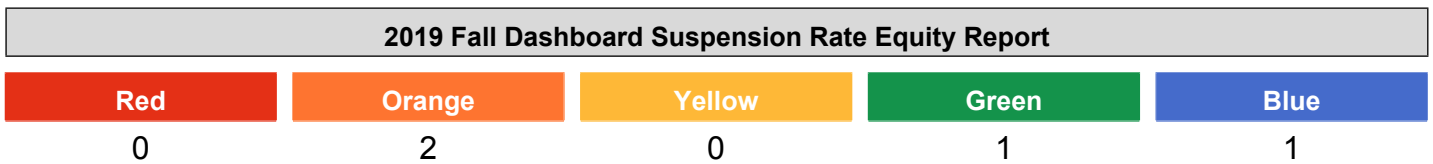
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>1.2</p> <p>Declined -0.8</p> <p>329</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Available</p> <p>7</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Available</p> <p>6</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Available</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>1.2</p> <p>Declined Significantly -2.1</p> <p>165</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>5</p> <p>Increased +0.3</p> <p>40</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2	 No Performance Color 0 Declined -12.9 28	 No Performance Color 0 Maintained 0 13	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.7 Increased +3.7 54	 No Performance Color 0 Declined -4.3 27	 No Performance Color Less than 11 Students - Data 1	 Blue 0.5 Maintained 0 203

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.1	1.2

Conclusions based on this data:

1. The California School Dashboard was last updated in Fall 2019.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement

LEA/LCAP Goal

LCAP Goal #1

Goal 1

Increase student achievement levels, improving the foundation for college and career readiness

Identified Need

All student will be proficient in all content areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1.1 Number of highly qualified teachers / appropriate teacher assignments	100% highly qualified, appropriate teacher assignments	Maintain 100% highly qualified, appropriate teacher assignments
1.2 Local multiple measures of student achievement Second trimester scores best possible indicator at the time the LCAP must be written; not indicative of the student achievement at year's end meeting exit standards	2017 multiple measures indicated progress at the 2nd trimester "progressing" or "met": reading, 69%; writing, 57%, math, 70%	1% increase in achievement in math and ELA for all groups multiple measures progress at the 2nd trimester "progressing" or "met": reading, 71%; writing, 59%, math, 72%
1.3 A broad course of study provided to all students	100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, historysocial science, science, the arts, health, and physical education as reflected in progress summaries	Maintain 100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, historysocial science, science, the arts, health, and physical education as reflected in progress summaries
1.4 CAASPP scores	CAASPP 2015 16 Met/Exceeded 2015 16 47% ELA 40% Math ELA Dashboard All students: Low/yellow 8.5 pts below level	CAASPP 2018 2019 Meet/Exceed 50% ELA 43% Math

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3 Socioeconomically disadvantaged: Low/yellow 32.1 points below level 3 Hispanic: low/orange 30.6 points below level 3 Math Dashboard All students: Low/yellow 17.7 points below level 3 Socioeconomically disadvantaged: Low/yellow 42.1 points below level 3 Hispanic: Low/red 45.3 points below level 3	ELA Dashboard All students: increase 3.5 pts above level 3 Socioeconomically disadvantaged: increase 20.1 points below level 3 Hispanic: increase 18.6 points below level 3 Math Dashboard All students: increase 5.7 points below level 3 Socioeconomically disadvantaged: increase 30.1 points below level 3 Hispanic: increase 33.3 points below level 3
1.5 5th grade Science California Science Test scores	California Science Test no longer exists. CAST baseline set in 2018 19	CAST first year of reportable scores 2018 2019
1.6 Class size	Class size 24:1 or less, grades TK3 28 or less, 4 6	Maintain class size 24:1 or less, grades TK - 3; 28 or less, 4 - 6
1.7 English learner redesignation CELDT	13 EL students, of which 5 were reclassified in the fall of 2018, using the summative ELPAC assessment	Of all students assessed with the ELPAC, 50% will improve at least one performance level in a category
1.8 NGSS materials purchase & implementation	NGSS pilot materials purchase and implemented to determine if the Amplify Science curriculum meets the district's needs.	NGSS materials in classrooms, Fall 2019
1.9 5th grade physical fitness scores	74% met six of six fitness standards	Maintain 75% six of six fitness standards
1.10 Professional development registration / attendance records	95%+ certificated staff participating in professional development related to the California Standards, the ELA/ELD Framework and Next Generation Science Standards	Maintain 95%+ certificated staff participating in professional development related to the California Standards, the ELA/ELD Framework and Next Generation Science Standards
1.11 Participation rates in arts opportunities	100% students receiving music instruction	Maintain 100% students receiving music instruction

