CUTTEN ELEMENTARY SCHOOL DISTRICT
BOARD OF TRUSTEES
BOARD MEETING AGENDA
April 14, 2025 6:00 pm
Ridgewood Commons
2060 Ridgewood Drive Cutten, CA 95503

1.0   CALL TO ORDER/FLAG SALUTE

2.0   CONSENT AGENDA
    2.1   Approval of Minutes, March 10, 2025
    2.2   Approval of Warrants and Payroll
    2.3   Quarterly Report on William Uniform Complaints
    2.4   Approval of MOU Eureka City School & Cutten Elementary (Out of the Box Program Drop-off)
    2.5   Approval of MOU Cal Poly Humboldt & Cutten Elementary for Student Teaching, Observation or Field Work
    2.6   Approval of MOU Eureka City Schools Summer School Food Service Agreement 2025
    2.7   Approval of Employment of 1.0 FTE Certificated Teaching Staff 2025-2026

3.0   VISITOR COMMENTS ON NON-AGENDA ITEMS
The Board reserves the right to limit speakers to three minutes only. The Board may comment, but cannot take action at this time. The Board President may refer the matter to the Superintendent for review, if appropriate.

4.0   REPORTS/PRESENTATIONS
    4.1   Redwood Energy Authority Presentation-Solar/Electricity-Roku Fukai
    4.2   Studio W Presentation-Brie Gargano
    4.3   Cutten-Ridgewood PTA Report
    4.4   School Site Council Report
    4.5   HBTA Report
    4.6   2024 – 2025 Student Registration Report
    4.7   LCAP Update

5.0   CORRESPONDENCE
    5.1   Humboldt County Office of Education Positive Certification Letter

6.0   INFORMATION / POSSIBLE ACTION ITEMS
    6.1   Consider Approval of 2024-25 Medical, Dental and Vision Rates, NCSMIG
    6.2   Consider Approval of Cutten & Ridgewood 2024-2025 School Plan for Student Achievement (SPSA)
    6.3   Discussion/Consider Tentative Staffing Options
    6.4   Discussion/Consider Approval of MOU Humboldt-Del Norte SELPA Transfer of Educationally Related Mental Health Services Funds (ERMHS) From Member Cutten Elementary to SELPA
    6.5   Acceptance of Presentation:Final Cost of Issuance Cutten School District General Obligation Bond, Election of 2024, Series 2025: $2,500.00
    6.6   Discussion/Consider Approval of Measure K-Bond Project implementation (Phase 2 Ridgewood with modifications) and additional projects (Cutten asphalt, multipurpose room painting, new tables, HVAC upgrade in all portables, Ridgewood window upgrade, Cutten Solar).
    6.7   Discussion/Consider Approval Construction Consultant (10 hrs. month) and Secretarial/Budget Support (8 hours week).
    6.8   Discussion/Consider Approval of SEL Curriculum (CalHope Award $40,000)
    6.9   Discussion/Vote CSBA Run off Ballot Election- vote for 1 candidate

7.0   SUPERINTENDENT/PRINCIPAL REPORT

8.0   BOARD MEMBER COMMENTS / COMMUNICATION

9.0   PUBLIC COMMENT ON CLOSED SESSION ITEM

10.0   CLOSED SESSION

With respect to every item of business to be discussed in closed session:

> *10.1   CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)*
> *Agency Negotiator: Dennis Reinholtsen*
> *Unrepresented Employee: Cutten Principal*

> *10.2   CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)*
> *Agency Negotiator:Dennis Reinholtsen*
> *Unrepresented Employee: Ridgewood Principal*

> *10.3   CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)*
> *Agency Negotiator:Dennis Reinholtsen*
> *Unrepresented Employee: Superintendent*

> *10.4   CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)*
> *Agency Negotiator:Dennis Reinholtsen*
> *Unrepresented Employee: Classified*

> *10.5   CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)*
> *Agency Negotiator:Dennis Reinholtsen*
> *Unrepresented Employee: Classified*

> *10.6   CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)*
> *Agency Negotiator: Becky MacQuarrie*
> *Name of organization representing employees: Humboldt Bay Teachers*
> *Association*

11. 0   RECONVENE TO OPEN SESSION
Report of Action Taken

12.0   ADJOURNMENT

NOTICE: Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at Ridgewood School, 2060 Ridgewood Drive, Eureka.

BOARD OF TRUSTEES
BOARD MEETING Minutes
March 10, 2025 6pm
Ridgewood Commons
2060 Ridgewood Drive Cutten, CA 95503

1.0 **CALL TO ORDER/FLAG SALUTE-** Members in attendance Dennis Reinholtsen , Mary DeWald, Becky Reece, and Beth Johnston. Meeting called to order at 6:02pm with flag salute.

2.0 **CONSENT AGENDA-** No Comments. Moved by Becky Reece seconded Beth Johnston. Motion carried 4-0.

    2.1   Approval of Minutes-February 10, 2025
    2.2   Approval of Warrants and Payroll
    2.3   Approval of Cutten Elementary School District Transportation Plan 2025
    2.4   Approval Declaration Broken Trailer as Surplus Donation of the Surplus Utility Trailer to Fortuna High School.
    2.5   Acceptance of 1 Certificated Retirement

3.0 **VISITOR COMMENTS ON NON-AGENDA ITEMS-** None
The Board reserves the right to limit speakers to three minutes only. The Board may comment but cannot take action at this time. The Board President may refer the matter to the Superintendent for review, if appropriate.

4.0 **REPORTS**
    4.1   Cutten Ridgewood PTA Report- Reported out getting busy for Carnival. Gift to schools feedback. Staff appreciation first week of May. Working towards purchasing walkie talkies for both school sites. Spirit wear closes 3/10/25 until next year.
    4.2   School Site Council- March 19th next meeting looking at student achievement plan. Final cleanup day plan discussion.
    4.3   HBTA Report- Conferences started today 3/10/25 using new report cards. 3/12/25 potluck at RW for Audrea Filbey's birthday memorial. Independent study packets being done for daily absence instead of three day absences as before due to large number of illnesses going around.
    4.4   Special Education Director Report- Collaboration meetings are improving SST meetings compared to last year. Preventative work increasing instead of having many referrals.
    4.5   Principals' Report- Purchasing new spelling curriculum as well as handwriting and cursive to come with it. New social emotional curriculum as well. We are applying for state wide recognition for PBIS systems that we have in place. The Women in Leadership Conference was great-learned about goal setting, interviewing pointers, and the speakers there were great. We have a low substitute pool which has been a challenge. CAASPP test preparation is happening. Boys basketball season has ended. TK/K night was successful and lots of potential families showed interest. New gate up for a week and working well so far-it shuts off at 2 when campus is out.
    4.6   Enrollment/New Student Registration update 2025-2026- TK/K updates with not much change from last month.
    4.7   LCAP- Surveys out with parents, and staff before working on goals.

5.0   CORRESPONDENCE
None

6.0   INFORMATION / POSSIBLE ACTION ITEMS
6.1   Discussion/Consider Certification of 2024 -2025 Second Interim Report- Motioned by
6.2   Discussion/Consider Approval of 2025 – 2026 School Calendar- Motioned by Becky Reece
         seconded by Mary DeWald. Motion carried 4-0.
6.3   Discussion on Tentative Certificated Staffing Options for 2025–2026 - Projection if things stay as actual vs what we would like to see for enrollment numbers.
6.4   Consideration of and Possible Action on Resolution 2025 –05 Regarding Classified Reduction in WorkForce .25 FTE (10 hours week)- Motioned by Becky Reece seconded by Beth Johnston..
         Motion carried 4-0.
6.5   Discussion/Consider Approval of up to $10,000 for the Purchase of a Utility Trailer- Old trailer donated to fortuna metal shop after breaking. Motioned by Becky Reece second by Beth Johnston. Motion
         carried 4-0.
6.6   Discussion/Consider Approval of Additional $1000 for 2 more Drama Coordinators on Drama Program MOU - Motioned by Becky Reece seconded by Mary DeWald. Motion carried 4-0.

7.0   SUPERINTENDENT REPORT- We are on the PGE schedule to put up pole for power to finish BESC project. Yip was chosen as teacher of the year to go county level. Taiwan recipients are coming to visit campus here at the end of March. Superintendent was chosen to go to Taiwan in August through a scholarship for an educational trip.

8.0   BOARD MEMBER COMMENTS / COMMUNICATION- None

9.0   PUBLIC COMMENT ON CLOSED SESSION ITEM- None

10.0   CLOSED SESSION- Closed session at 7pm.

With respect to every item of business to be discussed in closed session:

> *10.1   CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)*
> *Agency Negotiator: Dennis Reinholtsen*
> *Unrepresented Employee: Cutten Principal*

> *10.2   CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)*
> *Agency Negotiator:Dennis Reinholtsen*
> *Unrepresented Employee: Ridgewood Principal*

> *10.3   CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)*
> *Agency Negotiator:Dennis Reinholtsen*
> *Unrepresented Employee: Superintendent*

> *10.4   PUBLIC EMPLOYEE-DISCIPLINE/DISMISSAL/RELEASE (GC § 54957)*
> *10.5   CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)*
> *Agency Negotiator: Becky MacQuarrie*
> *Name of organization representing employees: Humboldt Bay Teachers Association*

10.   RECONVENE TO OPEN SESSION 8:00PM

Action Taken:

Resolution 4-1.0 LongTerm Substitute Temporary position release. Motioned by Beth Johnston second by Becky Reece. Motion carried 4-0.

Resolution 6- Temporary contracts- 3.0 FTE Certificated Teachers. Motioned by Becky Reece second by Beth Johnston. Motioned 4-0.