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.1

- a. Students taught by 27.4 highly qualified certificated teachers no mis-assignments; employ administrator staffing sufficient to support the school program
- b. Provide induction support as needed - BTSA
- c. Supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,767,545

LCFF

0000, -1100, 1301, 1302, 1303; 4035-, 1100; 1400

14,000

Title II Part A: Improving Teacher Quality

4035--5800

18,000

LCFF

0000--1133--A100

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.2

Provide Tier 2 RTI / Targeted Intervention Program (TIP)

0.10 FTE coordinator

Program oversight and training, providing research--based curriculum and assessment 1:1 or small group direct instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

7,803

LCFF

0000--1133--A100

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.3

Provide Tier 2 Rtl / Targeted Intervention Program (TIP) Program oversight and training, providing research-based curriculum and assessment - 1:1 or small group direct instruction to unduplicated students and FY. Provide Tier 3 Rtl support to students with highest needs who are not identified for Special Education.

- a. 0.30 FTE Certificated coordinator Tier II
- b. 0.50 hour daily per 25 classroom assistants
- c. 0.20 FTE Certificated coordinator Tier III
- d. Assessment/instructional materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

23,400

LCFF - Supplemental

0001--1133--A100

29,775

LCFF - Supplemental

0001--2100--A100

108,028

LCFF - Supplemental

0001--1133--A100

1,000

LCFF - Supplemental

0001--4312

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.4

Provide special education and speech and language services

- a. 2.0 FTE resource teacher salary
- b. .20 FTE speech and language pathologist and 1.25 FTE Special Education Assistants
- c. Supplies
- d. Other Operating Expenses

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
196,208	Special Education 3310--1104; 6500--1104)(FN 1120/1190
61,209	Special Education 6500--1104 (FN 1190); 3310--2103; 6500--2103, 6500--2122
1,150	Special Education 6500--4310
8,192	Special Education 6500--5800 (FN 1120, 1190, 3120)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.5

Maintain TK - 2 Special Day Class at Ridgewood School

- a. 1.0 FTE teacher
- b. 1.122 FTE assistants
- c. Books and Supplies
- d. Furniture and Equipment

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
77,894	Special Education 6500--1104
33,345	Special Education 6500--2103
7,500	LCFF 0000--4310--A100

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.6

Support opportunities for differentiation to provide appropriate instruction for the wide range of abilities, skills and interests found in each classroom

- a. 1.0 FTE classroom teacher & aide maintain GSA class sizes of 24:1, grades K - 2; and 28 or less, grades 4 – 6
- b. Classroom aides maintain classroom assistants in every classroom 3 hrs daily

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
122,747	LCFF - Supplemental 0001--1100; 0001--2100
279,629	Title I 3010--2100--A100; 0000--2100--A100

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.7 Provide GATE services, grades 4-6 0.30 FTE Teacher

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
31,513	LCFF 0000--1133-A100

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.8
Evaluate, monitor, and modify formative and summative multiple measures assessment tools

a. Leadership Team Stipend
b. Assessment tools (DIBELS, Fountas & Pinnell benchmark kits, etc.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,866	Title I 3010--1134--A100
7,021	LCFF 0000--4391--A100

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.9
Staff libraries for increased access for students, staff, and families

a. 1.50 FTE Library tech / aide
b. Supplies
c. Professional Development
d. Certificated Librarian services through contract with HERC

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
81,685	LCFF 0000--2216--A100
200	LCFF 0000--4391--A100
70	LCFF 0000--5800--A100

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide instructional materials for EL & R-FE students as determined by individual need.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
18,992	LCFF - Supplemental 0001--4310

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.11
Implement CA Standards (based upon the CCSS); provide high -quality, standards- based curriculum; grades 1 - 4 pilot Amplify Science program; update and reconfigure FOSS science kits; provide release days for 5th and 6th grade teachers to explore NGSS science materials

a. Consumable materials / eAssessments

- b. Purchase NGSS curriculum materials
- c. Purchase Amplify Science
- d. Purchase Step Up to Writing Classroom kits
- e. Teacher stipend
- f. Substitutes

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,000	Lottery: Instructional Materials 6300--4110
200,000	LCFF 0000--4110; 6300
4,863	LCFF 0000--4110
12,643	LPIE 7510--4391
1,200	LCFF 0000--1150
2,000	Title II Part A: Improving Teacher Quality 4035--1140--A100

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 1.12
Implement physical education program to promote healthy lifestyle and physical activity
- a. Purchase SPARK equipment
 - b. Athletic Director Stipend

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	LCFF 0000--4400
1,218	LCFF 0000--1132

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.13

- a. Provide cross--curricular arts opportunities in partnership with community groups
- b. Purchase high -quality art supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	LCFF 0000--4310--A100
3,000	LCFF 0000--4310--A100

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.14

Support professional development – CA Standards implementation, curriculum & instruction, including technology

- a. Leadership Team

- b. Registration Fees, etc.
- c. Professional Development presenter fee

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,866	Title I 3010--1134--A100
17,272	Title II Part A: Improving Teacher Quality 4035--5210
5,000	LPIE 7510--5210--A100

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.15

Maintain 1.0 FTE music teacher. For some students identified in the unduplicated group, this is an opportunity not otherwise available to access music instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
67,535	LCFF 0000--1102
22,512	LCFF - Supplemental 0001--1102
170	LCFF 0000--5635

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.16
Maintain Internet Infrastructure Renew Ridgewood and Cutten network security subscription

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,600

Source(s)

LCFF
0000--5800--A100

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.17
Replace aging / obsolete technology

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

20,000

Source(s)

LCFF
0000--4400

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.18
Provide devices / apps for unduplicated count students to support classroom learning and TIP

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

700

Source(s)

LCFF - Supplemental

0001--4450 LCFF

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.19
Provide tech support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

23,323

Source(s)

LCFF

0000--2900--A200

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.20
Provide math intervention support principally directed toward unduplicated students who are not meeting or exceeding state and local measures, including home support and parent education at Ridgewood School.

- a. .20 FTE Ridgewood Certificated Coordinator
- b. .25 FTE Ridgewood Classified Assistant Coordinator

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,605	LCFF - Supplemental 0001--1133
9,718	LCFF - Supplemental 0001--2900

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

During a time of teacher shortages, we maintained the necessary level of staffing in classrooms, reading and mathematics intervention, special education, music, GATE, social work, and library to fully implement the core curriculum and to provide access to ELA, mathematics, history--social science, science, the arts, health, and physical education for all. Every student has access to all adopted curriculum. Classroom aides were present in every classroom, the Tier II Targeted Intervention Program (TIP) and Mathematics Assistance Program are fully--implemented, class sizes were kept to below Ed Code standards, and the few EL students were supported as required.

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

N/A

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

No changes are expected for this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Safe and Welcoming Environment

LEA/LCAP Goal

LCAP Goal #2

Goal 2

Ensure a safe and welcoming learning environment where students are connected and engaged in their education.