11.   ADJOURNMENT 8:06PM

Checks Dated 03/01/2025 through 03/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3000270009	03/06/2025	(HARRIS) SHAFER'S ACE HARDWARE	01-4374		42.50
3000270010	03/06/2025	AT&T CALNET 2	01-5909		342.09
3000270011	03/06/2025	EUREKA HUMB FIRE EXT INC	01-5800		21.65
3000270012	03/06/2025	Felmlee, Jamie L	01-4310		44.16
3000270013	03/06/2025	HUMBOLDT WASTE MGMT. AUTHORITY	01-5560		66.78
3000270014	03/06/2025	James Marta & Company LLP	01-5822		961.00
3000270015	03/06/2025	JOHNSON'S MOBILE RENTALS	21-5800		290.92
3000270016	03/06/2025	JUNIOR LIBRARY GUILD	01-4310		2,129.55
3000270017	03/06/2025	KEENAN ASSOCIATES	01-9542		11,281.00
3000270018	03/06/2025	NORTH COAST JOURNAL INC.	01-5831		194.00
3000270019	03/06/2025	REVOLVING CASH FUND	01-5800	180.00	
			01-5886	1.00	
			01-5950	2.04	
			13-4396	312.67	
			13-4710	677.71	1,173.42
3000270020	03/06/2025	Rutter, Darcie R	01-4391		120.56
3000270021	03/06/2025	SCHOOL INNOVATIONS & ACHIEVEME	01-5800		4,500.00
3000270022	03/06/2025	SECURITY LOCK & ALARM	01-5800		833.75
3000270023	03/06/2025	Sligh, Annette M	01-4310		232.60
3000270024	03/06/2025	SYSCO SACRAMENTO	01-4710	1,936.09	
			13-4396	2,187.21	
			13-4710	12,045.24	
			13-5623	146.49	16,315.03
3000270025	03/06/2025	U.S. BANK EQUIPMENT FINANCE	01-5637		1,481.16
3000270026	03/06/2025	Yip, Andrea N	01-4310		58.54
3000270027	03/06/2025	MENDES SUPPLY COMPANY	01-4374		3,974.73
3000270451	03/10/2025	U.S. BANK	01-4310	1,301.79	
			01-5210	5,823.28	
			01-5866	199.00	
			01-5884	63.01	7,387.08
3000270452	03/10/2025	CAMPTON ELECTRIC	01-4374		41.19
3000270453	03/10/2025	MISSION LINEN SUPPLY	01-5550		573.96
3000270454	03/10/2025	P G & E	01-5511	127.66	
			01-5520	20,469.11	20,596.77
3000270455	03/10/2025	SHADY LADY	21-5800		49,201.19
3000270456	03/10/2025	VALLEY PACIFIC PETROLEUM SVCS	01-4364	349.59	
			01-4365	1,256.89	1,606.48
3000270885	03/13/2025	Arenivaz, Alanzo	13-4710		62.89
3000270886	03/13/2025	CRYSTAL CREAMERY	13-4711		2,668.93
3000270887	03/13/2025	CRYSTAL SPRINGS BOTTLED WATER	01-5531	90.00	
			01-5623	14.00	104.00
3000270888	03/13/2025	FRANZ FAMILY BAKERY	13-4710		188.16
3000270889	03/13/2025	Gabbert, Stacey E	01-4310		97.13

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 03/01/2025 through 03/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3000270890	03/13/2025	Luciani, Ashly C	01-4310		37.49
3000270891	03/13/2025	Morgan, Aubriana	01-4710		23.69
3000270892	03/13/2025	Shoghi, Jesse P	01-4310	6.39	
			01-5560	112.20	118.59
3000270893	03/13/2025	Troyer, Chara R	01-4310		69.74
3000270894	03/13/2025	Ubeo West,LLC	01-4351	762.10	
			01-5637	2,776.52	3,538.62
3000271718	03/20/2025	DEPARTMENT OF JUSTICE ACCOUNTING OFFICE	01-5861		32.00
3000271719	03/20/2025	HUMB COMMUNITY SERVICES DIST	01-5530		1,617.89
3000271720	03/20/2025	P G & E	01-5511		2,041.73
3000271721	03/20/2025	STAPLES ADVANTAGE	01-4310		255.56
3000272136	03/24/2025	Hague, Jaime A	01-4310		197.67
3000272422	03/27/2025	REVOLVING CASH FUND	01-4310	150.00	
			01-5800	60.00	
			01-5886	2.00	
			13-4710	445.34	657.34
		Total Number of Checks		**41**	**135,181.54**

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	36	66,954.79
13	CAFETERIA FUND	6	18,734.64
21	BUILDING FUND	2	49,492.11
	Total Number of Checks	41	135,181.54
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		135,181.54

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.	☞ ERP for California Page 2 of 2

Pay Date 03/31/2025

EARNINGS by Earnings Code

	Income	Adjustments
No Gross Pay		
Regular	448,826.06	4.00
TOTAL	448,826.06	4.00

EARNINGS by Group

	Income	Adjustments
Base Pay	436,956.83	
Docks	5,968.38-	
Extra Duty	7,248.79	
Miscellaneous		4.00
Stipends	410.00	
Substitutes	6,737.50	
Vacation Pay	3,441.32	
TOTAL	448,826.06	4.00

EARNINGS

	Person Type	Income	Female Employees	
Certificated	46	318,245.72	40	287,450.70
Classified	63	130,580.34	51	94,485.75
TOTAL	109	448,826.06	91	381,936.45

TAXES

	Employee	Employer	Total	Subject Grosses
Federal Withholding	29,929.86		29,929.86	387,979.32
State Withholding	8,813.12		8,813.12	387,979.32
Social Security	8,633.21	8,633.21	17,266.42	139,245.23
Medicare	6,272.84	6,272.84	12,545.68	432,607.92
SUI		216.28	216.28	432,607.92
Workers' Comp		12,013.52	12,013.52	432,607.92
SUBTOTAL	53,649.03	27,135.85	80,784.88	

REDUCTIONS

	Employee	Employer	Total	Subject Grosses
PERS	2,635.74	10,185.17	12,820.91	37,653.13
PERS / 62	7,025.75	23,755.88	30,781.63	87,822.09
STRS / 60	23,819.82	44,386.06	68,205.88	232,387.73
STRS / 62	7,447.29	13,938.57	21,385.86	72,976.89
Tax Sheltered Annuit	3,700.00		3,700.00	
Health & Welfare	14,547.08	82,404.19	96,951.27	
Supplemental Insuran	784.40		784.40	
Flex Medical Savings	886.66		886.66	
SUBTOTAL	60,846.74	174,669.87	235,516.61	

DEDUCTIONS

	Employee	Employer	Total	Subject Grosses
Dues & Memberships	3,457.23		3,457.23	32.20
403b ROTH	3,050.00		3,050.00	
Garnishments	350.00		350.00	
Health & Welfare		1,660.00	1,660.00	
District Repay	100.00		100.00	
Miscellaneous	850.00		850.00	
Supplemental Insuran	2,660.84		2,660.84	
Summer Savings	34,123.81		34,123.81	
SUBTOTAL	44,591.88	1,660.00	46,251.88	204,742.46
TOTALS	159,087.65	203,465.72	362,553.37	

Vendor Summary for Pay Date 03/31/2025

Vendor Checks	8,999.13	7
Vendor Liabilities	353,564.24	28
	362,553.37	35

Cancel/Reissue for Process Date 03/31/2025

Reissued	
Cancel Checks	
Void ACH	

Selection   Grouped by Org, Filtered by (Org = 9, Starting Pay Date = 3/11/2025, Ending Pay Date = 3/31/2025)

009 - Cutten Elementary School District

Generated for Vanesa Carillo-Salas (VCARILLO), Mar 28 2025
12:24PM

ERP for California
Page 1 of 2

Pay Date 03/31/2025

BALANCING DATA

Gross Earnings	448,826.06	289,738.41 Net Pay
District Liability	203,465.72	159,087.65 Deductions
	652,291.78	203,465.72 Contributions
		652,291.78

NET

Direct Deposits	264,149.69	84
Checks	25,588.72	25
Partial Net ACH		
Negative Net		
Check Holds		
Zero Net		
TOTAL	**289,738.41**	**109**

Selection   Grouped by Org, Filtered by (Org = 9, Starting Pay Date = 3/11/2025, Ending Pay Date = 3/31/2025)

009 - Cutten Elementary School District

Generated for Vanesa Carrillo-Salas (VCARILLO), Mar 28 2025
12:24PM

ERP for California
Page 2 of 2

2025 Williams 1st Quarter Report from 1/01/25 to 3/31/25. Report Due by 4/30/2025

1 message

Google Forms <forms-receipts-noreply@google.com>   Thu, Apr 3, 2025 at 10:42 AM
To: bmacquarrie@cuttensd.org

Thanks for filling out 2025 Williams 1st Quarter Report from 1/01/25 to 3/31/25. Report Due by 4/30/2025

Here's what was received.

2025 Williams 1st Quarter Report from 1/01/25 to 3/31/25. Report Due by 4/30/2025

Email *

bmacquarrie@cuttensd.org

District Superintendent's Name: *

Becky MacQuarrie

School District: *

Cutten SD ▶

Please Check the Box that Applies to Your School's Status during the Reporting
Period: *

◉ No complaints were filed with any school in the district during the quarter indicated above.

◯ Yes, complaints were filed with schools in the district during the quarter indicated above.

Create your own Google Form

Does this form look suspicious? Report

MEMORANDUM OF UNDERSTANDING BETWEEN

EUREKA CITY SCHOOLS

AND

CUTTEN ELEMENTARY SCHOOL

This Memorandum of Understanding (MOU) is entered into as of May 8, 2025 by and between Eureka City Schools (ECS) and Cutten School District (Cutten), and sets forth the terms and understanding between the two parties.

Background

Cutten School District has received requests from Ridgewood School parents to have their students dropped off at the "Out of the Box" after school program at Sequoia Park Zoo. As the Sequoia Park Zoo is located within Eureka City School boundaries, Cutten is requesting that their bus be allowed to stop on Russell Street, near the zoo, so that personnel from the program can meet the children there.

Eureka City Schools is willing to accede to the request under the following condition:

> The number of Ridgewood students that will be dropped off by bus at the Out of the Box program shall be limited to eight students. Cutten will not increase the number of participating students without the express written permission of Eureka City Schools.

Duration

This MOU will be in effect through the 2025-26 school year, and may be modified by mutual consent of authorized officials from ECS and Cutten.

_____   Date: _____
Signature
Gary Storts, Superintendent
Eureka City Schools

_____   Date: _____
Signature
Becky MacQuarrie, Superintendent
Cutten School District

Cal Poly Humboldt.

MEMORANDUM OF UNDERSTANDING FOR STUDENT TEACHING, OBSERVATION OR FIELD WORK

THIS AGREEMENT, made and entered into as of this 1st day of July_____, 2025_____ by and between the State of California through THE TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY, all of which are hereinafter called the "State" or "State University," and the _____ School District of _____ County, herein after called the "District":

WITNESSETH:

WHEREAS, the District is authorized to enter into agreements with the State, to provide teaching experience through practice teaching or observation to students enrolled in teacher training curricula, and other fieldwork experience to students enrolled in other curricula of the State University; and

WHEREAS, any such agreement will provide no payment for the Practice Teaching services rendered by the District; NOW, THEREFORE, it is mutually agreed between the State and the District as follows:

SPECIAL PROVISIONS

The TERM of the Agreement is from July 1_____, 2025_____ to June 30,_____. The State shall provide no payment to the District for services required for any Practice Teaching placements.

GENERAL TERMS

1. The District shall provide to State University students experience through practice teaching, observations or other field work in schools and classes of the District. The experience provided by said student placements shall be provided in such schools or classes of the District and under the direct supervision and instruction of such employees of the District, as the District and the State through their duly authorized representatives may agree upon.

   The District may, for good cause, refuse to accept for such observational, practice teaching or other field work placement any student of the State University assigned in the District, and upon request of the District, made for good cause, the State shall terminate the assignment of any student of the State University in the District.

   "Practice Teaching" as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of the District holding valid life diplomas or credentials issued by the State Board of Education, other than emergency or provisional credentials, authorizing them to serve as classroom teachers in the schools or classes in which the practice teaching is provided.

2. An assignment of a student of the State University to schools or classes of the District shall be, at the discretion of the State, for (1) Practice Teaching or for (2) Field Work. A student may be given more than one assignment by the State University in such schools or classes.

   The assignment of a student of the State University to the District shall be deemed to be effective for purposes of this agreement as of the date the student presents to the proper authorities of the District the assignment card or other document given the student by the State University effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document.

   Absences of a student from assigned practice teaching shall not be counted as absences in computing the semester units of practice teaching provided the student by the District.

3. Except as otherwise provided herein, the State University shall provide workers' compensation insurance during

MEMORANDUM OF UNDERSTANDING FOR STUDENT TEACHING, OBSERVATION OR FIELD WORK

the period for which the students are assigned to the District by the State University. All premiums or any other costs therefore shall be paid by the State University.

4. Except as otherwise provided herein, the State University shall inform each student regarding the availability of professional liability insurance. Students enrolled in Education credential programs are covered by the State University Student Professional Liability Insurance Program. Evidence of Coverage is provided upon request.

5. All the terms and conditions of this agreement apply to the placement of students of the State University for observational experience, with the exception that those students will not be covered by workers' compensation insurance as provided in Paragraph 3 hereof. In addition, all the terms and conditions of this agreement apply to the placement of students of the State University for assigned field work other than practice teaching.

    a. State University shall defend, indemnify and hold District, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officers, agents, or employees.

    b. District shall defend, indemnify and hold State University, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of State University, its officers, agents, or employees.

6. The District agrees to accept students without regard to race, ethnic origin, sex, sexual orientation, gender, gender identity, gender expression, age, religion, disability, handicap, or political belief.

7. District is aware of and informed about the hazards currently known to be associated with the novel coronavirus referred to as "COVID-19". District is familiar with and informed about the Centers for Disease Control and Prevention (CDC) current guidelines regarding COVID-19 as well as applicable federal, state, and local governmental directives regarding COVID-19. District, to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable government directives are modified, changed or updated, District will take steps to comply with the modified, changed or updated guidelines or directives. If at any time District becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify the State of that fact.

8. State University will ensure that participating students will not be placed at District with unsupervised access to children until a background check by the Department of Justice, including fingerprint clearance, is completed and participating students are granted Certificate of Clearance by the State of California.

9. State University shall ensure that participating students have provided evidence of tuberculosis screening administered in the first semester of their teacher preparation program.

10. The District shall provide to the University's credential candidates experiences through practice teaching, observations, or other field work in schools and classes of the district. The experience provided by said candidate placements shall be provided in appropriate schools or classes of the District and under the direct supervision and instruction of such employees of the District, as the District and State through their duly authorized representative may agree upon.

Cal Poly Humboldt.

MEMORANDUM OF UNDERSTANDING FOR STUDENT TEACHING, OBSERVATION OR FIELD WORK

11. The District shall provide opportunities for the University students to practice and provide literacy instruction. The University's credential candidates will engage in practice teaching of oral and written language including meaning-making, language development, and effective expression, as appropriate to the credential program. The University students will have the opportunity in the clinical practice placement to practice screening and diagnostic techniques that inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the teacher performance expectations and standard. While in the clinical practice placement, the University credential candidates will be expected to take and pass a literacy performance assessment approved by the Commission on Teacher Credentialing that includes a focus on foundational literacy skills and the additional cross-cutting themes in literacy.

TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY   District:
California State Polytechnic University, Humboldt

Digitally signed by Edna J Lewis
Date: 2025.01.22 08:44:06 -08'00'

Edna Lewis,
Procurement Specialist
Contracts & Procurement

Signature

By:_____
     Print Name

_____
     Title

CERTIFICATION (if applicable)

I, the duly appointed and acting Clerk or Secretary or Governing Board of the Board of School District listed below, do hereby certify that the following is a true and exact copy of a portion of the Minutes of the regular meetings of said Board held on _____ _____, _____.

"It was moved, seconded, and carried that the attached contract with the Trustees of the California State University, whereby the University may assign students to the schools in the School District for practice teaching be approved; and the _district_____ is hereby authorized to execute the same."

School District:

By: _____
Clerk, Secretary (strike one) of the Governing Board of the School District

County:
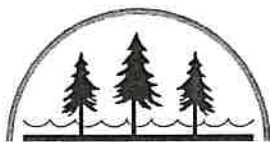
Eureka City Schools

April 14, 2025

MEMORANDUM

To:	Becky MacQuarrie, District Superintendent
	Cutten Elementary School District
From:	Kevin Ralston, Food Services Director
	Eureka City Schools
Subject:	School Temporary Food Service Contract for: Summer Meal Services between Cutten School District and Eureka City Schools

Enclosed please find copies of the summer school temporary school Food Service Agreement for food provided to Cutten School District by Eureka City Schools.

We thank you for your continued partnership with Eureka City Schools Food Services. Please feel free to call us with any questions, concerns, or comments at (707)441-2501.

Enclosures

This is an Agreement between Cutten Elementary School District (hereinafter referred to as CSD) and Eureka City Schools (hereinafter referred to as ECS).

WHEREAS, the Cutten Elementary School District is in need of Food Services;

WHEREAS, the Eureka City Schools has available Food Services;

WHEREAS, Education Code Section 35160 provides authority for the ECS to enter into arrangements that are not violative of existing law; and

WHEREAS, Education Code Section 1200 et seq provides authority for CSD to enter into arrangements that assist school districts;

THEREFORE, the CSD and Eureka City Schools agree as follows:

1. The term of this agreement is from **June 23, 2025, through July 31, 2025.**

2. This agreement may be terminated by either party at any time by the giving of sixty (60) days written notice.

3. ECS shall provide meals that meet the National School Meal Program meal requirements. Meals will include all required components including milk.

4. CSD shall pay ECS the sum of $4.90 per student meal for lunch services and $2.85 per student meal for breakfast service. The number of meals requested will be a set number. This number can be adjusted as needed with a phone call to the ECS Food Service Department. ECS may need 48 hours to make the change.

5. ECS shall deliver meals to CSD at a mutually agreed upon time that works for both parties. CSD will pay ECS for delivery of meals each school day. Delivery charges will be $8.90 per site per delivery, which includes an hourly wage and mileage billed monthly.

6. ECS will provide a monthly invoice to CSD for payment. This service may be changed or eliminated with a 60 day written notice by either party. CSD will agree to pay from a monthly invoice for all meals ordered, whether served or not, and will be responsible for keeping eligible meal counts, collecting money, and filing appropriate reimbursement forms.

7. CSD staff will be responsible for serving meals. The daily transport record will be a two-part record that will be completed in part by ECS kitchen staff and in part by CSD staff. The record will obtain information needed to meet state and federal requirements. This form needs to stay on site at CSD for their records, and be kept for three years plus the current year. ECS will retain the portion needed for their records.

8.   CSD will provide necessary utensils, straws, and napkins each day. These supplies may be purchased from ECS for an additional charge.

9.   CSD shall hold ECS harmless and indemnify it for any and all liability that may result from AESD actions under this agreement.

     ECS shall hold CSD harmless and indemnify it for any and all liability that may result from ECS actions under this agreement.

10. CSD and ECS shall provide workers compensation coverage for their respective employees. Nothing in this agreement shall be construed as providing that the employees of one entity are employees of the other entity.

11. Notice pursuant to this agreement shall be by first class United States Mail postage prepaid addressed as follows:

Date: _____   Date: _____

By: _____   By: _____

Becky MacQuarrie, Superintendent   Paul Ziegler, Assistant Superintendent
Cutten Elementary School District   Eureka City Schools
4182 Walnut Drive   2100 J Street
Eureka, CA 95503   Eureka, CA 95503

CUTTEN SCHOOL DISTRICT Certificated Staffing / Enrollment for 2024-2025
March 2025

Grade Level	Classroom Teacher	Classroom Aide	1st Day Class Size	Class Size	Grade	Grade Totals	School Totals
SDC	Veeh, Tom	Hartridge,Macias	9	10	SDC	10	
TK	Chastain, Amy	O'Kane, Tarryn	17	18	TK	45	
TK	Seghetti, Nadine	Copeland, Linda	15	19			
TK	Seymour, Melissa	Morris, Melissa	7	8			
K	Gabbert, Stacey	Emerson, Lilly	21	20	Kindergarten	65	
K	Lemmon, Katrin	Thayer, Tracy	19	16			
K	Seymour, Melissa	Morris, Melissa	9	11			
K	Escutia, Liz	Moser, Shara	19	18			Ridgewood Total
20	Felmlee, Jamie	Blacketer, Kacie	18	19	First	75	269
20	Troyer, Chara	Morgan, Aubrie	18	19			
1	Kencke, Joe	Urban, Michelle	19	18			
1	Hinrichs, Dani	Wagner, Ella	19	19			
2	Ibbitson, Bethany	Houseworth, Step	18	19	Second	74	
2	Rice, Suzanne	Blaisdell, Lena	19	19			
2	Bon, Mindi	Holgerson, Ashlei	18	17			
2	Richards, Mike	Kidd, Lorna	18	19			
SDC	Jones, Taylor	Burton, Mehgan 8	11	11	SDC	11	
3	Standish Tina	Hulstrom, Gidget	21	22	Third	67	
3	Watkins, Lindsay	Pino, Karen	23	22			
3	Watson, Harriet	Hulstrom, Mike	21	22			
3	Benbow, Tracy	Kovaly, Anna	20	20	Fourth	63	Cutten Total
4	Hague, Jaime	Lawson, Brandi	22	23			285
4	Cudahy, Emily	Hubbard, Kara	21	20			
5	Code, Jen	Bell, Marissa	25	25	Fifth	84	
5	Stokes, MaryBeth	North, Emma	25	24			
5	Ashmore, Shandi	Martin, Emily	25	23			
5	Cook, Kaycee	McCarty, Sydney	13	11			
6	Yip, Andrea	Smith, Jessica	27	25	Sixth	60	
6	Cook, Kaycee	McCarty, Sydney	8	8			
6	Mitchell, Brandee	Creason, Valerie	27	26			
		Totals	552	551		554	555