Identified Need

All students will feel safe and welcome at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2.1 Suspension / expulsion rates	<p>Six students suspended, of an enrollment of 622 throughout the 2016 17 school year: .9%.</p> <p>Dashboard data reflects the change from 2013 14 to 2014 15 (two school years prior to the 2016 2017 Annual Update) All students 597: 1.7% medium/orange +.8, from 8 to 9 students Socioeconomically disadvantaged 271: 2.2% medium/yellow, same 6 students Students with disabilities 46: 6.5% very high/red + 6.5, from 0 to 3 students None of these students attended Cutten or Ridgewood Schools in 2016 to 2017.</p> <p>Expulsion rate = 0%</p>	<p>Maintain suspension rate at .7% or lower</p> <p>Expulsion rate = 0%</p>
2.2 CHKS results	<p>71% response rate (51 of 72 fifth grade students) reference</p>	<p>Increase ratings by 1% School connectedness (high) 60%;</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	survey data@wested.org; School connectedness (high) 57%; Academic motivation (high) 41%; Caring adult relationships (high) 57%; High expectations (high) 61%; Meaningful participation (high) 10%; Feel safe at school 76%; Students wellbehaved 51%; Students treated fairly when break school rules 52%; Students treated with respect 86%	Academic motivation (high) 44%; Caring adult relationships (high) 60%; High expectations (high) 64%; Meaningful participation (high) 13%; Feel safe at school 80%; Students wellbehaved 54%; Students treated fairly when break school rules 55%; Students treated with respect 89%
2.3 Facility Inspection Tool	"good" or "excellent" standards per FIT reports	Maintain "good" or "excellent" standards per FIT reports
2.4 Williams Report	"no complaints" status	Every pupil in the school district has sufficient access to standards-aligned instructional materials.
2.5 Custodian staffing levels	Maintain 2014-15 staffing levels	Maintain 2014-15 staffing levels
2.6 Attendance rates	Attendance rate at 2017 P2: 95.19%	Attendance rate at 2020 P2: 95.39%
2.7 Chronic absenteeism rate The CA Dashboard chronic absenteeism rate is to be determined sometime in the future this metric will change	Chronic absence rate at 2017 P2: 8.33%	Chronic absence rate at 2020 P2: 7.33%
2.8 Parent / guardian participation for all students including unduplicated students and decision making opportunity rates in IEP's, parent conferences, SSC and LCAP meetings	Parent / Guardian participation rates, all groups: 98% parent/teacher conference rate Survey response 83 parent response / 133 student response 35% 100% participation in IEPs LCAP community meeting 20 participants,	Parent / Guardian participation rates, all groups: 98% parent/teacher conference rate Survey response 97 parent response / 150 student response 100% participation in IEPs LCAP community meeting 30 participants
2.9 School meals served	2016-2017 as of Total lunches.....24,768 Total breakfasts.....5,584	2019-2020 2% increase Total lunches.....26,283 Total breakfasts.....6,028

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.1

Provide school social work and/or behavioral services

- a. .50 FTE School Social Worker
- b. .375 FTE Temporary 1:1 Aide

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

19,159

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries
0000--1205 1000-1999

14,963

Special Education

2000-2999: Classified Personnel Salaries
6500--2132 2000-2999

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.2

Focus school social work services on unduplicated count students - .80 FTE School Social Worker

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

61,586

Source(s)

LCFF - Supplemental

1000-1999: Certificated Personnel Salaries
0001--1205--A200 1000-1999

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- a. Facilitator Stipend
- b. Team Stipends
- c. Professional Development
- d. Classroom Aide Training

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,432

LCFF
1000-1999: Certificated Personnel Salaries
0000--1132 1000-1999

8,512

LCFF
1000-1999: Certificated Personnel Salaries
0000--1133 1000-1999

2,000

LCFF
2000-2999: Classified Personnel Salaries
0000--5210 5000-5999

2,500

LCFF
2000-2999: Classified Personnel Salaries
0000--2100 2000-2999

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.4
Administer the CHKS

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

180

LCFF
4000-4999: Books And Supplies
0000--4391-A200 4000-4999

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.5

Provide adequate maintenance/custodial staff and resources

- a. 3.92 FTE Maintenance/Custodial Staff
- b. Supplies
- c. Repairs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

325,304

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
0000--2213; 0000--2214 1000-1999

50,000

LCFF
4000-4999: Books And Supplies
0000--4374; 0000--4381 4000-4999

2,000

LCFF
4000-4999: Books And Supplies
0000--4384; 0000--4389 4000-4999

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.6

Purchase equipment and supplies necessary to adequately support classrooms (other than curriculum materials)