Cutten School District
Health & Welfare Benefits
2025-2026 Rates

Medical Plan	Medical Rate	Dental Rate	Vision Rate	Monthly Premium	Months	Total	Benefits Cap	Total Out of Pocket	10 Month Amount	11 Month Amount	12 Month Amount
Oak-Empl	$ 1,198.00	$ 113.00	$ 25.00	$ 1,336.00	12	$ 16,032.00	$ 18,000		$ -	$ -	$ -
Oak-Empl + SP	$ 2,035.00	$ 113.00	$ 25.00	$ 2,173.00	12	$ 26,076.00	$ 18,000	$ 8,076.00	$ 807.60	$ 734.18	$ 673.00
Oak-Empl + Child(ren)	$ 1,664.00	$ 113.00	$ 25.00	$ 1,802.00	12	$ 21,624.00	$ 18,000	$ 3,624.00	$ 362.40	$ 329.45	$ 302.00
Oak-Family	$ 2,495.00	$ 113.00	$ 25.00	$ 2,633.00	12	$ 31,596.00	$ 18,000	$ 13,596.00	$ 1,359.60	$ 1,236.00	$ 1,133.00
Spruce-Empl	$ 940.00	$ 113.00	$ 25.00	$ 1,078.00	12	$ 12,936.00	$ 18,000		$ -	$ -	$ -
Spruce- Empl + SP	$ 1,596.00	$ 113.00	$ 25.00	$ 1,734.00	12	$ 20,808.00	$ 18,000	$ 2,808.00	$ 280.80	$ 255.27	$ 234.00
Spruce-Empl+ Child(ren)	$ 1,306.00	$ 113.00	$ 25.00	$ 1,444.00	12	$ 17,328.00	$ 18,000		$ -	$ -	$ -
Spruce-Family	$ 1,957.00	$ 113.00	$ 25.00	$ 2,095.00	12	$ 25,140.00	$ 18,000	$ 7,140.00	$ 714.00	$ 649.09	$ 595.00
Pine-Empl	$ 662.00	$ 113.00	$ 25.00	$ 800.00	12	$ 9,600.00	$ 18,000		$ -	$ -	$ -
Pine- Empl + SP	$ 1,124.00	$ 113.00	$ 25.00	$ 1,262.00	12	$ 15,144.00	$ 18,000		$ -	$ -	$ -
Pine-Empl + Child(ren)	$ 919.00	$ 113.00	$ 25.00	$ 1,057.00	12	$ 12,684.00	$ 18,000		$ -	$ -	$ -
Pine-Family	$ 1,377.00	$ 113.00	$ 25.00	$ 1,515.00	12	$ 18,180.00	$ 18,000	$ 180.00	$ 18.00	$ 16.36	$ 15.00
Maple-Empl	$ 842.00	$ 113.00	$ 25.00	$ 980.00	12	$ 11,760.00	$ 18,000		$ -	$ -	$ -
Maple- Employee + SP	$ 1,429.00	$ 113.00	$ 25.00	$ 1,567.00	12	$ 18,804.00	$ 18,000		$ -	$ -	$ -
Maple-Empl + Child(ren)	$ 1,169.00	$ 113.00	$ 25.00	$ 1,307.00	12	$ 15,684.00	$ 18,000		$ -	$ -	$ -
Maple-Family	$ 1,752.00	$ 113.00	$ 25.00	$ 1,890.00	12	$ 22,680.00	$ 18,000	$ 4,680.00	$ 468.00	$ 425.45	$ 390.00

School Year: | 2024-25

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cutten Elementary School	12-62745-6007736	March 19, 2024	April 8, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate

with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Cutten Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

Plan Description

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

This plan is being used by Cutten Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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:
- Educational partner 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

Educational Partner Involvement

How, when, and with whom did Cutten Elementary 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 educational partner 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.

This section is required for all schools eligible for ATSI and CSI.

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

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Suspension Rate. Alternate to suspension options include: Time spent in office, reteaching of expectations, restorative meetings, counseling, and community service.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Students with disabilities and Hispanic students are 2 performance levels below the "all student" performance. We use our resource room as a testing room, providing trained staff to assist students who have accommodations for testing in their IEPs. We have two Education Specialists on staff, and several paras to support their programs. We have a credentialed teacher who works with our EL students each day, and all of our classroom teachers have a CLAD certification. We have paras in every classroom every day to support students academically and social/emotionally.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	4.36%	2.48%	2.98%	14	8	9
African American	0.31%	0.62%	0.33%	1	2	1
Asian	3.12%	3.11%	3.31%	10	10	10
Filipino	%	0%	%	0	0	
Hispanic/Latino	11.53%	12.42%	14.57%	37	40	44
Pacific Islander	0.31%	0.31%	%	1	1	
White	62.93%	63.35%	62.58%	202	204	189
Two or More Races	17.45%	17.39%	16.23%	56	56	49
Not Reported	%	0.31%	%	0	1	
			Total Enrollment	321	322	302

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 3	72	86	62
Grade 4	85	65	93
Grade 5	96	85	64
Grade 6	68	86	83
Total Enrollment	321	322	302

Conclusions based on this data:

1. Enrollment (overall) has declined since 2022-2023.

2. Our Hispanic/Latino percentage has risen from 2022-2023.

3. Our Asian population has increased slightly since 2021-2022.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	4	7	7	2.5%	1.2%	2.3%
Fluent English Proficient (FEP)	7	7	6	2.2%	2.2%	2.0%
Reclassified Fluent English Proficient (RFEP)				12.5%		

Conclusions based on this data:

1. Our percentage of EL students increased from the 2022-2023 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	69	88	63	69	88	60	69	88	60	100.0	100.0	95.2
Grade 4	85	65	91	84	65	91	84	65	91	98.8	100.0	100
Grade 5	93	84	67	92	83	64	92	83	64	98.9	98.8	95.5
Grade 6	67	86	83	67	86	81	67	86	81	100.0	100.0	97.6
All Grades	314	323	304	312	322	296	312	322	296	99.4	99.7	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2429.	2409.	2411.	18.84	18.18	15.00	31.88	21.59	28.33	34.78	26.14	28.33	14.49	34.09	28.33
Grade 4	2480.	2473.	2464.	22.62	18.46	19.78	35.71	35.38	30.77	23.81	30.77	19.78	17.86	15.38	29.67
Grade 5	2513.	2524.	2511.	22.83	28.92	17.19	42.39	22.89	37.50	11.96	28.92	23.44	22.83	19.28	21.88
Grade 6	2530.	2507.	2536.	11.94	9.30	12.35	37.31	26.74	41.98	34.33	36.05	29.63	16.42	27.91	16.05
All Grades	N/A	N/A	N/A	19.55	18.63	16.22	37.18	26.09	34.80	25.00	30.43	25.00	18.27	24.84	23.99

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.39	14.77	15.00	71.01	61.36	66.67	11.59	23.86	18.33
Grade 4	26.19	24.62	21.98	65.48	64.62	63.74	8.33	10.77	14.29
Grade 5	26.09	25.30	21.88	58.70	66.27	68.75	15.22	8.43	9.38
Grade 6	16.42	9.30	24.69	73.13	56.98	58.02	10.45	33.72	17.28
All Grades	22.12	18.01	21.28	66.35	62.11	63.85	11.54	19.88	14.86

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.80	12.50	1.67	75.36	53.41	70.00	18.84	34.09	28.33
Grade 4	7.14	1.54	8.79	75.00	78.46	64.84	17.86	20.00	26.37
Grade 5	19.57	20.48	17.19	64.13	59.04	65.63	16.30	20.48	17.19
Grade 6	14.93	6.98	8.64	61.19	65.12	64.20	23.88	27.91	27.16
All Grades	12.18	10.87	9.12	68.91	63.04	65.88	18.91	26.09	25.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.14	13.64	8.33	72.46	73.86	73.33	17.39	12.50	18.33
Grade 4	17.86	15.38	10.99	75.00	72.31	79.12	7.14	12.31	9.89
Grade 5	9.78	15.66	10.94	78.26	77.11	78.13	11.96	7.23	10.94
Grade 6	14.93	11.63	16.05	74.63	73.26	72.84	10.45	15.12	11.11
All Grades	13.14	13.98	11.82	75.32	74.22	76.01	11.54	11.80	12.16

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.29	7.95	11.67	65.22	69.32	70.00	14.49	22.73	18.33
Grade 4	14.29	13.85	12.09	78.57	73.85	72.53	7.14	12.31	15.38
Grade 5	11.96	22.89	17.19	71.74	71.08	65.63	16.30	6.02	17.19
Grade 6	11.94	9.30	16.05	74.63	74.42	74.07	13.43	16.28	9.88
All Grades	14.42	13.35	14.19	72.76	72.05	70.95	12.82	14.60	14.86

Conclusions based on this data:

1. The percentage of students at or above standard in reading increased.

2. The overall percentage of students meeting or exceeding the standard increased.

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	27.94	15.91	25.42	52.94	60.23	52.54	19.12	23.86	22.03
Grade 4	21.43	21.54	16.48	55.95	69.23	61.54	22.62	9.23	21.98
Grade 5	16.30	9.76	7.81	60.87	63.41	62.50	22.83	26.83	29.69
Grade 6	17.91	12.79	20.99	61.19	60.47	60.49	20.90	26.74	18.52
Grade 11									
All Grades	20.58	14.64	17.63	57.88	62.93	59.66	21.54	22.43	22.71

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	23.53	19.32	22.03	63.24	70.45	55.93	13.24	10.23	22.03
Grade 4	23.81	29.23	17.58	58.33	61.54	67.03	17.86	9.23	15.38
Grade 5	7.61	17.07	10.94	75.00	62.20	73.44	17.39	20.73	15.63
Grade 6	23.88	8.14	18.52	58.21	70.93	65.43	17.91	20.93	16.05
All Grades	18.97	17.76	17.29	64.31	66.67	65.76	16.72	15.58	16.95

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.65	19.32	20.34	67.65	65.91	52.54	14.71	14.77	27.12
Grade 4	9.52	20.00	17.58	64.29	70.77	69.23	26.19	9.23	13.19
Grade 5	4.35	13.41	7.81	69.57	62.20	79.69	26.09	24.39	12.50
Grade 6	19.40	13.95	17.28	62.69	60.47	69.14	17.91	25.58	13.58
All Grades	11.90	16.51	15.93	66.24	64.49	68.14	21.86	19.00	15.93

Conclusions based on this data:

1. The overall percentage of students at or above standard increased.

2. The percentage of students at or above the standard in the area of problem solving & modeling/data analysis decreased. Students would benefit from instruction and practice on these standards.

3. Each cohort's mean score improved from 22-23 to 23-24.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
All Grades										4	4	4

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Overall Language — Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language — Percentage of Students at Each Performance Level for All Students

3. The overall percentage of students at or above grade level in writing increased slightly, but is still lower than 21-22 scores. Teachers will benefit from professional development in writing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	69	88	63	68	88	59	68	88	59	98.6	100.0	93.7
Grade 4	85	65	91	84	65	91	84	65	91	98.8	100.0	100
Grade 5	93	84	67	92	82	64	92	82	64	98.9	97.6	95.5
Grade 6	67	86	83	67	86	81	67	86	81	100.0	100.0	97.6
All Grades	314	323	304	311	321	295	311	321	295	99.0	99.4	97

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2441.	2433.	2425.	14.71	12.50	15.25	42.65	30.68	40.68	26.47	37.50	22.03	16.18	19.32	22.03
Grade 4	2482.	2496.	2480.	15.48	20.00	14.29	36.90	38.46	32.97	33.33	32.31	38.46	14.29	9.23	14.29
Grade 5	2498.	2500.	2507.	8.70	13.41	9.38	27.17	18.29	29.69	43.48	42.68	40.63	20.65	25.61	20.31
Grade 6	2544.	2525.	2553.	23.88	12.79	23.46	23.88	29.07	33.33	37.31	29.07	24.69	14.93	29.07	18.52
Grade 11															
All Grades	N/A	N/A	N/A	15.11	14.33	15.93	32.48	28.66	33.90	35.69	35.51	31.86	16.72	21.50	18.31

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
302	**44%**	**2.3%**	**0.3%**
Total Number of Students enrolled in Cutten Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	7	2.3%
Foster Youth	1	0.3%
Homeless	12	4%
Socioeconomically Disadvantaged	133	44%
Students with Disabilities	56	18.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.3%
American Indian	9	3%
Asian	10	3.3%
Filipino	0	0.0%
Hispanic	44	14.6%
Two or More Races	49	16.2%
Pacific Islander	0	0.0%
White	189	62.6%

Conclusions based on this data:

1. Our largest student group is White.

2. Our next largest student groups are Hispanic and Two or More Races.

3. 44% of our students are socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Green		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Our Chronic Absenteeism is in the orange - Due to the Covid Pandemic students stayed home more frequently when sick and didn't consistently complete Independent Study Contracts.

2. Our students performed well in Math and ELA. We have focused on math mindset and mathematical practices, as well as implementing the Science of Reading into our classrooms and intervention programs.

3. Our suspension rate is in the orange. We utilize PBIS and Restorative practices. Alternates to suspension are considered when possible.

School and Student Performance Data

Academic Performance
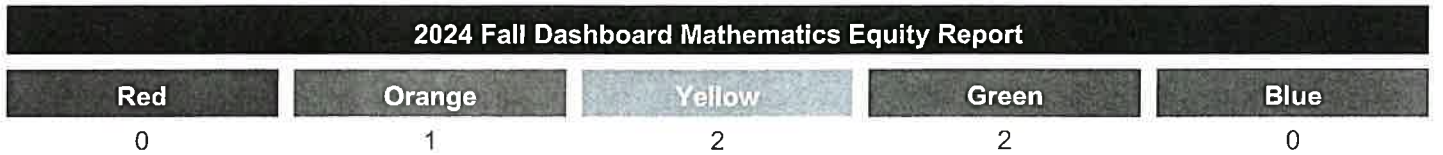## English Language Arts

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	No Performance Color	No Performance Color
2.9 points below standard	Less than 11 Students	0 Students
Increased 3.0 points		
	9 Students	
293 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Less than 11 Students	35.5 points below standard	12.0 points below standard
	Maintained 1.6 points	Increased 4.8 points
2 Students		
	13 Students	134 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
26.4 points below standard	Less than 11 Students	Less than 11 Students
Maintained 0.5 points		
	1 Student	8 Students
63 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Less than 11 Students	0 Students	27.3 points below standard
		Declined 6.9 points
10 Students		
		43 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Green
0.1 points above standard	0 Students	4.1 points above standard
Increased 10.0 points		Increased 3.2 points
48 Students		183 Students

Conclusions based on this data:

1. Our socio-economically disadvantaged students increased their scores by 4.8 points.

2. Our Hispanic students' scores declined by 6.9 points. They would benefit from extra support in ELA. The District is implementing more Science of Reading practices into classrooms and intervention programs. Additionally, we are researching a new spelling curriculum, which will be aligned with the Science of Reading.

3. Overall, our students' scores increased by 3 points.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	2	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	No Performance Color	No Performance Color
7.7 points below standard	Less than 11 Students	0 Students
Increased 4.3 points		
	9 Students	
291 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Less than 11 Students	61.3 points below standard	19.0 points below standard
	Declined 33.5 points	Maintained 1.6 points
2 Students		
	13 Students	132 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
29.5 points below standard	Less than 11 Students	Less than 11 Students
Declined 12.2 points		
	1 Student	8 Students
62 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
Less than 11 Students	0 Students	22.5 points below standard
		Increased 3.1 points
9 Students		
		42 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Green
15.8 points below standard	0 Students	0.9 points below standard
Declined 4.6 points		Increased 7.7 points
48 Students		183 Students

Conclusions based on this data:

1. Overall, our students' math scores increased by 4.3 points, while our students with disabilities and of two or more races declined.

2. Teachers, including education specialists, may benefit from additional professional development in mathematics.

3. Our Hispanic students' scores increased by 3.1 points.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 5 Students	Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. N/A

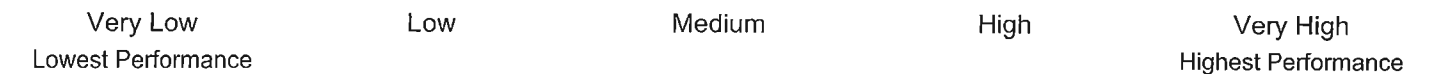2. N/A

3. N/A

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red	Orange	Yellow	Green	Blue

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	No Performance Color	No Performance Color
17.5% Chronically Absent	Fewer than 11 students - data not displayed for privacy	0 Students
Maintained 0.3	8 Students	
308 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	35.3% Chronically Absent	24.5% Chronically Absent
3 Students	Declined 3.2	Declined 6.5
	17 Students	143 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
20.6% Chronically Absent	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Declined 4	1 Student	8 Students
63 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
Fewer than 11 students - data not displayed for privacy	0 Students	27.7% Chronically Absent
10 Students		Increased 9.5
		47 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Orange
17% Chronically Absent	0 Students	15.9% Chronically Absent
Declined 7.2		Increased 1.3
53 Students		189 Students

Conclusions based on this data:

1. Covid has impacted attendance.

2. Overall, we had high absenteeism in almost all areas.

3. Our socioeconomically disadvantaged students' absenteeism improved. The school employs a full time social worker who supports students and families, as well as provides attendance incentives for students who may benefit from them.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data
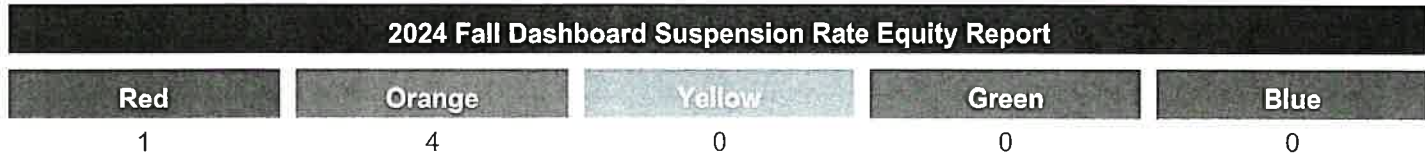
Conditions & Climate
Suspension Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	4	0	0	0

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	No Performance Color	No Performance Color
2.6% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0 Students
Increased 2%	9 Students	
311 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	5.9% suspended at least one day	4.1% suspended at least one day
3 Students	Declined 1.8%	Increased 2.9%
	17 Students	146 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
6.3% suspended at least one day	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Increased 3.2%	1 Student	8 Students
64 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	0 Students	4.2% suspended at least one day
10 Students		Increased 4.2%
		48 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Orange
1.9% suspended at least one day	0 Students	1.6% suspended at least one day
Increased 1.9%		Increased 1.6%
54 Students		190 Students

Conclusions based on this data:

1. While our overall suspension rate is low, students with disabilities were suspended at a higher rate. Those students will benefit from Restorative Practices.