- a. Classroom Supplies
- b. Classroom Desks

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,000	LCFF 4000-4999: Books And Supplies 0000--4310-A200 4000-4999
20,000	LCFF 4000-4999: Books And Supplies 0000--4421 4000-4999

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- Flooring replacement
- Cutten School exterior painting
- Paving - resurfacing & repair jobs
- Cutten Community building remodel
- Cutten kitchen improvements

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
14,000	LCFF 5000-5999: Services And Other Operating Expenditures 0230--5800--0000 5800
160,000	LCFF 5000-5999: Services And Other Operating Expenditures 0230--5800 5800
55,000	LCFF 5000-5999: Services And Other Operating Expenditures 0230--5800 5800
100,000	LCFF 5000-5999: Services And Other Operating Expenditures 0230--5800 5800
36,000	LCFF 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

2.8
Provide services to support parents/guardian attending parent education, informational meetings, school events, and in volunteering at school

- a. Child care
- b. Trainer / Interpreter stipends
- c. Meeting supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)**Source(s)**

500

Parent-Teacher Association (PTA)
4000-4999: Books And Supplies
0015--4310--2000 4000-4999

500

LCFF - Supplemental
5000-5999: Services And Other Operating
Expenditures
0001--5800 5800

1,000

LCFF - Supplemental
4000-4999: Books And Supplies
0001--4310 4000-4999

Strategy/Activity 9**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

2.9
Communicate effectively with parents/guardians through website, mass notification system, telephone, mailings, and meetings

- a. SchoolWise mass notification system
- b. School Wise student information system
- c. 1.29 FTE school secretary -support for all school functions; frequently first point of community contact (exclusive of salary attributed to transportation & cafeteria)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	LCFF 5000-5999: Services And Other Operating Expenditures 0000--5800 5800
6,000	LCFF 5000-5999: Services And Other Operating Expenditures 0000--5800 5800
92,114	LCFF 2000-2999: Classified Personnel Salaries 0000--2406 2000-2999

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.10 Enhance school meal program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
27,371	LCFF None Specified 0000--7616

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.11
Provide bus transportation within the district, and field trip transportation
a. 0.75 FTE bus drivers

- b. 0.10 FTE business manager
- c. Fuel, parts for repair
- d. vehicle maintenance

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
65,041	LCFF 2000-2999: Classified Personnel Salaries 0210--2203 2000-2999
11,233	LCFF 2000-2999: Classified Personnel Salaries 0210--2304 2000-2999
6,270	LCFF 4000-4999: Books And Supplies 0210--4365; 0210--4362 4000-4999
7,200	LCFF 5000-5999: Services And Other Operating Expenditures 0210--5634 5000-5999

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 2-12 Decrease suspension rate
- a. .10 Social Worker
 - b. Incentives

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,808	LCFF 1000-1999: Certificated Personnel Salaries 0000--1205--A200 1000-1999
1,200	LCFF 4000-4999: Books And Supplies

Strategy/Activity 13**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

2.13

Decrease chronic absenteeism

- a. School Social Worker salary .10 FTE
- b. Administrative support for attendance and parent education
- c. Parent education
- d. Materials
- e. Incentives

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,808	LCFF 1000-1999: Certificated Personnel Salaries 0000--1205--A200 1000-1999
10,000	LCFF 4000-4999: Books And Supplies 0000--4310--A200 4000-4999
1,000	LCFF 4000-4999: Books And Supplies 0000--4310--A200 4000-4999
300	LCFF 4000-4999: Books And Supplies 0000--4310--A200 4000-4999
1,000	LCFF 4000-4999: Books And Supplies 0000--4310--A200 4000-4999

Strategy/Activity 14**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

2.14 Bus transportation service for low-income students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
68,680	LCFF None Specified 0001--8980

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.15
Implement fifth and sixth grade Student Council at Cutten.