2. Our students who are Hispanic and Two or More Races were suspended at a higher rate this year.

3. Teachers, administrators, and classified staff benefit from Restorative Practices and PBIS training.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Student Achievement
Increase achievement levels for all students and each student group, improving the foundation for college and career readiness and preparing students for success.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal #1

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

This goal supports our mission statement and reflects input from educational partners. Meets state priorities 1, 2, 4, 7, 8

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
M1.1 Number of highly qualified teachers and appropriate teacher assignments. Priority 1, 2	100% highly qualified, appropriate teacher assignments.	Maintain 100% highly qualified, appropriate teacher assignments.
M1.2 Local multiple measures of student achievement. Priority 8	2020 Second Trimester results - "progressing" or "met" Reading, 73% Writing, 67% Mathematics, 79% 2021 Second Trimester results-"progressing' or 'met' Reading, 71% Writing, 71% Math, 83% 2022-2023 Second Trimester results- "progressing' or 'met' Reading, 66% Writing, 71% Math, 82%	Second trimester results - "progressing" or "met" Maintain Reading,73% Increase Writing, 70% Maintain Mathematics, 79%
M1.3 A broad course of study provided to all students. Priority 7	100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math,	Maintain 100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math,

	history/ social science, science, the arts, health, and physical education.	history/social science, science, the arts, health, and physical education.
M1.4 CAASPP scores-reduce the gaps in achievement. Priority 4.	Met/Exceeded in 2019/20: ELA All students: 52% SED: 43% SWD: 24% Hispanic: 38% White: 56% MATHEMATICS All students: 43% SED: 33% SWD: 26% Hispanic: 34% White: 50% Data not available. No testing in the Spring of 2020/21. See local data in M1.2. Met/Exceed in 2021-2022: ELA All students: 56.73% SED: 46.51% SWD: 27% Hispanic: 48.57% White: 60.81% Met/Exceed in 2021-2022: MATHEMATICS All students: 47.59% SED: 40.31% SWD: 38.63% Hispanic: 40% White: 52% Met/Exceed in 2022-2023: ELA All students: 44% SED: 43% SWD: 34% Hispanic: 38% White: 48% Met/Exceed in 2022-2023: MATHEMATICS All students: 43% SED: 41% SWD: 45% Hispanic: 26% White: 46%	Meet/Exceed in 2024: ELA All students: 55% SED: 46% SWD: 27% Hispanic: 41% White: 53% MATHEMATICS All students: 46% SED: 36% SWD: 29% Hispanic: 37% White: 53%
M1.5 CA Dashboard ELA Achievement Rating, grades 3-6: increase by at least 3 points. Priority 4	2020 achievement ratings: All students: 4.8 SED: -10.4 SWD: -56.7 Hispanic: -15.2 White: 14.1	All students: 10.8 SED: -4.4 SWD: -44.7 Hispanic: -3.2 White: 20.1

	Data not available. No testing in the Spring of 2021. See local data in M1.2. 2022 achievement ratings: All students: 4.6 SED: -3.1 SWD: -48.9 Hispanic: -2.5 White: 9.7 2023 achievement ratings: All students: -5.9 SED: -16.7 SWD: -26.9 Hispanic: -20.4 White: .9	
M1.6 CA Dashboard Mathematics Achievement Rating, grades 3-6. Priority 4	2020 achievement ratings: All students: -11.3 SED: -29.1 SWD: -68.1 Hispanic: -34.6 White: -1.7 Data not available. No testing in the Spring of 2021. See local data in M1.2. 2022 achievement ratings: All students: -10.5 SED: -25.1 SWD: -36.4 Hispanic: -26.1 White: -.8 2023 achievement ratings: All students: -12 SED: -17.4 SWD: -17.3 Hispanic: -25.6 White: -8.5	All students: -5.3 SED: -23.1 SWD: -62.1 Hispanic: -28.6 White: 4.3
M1.7 5th grade Science California Science Test scores. Priority 4	Met/Exceeded in 2020: All students 36.14% SED: 27.03% SWD: 13.34% Hispanic: 28.57% White: 44.23% Data not available. No testing in the Spring of 2021. Met/Exceeded in 2022: SCIENCE	Meet/Exceed in 2024: All students 42% SED: 33% SWD: 19% Hispanic: 35% White: 50%

	All students 29.45% SED: 18.50% SWD: 8.36% Hispanic:18.26% White: 44.25% Met/Exceeded in 2023: SCIENCE All students 48% SED: 47% SWD: 36 % Hispanic: N/A White: 51%	
M1.8 Class size. Priority 4	Class size 24:1 or less, grades TK-3; 28 or less, 4-6	Class size 24:1 or less, grades TK-3; 28 or less, 4-6
M1.9 Percentage of English learner pupils making progress toward English proficiency. Priority 4	ELPAC reporting by state board. Data is suppressed because 10 or fewer students were tested in 2019-2020. In 2020-2021 15 students in program and in 2021-22, 12 students. ELPAC data shows 71% of the students improved from the 2020-2021 to the 2021-2022 school year. ELPAC data suppressed because 10 fewer students were tested in 2022-23.	If student population increases, data will be reported, and desired outcome will be as follows: Students testing at Level 3 on the ELPAC will be reclassified as fluent within two years of first testing at Level 3.
M1.10 Grade 5 physical fitness scores. Priority 8	Students' HFZ (2018 -19): Aerobic Capacity: 66.3% Body Composition: 61.6% Abdominal Strength: 89.5% Trunk Extension Strength: 96.5% Upper Body Strength: 47.7% Flexibility: 86.0% Students' HFZ (2021-2022): Aerobic Capacity: 81.7% Body Composition: Not taken this year Abdominal Strength: 90.3% Trunk Extension Strength: 100% Upper Body Strength: 66.7% Flexibility: 91.4% Students' HFZ (2022-2023): 100 % Participation Aerobic Capacity: 64% Body Composition: Not taken this year Abdominal Strength: 75% Trunk Extension Strength: 93% Upper Body Strength: 46% Flexibility: 80%	Students' HFZ: Aerobic Capacity: 68.3% Body Composition: 63.6% Abdominal Strength: 91.5% Trunk Extension Strength: 96.5%(maintain) Upper Body Strength:49.7% Flexibility: 88.0%

| M1.11 Implementation of State Standards and Professional Development by certificated staff. Priority 2. | 2019-2020
a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates:
EngLangArts: 4.14,
EngLangDev 2.62,
Math 4.10,
NGSScience 4.10,
Hist/Soc Science 3.38
b) Two full days of professional development by each teacher.

2021-2022
a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates:
EngLangArts: 4.32,
EngLangDev 3.18,
Math 4.86,
NGSScience 4.36,
Hist/Soc Science 3.23
b). 5 full days of professional development by each teacher.

2022-23
a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates:
EngLangArts: 3.93
EngLangDev 3.33,
Math 4.46,
NGSScience 2.93,
Hist/Soc Science 2.13
b). 5 full days o fprofessionaldevelopment by each teacher

2023-24
a). Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates:
EngLangArts: 4.05
EngLangDev 2.94,
Math 4.78,
NGSScience 3.17
Hist/Soc Science 2.67
b). 5 full days of professionaldevelopment by each teacher | a) Increase implementation by .10 each year in each content area.
b) Maintain two full days of professional development for each teacher. |
| M1.12 Arts integration self reported staff survey. Priority 2, 7 | Baseline scores to be determined 2021-2022
a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: VAPA 3.68 | Desired outcome for 2023-24 will be identified when baseline is determined. |

	2022-23 a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: VAPA 3.53 2023-24 a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: VAPA 3.67	
M1.13 Participation rates in music opportunities. Priority 2, 7	100% students receiving music instruction.	Maintain 100% of students receiving music instruction.
M 1.14 English learner access to the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency. Priority 2	All English learner pupils have access to the CCSS and ELD standards, aligned to current adopted curriculum: Engage National Geographic ELA, Fountas & Pinnell, and Rosetta Stone.	Maintain full access to the CCSS and ELD standards for English learner pupils.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 Teacher Assignment a. All students taught by highly qualified certificated teachers no misassignments; employ administrator staffing sufficient to support the school program b. Provide induction support as needed through NCTIP c. Classroom supplies; $300 per classroom	All Students	3,354,779.00 LCFF 1000-1999: Certificated Personnel Salaries
1.2	1.2 ELA and Math Intervention Provide Tier 2 RTI / Targeted Intervention Program (TIP) and Math Assistance Program (MAP), including program oversight and training, and purchase research--based curriculum and assessment. a. 0.50 FTE Classified Coordinator - Cutten School b. 0.60 FTE Classified Coordinator - Ridgewood School c. 0.50 hour daily x 25 instructional aides for 1:1 or small group direct instruction d. Assessment/instructional materials	All Students	92,392.00 LCFF
1.3	1.3 Special Education Resource Program and Speech & Language Services Provide special education and speech and language services. a. 2.0 FTE resource teacher salary b. 1.0 FTE speech and language pathologist c. 1.0 FTE speech and language pathologist assistant	All Students	522,421.00 Special Education

	d. 3.56 FTE Special Education Assistants e. Assessment and curriculum materials		
1.4	1.4 Special Day Class Maintain TK - 2 Special Day Class at Ridgewood School. a. Special Day Class teacher b. 1.025 FTE Special Day Class aides	All Students	130,790.00 Special Education
1.5	1.5 Instructional Aides Maintain instructional aides in every classroom to support all students 2.5 hours daily. a. 9.375 FTE instructional aides	All Students	263,389.00 Title I
1.6	1.6 Instructional Aide Support Instructional aides to provide support specifically for unduplicated student groups a. .75 FTE Instructional aides	All Students	6,345.00 LCFF
1.7	1.7 GATE Services Provide GATE services, grades 4 through -6 a. 0.30 FTE Teacher b. Materials	All Students	20,204.00
1.8	1.8 Student to Teacher/Instructional Aide Ratio Support opportunities for differentiation to provide appropriate instruction for the low-income student population that is underperforming by decreasing student to teacher and instructional aide ratio. a. 1.0 FTE classroom teacher: maintain average class sizes of 28:1, grades 4 – 6 b. 0.375 FTE instructional aide	All Students	134,765.00 LCFF
1.9	1.9 Music Education Provide music instruction to all students. a. .75 FTE certificated music teacher b. Materials and supplies	All Students	72,763.00
1.10	1.10 Music Education Music education for students identified in the unduplicated group to provide an opportunity to access music education that is not otherwise available. a. .25 FTE certificated music teacher	All Students	23,088.00 LCFF
1.11	1.11 Next Generation Science Standards Implement Next Generation Science Standards. a. Purchase NGSS curriculum materials b. Provide training to implement new curriculum c. Provide substitutes for teacher team collaboration	All Students	00.00

1.12	1.12 Arts Education Integrate and strengthen arts instruction across the curriculum. a. Hire a part time 0.5 FTE arts instructor b. Provide professional development c. Participate in arts collaborative with the COE	All Students	43,440.00
1.13	1.13 Technology and Infrastructure Ensure that the District's technology and infrastructure are maintained and up to date. a. Maintain 0.80 FTE District Technology Coordinator b. Replace obsolete and aging devices c. Provide IT support for infrastructure (consultant)	All Students	55,472.00
1.14	1.14 Summer School Provide summer school to under-performing students to mitigate learning loss. a. certificated staff b. classified staff c. administrator d. curriculum and materials	All Students	183,202.00
1.15	1.15 Devices for Student Groups Provide devices / apps for unduplicated count students to support classroom learning and TIP. a. Purchase 50 Chromebooks for loan to unduplicated students b. Hotspot subscriptions to provide Internet connectivity for unduplicated students.	All Students	5,950.00 LCFF
1.17	1.17 Leadership Team Evaluate, monitor, and modify formative and summative multiple measures assessment tools; facilitate high quality professional development; and research state standards curriculum and instruction to support effective teaching and student achievement. a. Leadership Team Stipend b. Assessment tools (Fountas & Pinnell benchmark kits, STAR Reading and Math, etc.) c. Professional development presenter fees, materials, subscriptions, and registration fees	All Students	25,000.00
1.18	1.18 Library Staffing 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	All Students	98,556.00 LCFF
1.19	1.19 Language Development Support Provide instructional materials for English Learners, Re-designated Fluent English-speaking,	All Students	11,000.00 LCFF

	and students with language deficits as determined by individual need. a. ELPAC coordinator b. Instructional materials		
1.20	1.20 Classroom Funds Support student learning with classroom funds. a. Provide teachers with a yearly allowance.	All Students	15,000.00

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All programs were implemented except for the ELA/Math TIP program coordinator at Cutten.

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

All programs were implemented except for the ELA/Math TIP program coordinator at Cutten in the school years of 2021-2023.

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

We added an ELA/Math TIP coordinator at Cutten in the 2023-24 school year.
Overall, SED, SWD improved on both ELA/Math CAASPP scores. All groups improved on Science CAASPP scores. (Measures 1.5,1.6,1.7)

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Safe and Welcoming Environment
Ensure a high level of student, family, and community involvement in a safe, inclusive, and welcoming learning environment where the academic and social/emotional well being for each student is emphasized through a multi-tiered system of supports.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal #2

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

This goal supports our mission statement and reflects input from stakeholders. Meets state priorities 1, 3, 5, 6

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
M2.1 Suspension / expulsion rates Priority 6	2019/20 suspension data: Five students suspended, of an enrollment of 626. All students: .8% SED: 1.0% SWD: 2.9% Hispanic: 2.2% American Indian: 0.0% White: 0.3% Two or more races:1.2% Expulsion rate = 0% 2021/2022 suspension data: 7 students suspended, of an enrollment of 551. All students: 1.3% SED: 2.3% SWD: 1.4% Hispanic: 2.9% American Indian: 1.4% White: 5.7% Two or more races: 0.0% Expulsion rate = 0% 2022-2023 Suspension data at P2: 4 students suspended, of anenrollment of 561 All students: .7% SED: 1.9% SWD: 1.9% Hispanic: 0% American Indian: 2.8% White: 2.8% Two or more races:0% Expulsion rate = 0% 2023-2024 Suspension data at P2: 7 students suspended, of an enrollment of 563 All students: 1.2 % SED: N/A % SWD:4.3% Hispanic: 1.4% American Indian: 4.3% White: 2.9% Two or more races: 0% Expulsion rate = 0%	Maintain or decrease all student suspension rate from .8%. All student groups suspension rate maintained or declined from baseline
M2.2 School Safety and Connectedness of students, staff, and parents. Priority 6	2019/20 42% response rate (32 of 77 fifth grade students) School connectedness 81%; Academic motivation 75%; Caring adult relationships 74%; High expectations 90%; Meaningful participation 39%;	Increase response rate to 70% School connectedness 85%; Academic motivation 80%; Caring adult relationships 80%; High expectations 90%; Meaningful participation 75%; Feel safe at school 92%;

	Feel safe at school 92%; Students well behaved 52%; Students treated fairly when break school rules 64%; Students treated with respect 96% Reference survey data@wested.org Parents responding positively to the following: School safety: 94% Connectedness: 98% Staff responding positively to the following: School safety: 96% Connectedness: 100% 2021/2022 Reference survey data@wested.org Data collected every other year. 2022-23 68% response rate (58 of 85 fifth grade students) School connectedness 79%; Academic motivation 86%; Caring adult relationships 79%; High expectations 86%; Meaningful participation 44%; Feel safe at school 86%; Students well behaved 50%; Students treated fairly when break school rules 64%; Students treated with respect 83% Reference survey data@wested.org 2021-2022 Parents respondingpositively to schoolsafety and connectedness on the LCAP survey. Staff respondingpositively to the following: School connectedness:88.3% 2023-24 53% response rate (35 of 67 fifth grade students) School connectedness 79%; Academic motivation 86%; Caring adult relationships 82%; High expectations 88%; Meaningful participation 52%; Feel safe at school 91%; Students well behaved 52%; Students treated fairly when break school rules 61%; Students treated with respect 88% Reference survey data@wested.org Parent/Staff responding positively to school safety and connectedness on the LCAP survey. School Safety: 97% Connectedness: 96%	Students well behaved 70%; Students treated fairly when break school rules 70%; Students treated with respect 96% Parents responding positively to the following: School safety: 94% Connectedness: 98% Staff responding positively to the following: School safety: 96% Connectedness: 100%

	Staff responding positively to the following: School Safety: 96% School connectedness:100%	
M2.3 Facility Inspection Tool. Priority 1	"good" or "excellent" standards per FIT reports	Maintain "good" or "excellent" standards per FIT reports
M2.4 Williams Report: Every pupil has sufficient access to standards-aligned instructional materials. Priority 1	Every pupil in the school district has sufficient access to standards-aligned instructional materials. No Williams Act complaints.	Maintain sufficient instructional materials for all pupils and "no complaints" status per Williams Act.
M 2.5 Custodian staffing levels. Priority 6	Custodial and maintenance staffing levels at 3.92 FTE.	Maintain 2021-22 staffing levels.
M2.6 Attendance rates. Priority 3, 5	Attendance rate at 2020 P2: 96.37%. Attendance rate at 2021 P2: 95.54%. Attendance rate at 2023 P2: 92.81%	Maintain or increase attendance rate at P2 96%.
M2.7 Chronic absenteeism rate. Priority 5	Chronic absence rate at 2020 P2: 7.33%. Chronic absence rate at 2021 P2: 7.87%. Chronic absence rate 2022 P2: for Hispanic 21.4% and SWD 26.1%. Corrected data for 2022 EOY: 13.1% Chronic absence rate at 2023 P2:15%. Corrected EOY 20.7%.	Chronic absence rate at 2020 P2: 7%.
M2.8 Parent / guardian participation and decision making opportunities for all students, including unduplicated students, for the school district and each individual school site. Priority 3	2019/20: Parent / Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 151 Student survey responses (3rd-6th): 228 (71%) Participation in IEPs: 100% LCAP community meeting: 20 participants School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil. 2021/22 Parent / Guardian participation rates, all groups: Parent/teacher conference rate:98% Parent survey/input responses: 42 on ESSER III Input survey Student survey responses (3rd-6th): 211 (66%) Participation in IEPs: 100%	Maintain Parent /Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 175 Student survey responses (3rd-6th): 75% Participation in IEPs: 100% LCAP community meeting attendance: 50 participants School Site Council membership: 5 parents (full representation) with at least one parent of unduplicated pupil.

	LCAP community meeting: used school site council and board meetings as input meetings this year. School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil. 2022/23 Parent / Guardian participation rates, all groups: Parent/teacher conference rate:98% Parent survey/input responses: 41 % on LCAP Input survey Student survey responses (3rd-6th): 211 (66%) Participation in IEPs: 100% LCAP community meeting: used 1 LCAP specific meeting, school site council and board meetings as input meetings this year. School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil.	
M2.9 School meals served. Priority 5	School meals served at 2020 P2: Total lunches.....26,283 Total breakfasts....6,028 School meals served at 2021 P2: Total lunches.....52,414 Total breakfasts.....8,691 School meals served at 2023 P2: Total lunches.....51,385 Total breakfasts.....18,819 Aferschool Program Snack...7,501 School meals served at 2024 P2: Total lunches.....47,537 Total breakfasts.....21,541 Aferschool Program Snack...10,227	Maintain or increase school meals served at 2020 P2: Total lunches........26,283 Total breakfasts......6,028
M2.10 Ventilation and heating in classrooms. Priority 1	Replace 9 unit heaters at Ridgewood School and 13 at Cutten School. Install ventilation systems and thermostats. 2021 Replaced 9 unit heaters at Ridgewood School and in the process of installing 13 at Cutten School. 9 ventilation systems and thermostats fully installed at Ridgewood and 13 at Cutten.	All classrooms and common spaces at both schools have safe and adequate heating and ventilation.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Social Work and/or Behavioral Services Provide school social work and/or behavioral services. a. .80 FTE School Social Worker	All Students	87,793.00
2.2	2.2 Social Work Services to Unduplicated Count Students Focus school social work services on unduplicated count students. a. 1.0 FTE Certificated School Social Worker	All Students	85,964.00 LCFF
2.3	2.3 School Climate Team and PBIS Maintain district-wide Positive Behavior Support System - PBIS. a. Facilitator stipend b. Team stipends c. Professional development d. Classroom aide training	All Students	12,000.00
2.4	2.4 Heating and Ventilation Upgrade Replace unit heaters with mini-split electrical and ventialtion units. Install bi-polar ionization devices. a. Phase 1 Ridgewood School b. Phase 2 Cutten School, part 1 c. Phase 3 Cutten School, part 2 d. Electrical upgrade at Cutten School	All Students	297,958.00
2.5	2.5 Maintenance/Custodial Staff and Resources Provide adequate maintenance/custodial staff and resources. a. 3.92 FTE Maintenance/custodial staff b. Supplies c. Repairs	All Students	397,451.00
2.6	2.6 Equipment and Supplies Other Than Curriculum Purchase equipment and supplies necessary to adequately support classrooms (other than curriculum materials). a. Classroom supplies b. Classroom desks	All Students	30,000
2.7	2.7 Facility Deferred Maintenance Plan for deferred maintenance projects. a. Cutten School Fencing b. Cutten kitchen improvements c. Cutten Community building remodel	All Students	00.00
2.8	2.8 Support Services to Parents	All Students	2,000.00