- a. Advisor stipend
- b. Materials & supplies
- c. Field trips

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	LCFF 1000-1999: Certificated Personnel Salaries 0000--1150 1000-1999
750	LCFF 4000-4999: Books And Supplies 0000--4310--A200 4000-4999
250	LCFF 5000-5999: Services And Other Operating Expenditures 0000--5801--A200 5000-5999

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.16

Provide services to support parents/guardians of unduplicated student groups to build connectedness through career exploration and cultural events and to encourage attendance of school events.

- a. Event fees
- b. Supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 0001--5800 5800
500	LCFF - Supplemental 4000-4999: Books And Supplies 0001--4310 4000-4999

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.17

Implement district-wide anti--bullying committee including staff and parent representatives.

- a. Supplies
- b. Child care

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF 4000-4999: Books And Supplies 0000--4310--A200 4000-4999
500	LCFF 2000-2999: Classified Personnel Salaries 0000--2100--A200 2000-2999

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.18 Provide attendance and parent education support, focusing on unduplicated student groups.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
0001--1192--7100--1134--0000 1000-1999

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

A concerted effort has been made to decrease chronic absenteeism through a combination of parent/guardian outreach and student incentives/education. Continued utilization of Positive Behavior Interventions and Supports, Multi-tiered Systems of Support, and school social workers have improved school climate and decreased suspension rates. Numerous facilities repairs, upgrades, and ongoing maintenance are performed by our maintenance and custodial staff to keep the school in good condition.

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

N/A

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

No changes are expected for this goal.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$318,132
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$5,559,158.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$289,361.00
Title II Part A: Improving Teacher Quality	\$33,272.00

Subtotal of additional federal funds included for this school: \$322,633.00

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

State or Local Programs	Allocation (\$)
LCFF	\$4,385,358.00
LCFF - Supplemental	\$428,063.00
Lottery: Instructional Materials	\$12,000.00
LPIE	\$17,643.00
Parent-Teacher Association (PTA)	\$500.00
Special Education	\$392,961.00

Subtotal of state or local funds included for this school: \$5,236,525.00

Total of federal, state, and/or local funds for this school: \$5,559,158.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF	4,385,358.00
LCFF - Supplemental	428,063.00
Lottery: Instructional Materials	12,000.00
LPIE	17,643.00
Parent-Teacher Association (PTA)	500.00
Special Education	392,961.00
Title I	289,361.00
Title II Part A: Improving Teacher Quality	33,272.00

Expenditures by Budget Reference

Budget Reference	Amount
	2,781,545.00
1000-1999: Certificated Personnel Salaries	445,609.00
2000-2999: Classified Personnel Salaries	188,351.00
4000-4999: Books And Supplies	115,200.00
5000-5999: Services And Other Operating Expenditures	345,950.00
5800: Professional/Consulting Services And Operating Expenditures	36,000.00
None Specified	96,051.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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	LCFF	481,701.00
	LCFF	2,767,545.00
1000-1999: Certificated Personnel Salaries	LCFF	374,023.00
2000-2999: Classified Personnel Salaries	LCFF	173,388.00
4000-4999: Books And Supplies	LCFF	113,200.00
5000-5999: Services And Other Operating Expenditures	LCFF	343,450.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	36,000.00
None Specified	LCFF	96,051.00
	LCFF - Supplemental	352,477.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	71,586.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,500.00
	Lottery: Instructional Materials	12,000.00
	LPIE	17,643.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	500.00
	Special Education	377,998.00
2000-2999: Classified Personnel Salaries	Special Education	14,963.00
	Title I	289,361.00
	Title II Part A: Improving Teacher Quality	19,272.00
	Title II Part A: Improving Teacher Quality	14,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,331,997.00
Goal 2	1,227,161.00

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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
August Deshais	Principal
Kaycee Cook	Classroom Teacher
Katrin Lemmon	Classroom Teacher
Annette Sligh	Classroom Teacher
Susie Smelser	Other School Staff
Diana Baclagan	Parent or Community Member
Karen Bazzano	Parent or Community Member
Nancy Corran	Parent or Community Member
Sean Galt	Parent or Community Member
Amber Syvertson	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 .

Attested:

Principal, Becky MacQuarrie on

SSC Chairperson, Sean Galt on