	Provide services to support parents/guardian attending parent education, informational meetings, school events, and in volunteering at school. a. Child care b. Trainer / Interpreter fees c. Meeting supplies			LCFF
2.9	2.9 Communication with Parents Communicate effectively with parents/guardians through website, mass notification system, telephone, mailings, and meetings. a. 1.29 FTE school secretaries -support for all school functions; frequently first point of community contact (exclusive of salary attributed to transportation & cafeteria). b. SchoolWise student information system c. SchoolWise mass notification system d. Remind App communication subscription	All Students		124,181.00
2.10	2.10 Enhance School Meal Program a. District contribution	All Students		00.00
2.11	2.11 Bus Transportation 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	All Students		53,769.00
2.12	2-.12 Decrease Suspension Rate a. .10 FTE Social Worker b. Incentives	All Students		11,975.00
2.13	2.13 Decrease Chronic Absenteeism a. .10 FTE School Social Worker b. Parent education c. Materials d. Incentives	All Students		13,025.00 LCFF
2.14	2.14 Bus transportation service for Low -Income Students. Provide a safe and reliable means of transportation to and from school for low-income students. a. .75 FTE Bus driver	All Students		188,106.00 LCFF
2.15	2.15 Student Council Maintain fifth and sixth grade Student Council at Cutten. a. Advisor stipend b. Materials & supplies c. Field trips	All Students		1,705.00

2.16	2.16 Career Exploration and Cultural Events to Build School Connections. 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	All Students	2,500.00 LCFF
2.17	2.17 Attendance and Parent Education Support Provide opportunities for parent and school partnership to improve attendance and parent involvement through a systems approach. a. .20 FTE Administrator	All Students	21,228.00 LCFF
2.18	2.18 Counseling Services 1:1 counseling services for identified students a. 0.65 FTE classified counselor	All Students	6,200.00

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and 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, Muti-tiered Systems of Support, and school social worker 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.

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

All implentations have budget expenditures attached.

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.

Ridgewood School was identified for Additional Targeted Support and Improvement (ATSI) based on the 2022 Dashboard. The Hispanic and Students with Disabilities student groups were eligible because all indicators were in the lowest performance category with one indicator in another category. These student groups only have two indicators: Absenteeism (Hispanic 21.4% and SwD 26.1%) and Suspension (SWD: 1.4% Hispanic: 2.9% suspended at least one day). Neither group is in the lowest or low category for suspension, so the school is focusing on absenteeism. Although not identified for ATSI, our Homeless student group has a similar chronic absenteeism rate of 40%. Given that the overall 'All' student performance level was 19.8% rate for chronic absenteeism, the school is focusing on attendance. Already, during the 2023-2024 school year, it should be noted that attendance is improving. The school is using PBIS strategies to reinforce desired behavior and evidence-based interventions such as check-in checkout for students that are at risk of chronic absenteeism. The school is also using the SARB process for students that are continuing to have attendance problems. This includes developing a positive relationship with the family and providing support identified through the SARB process. For example: at home pickup, morning phone calls when children are absent, analysis of the bus schedule to ensure easy access for pick up locations.
Resource inequity analysis identified that students with economic barriers do receive support through gas vouchers; however, the process for this might be streamlined. Overall, the approach to supporting attendance is equitable and individualized as appropriate to meet the needs of students as described above. A specific measurement for the Chronic

Absenteeism metric will be added to metric 2.7 for Hispanics and Students with Disabilities groups based on ATSI identification to allow for closely monitoring support in this area for these students.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$18,582.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$6,394,411.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	$263,389.00

Subtotal of additional federal funds included for this school: $263,389.00

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 ($)
	$1,438,113.00
LCFF	$4,039,698.00
Special Education	$653,211.00

Subtotal of state or local funds included for this school: $6,131,022.00

Total of federal, state, and/or local funds for this school: $6,394,411.00

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

Expenditures by Funding Source

Funding Source	Amount
	1,438,113.00
LCFF	4,039,698.00
Special Education	653,211.00
Title I	263,389.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,335,855.00
1000-1999: Certificated Personnel Salaries	3,354,779.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		1,438,113.00
	LCFF	684,919.00
1000-1999: Certificated Personnel Salaries	LCFF	3,354,779.00
	Special Education	653,211.00
	Title I	263,389.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,058,556.00
Goal 2	1,335,855.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Annette Sligh	Principal
Shandi Ashmore	Classroom Teacher
Melissa Seymour	Classroom Teacher
Chara Troyer	Classroom Teacher
Tina Standish	Classroom Teacher
Morgan McMahon	Parent or Community Member
Carissa Carsey	Parent or Community Member
Nancy Corran	Parent or Community Member
Sean Galt	Parent or Community Member
Teresa McGinnis	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, Darcie Rutter on
SSC Chairperson, Tina Standish on

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description
Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

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

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

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

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

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- Time-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

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

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

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

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

II.   The SPSA shall include the following:
    A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
    B.   Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
   a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
   b. Use methods and instructional strategies that:
      i. Strengthen the academic program in the school,
      ii. Increase the amount and quality of learning time, and
      iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      i. Strategies to improve students' skills outside the academic subject areas;
      ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:

    1. Ensure that those students' difficulties are identified on a timely basis; and

    2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

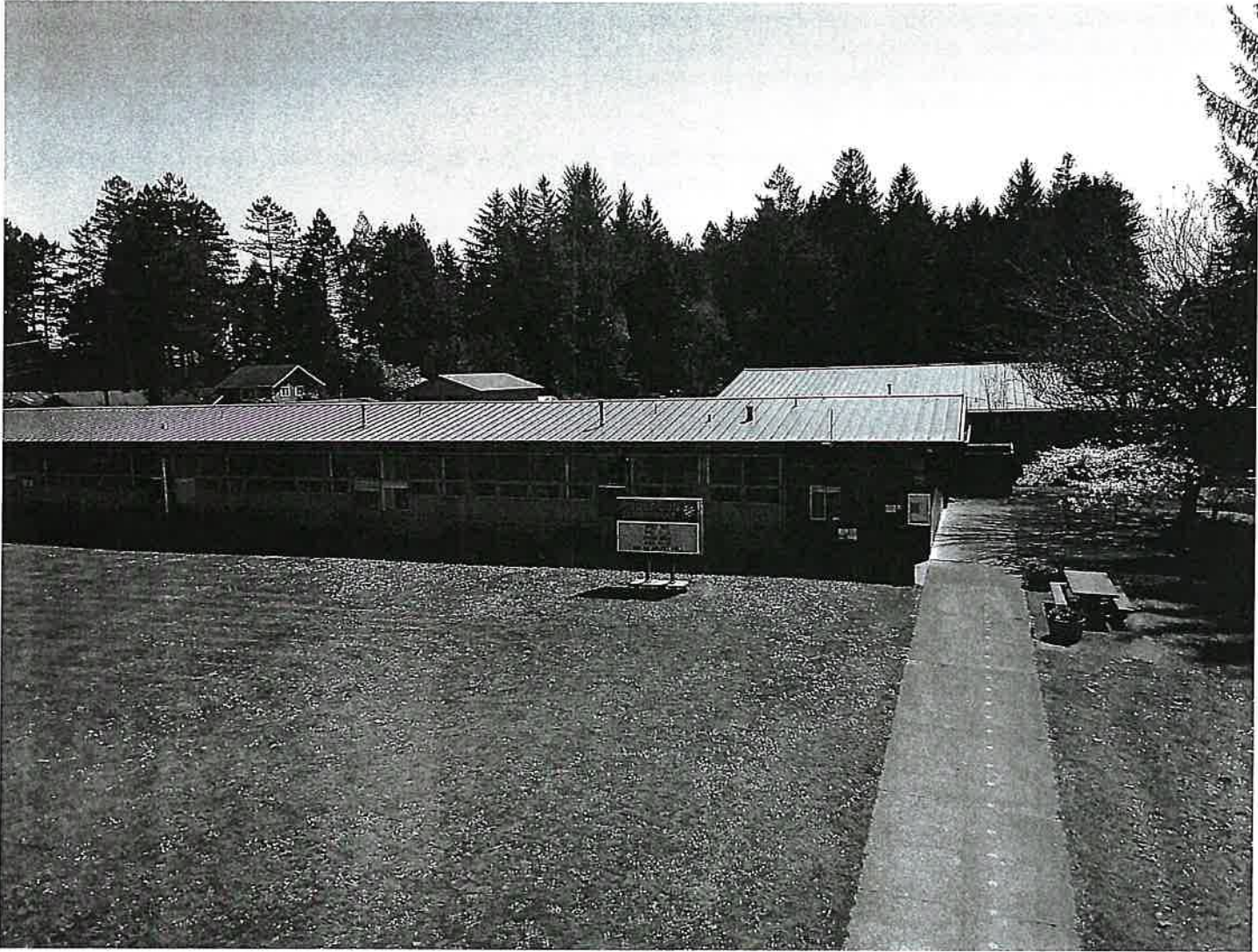**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):
  https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**:
  https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
  https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar:
  https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts:
  https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ridgewood Elementary School	12-62745-6007744	March 19, 2024	April 8, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in

support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Ridgewood Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

Plan Description

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

This plan is being used by Ridgewood Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

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:
- Educational partner 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

Educational Partner Involvement

How, when, and with whom did Ridgewood Elementary 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 educational partner 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.

This section is required for all schools eligible for ATSI and CSI.

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 to address learning loss
2. Support social-emotional learning
3. Professional development in mathematics
4. Increased academic enrichment opportunities

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Suspension Rate: Alternate to supsension options inclued: Time spent in office, reteaching expectations, restorative meetings, and counseling.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Socioeconomically Disadvantaged students is one group with a performance level below the "alll student" performance. We have paras in every classroom, every day to support students academically and social/emotionally. We have a pullout intervention program to assist with reading for all grade levels.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	2.95%	2.08%	3.09%	7	5	8
African American	0.42%	0%	%	1	0	
Asian	4.22%	3.33%	4.25%	10	8	11
Filipino	%	0%	%	0	0	
Hispanic/Latino	16.88%	17.5%	18.15%	40	42	47
Pacific Islander	0.42%	0.83%	0.39%	1	2	1
White	59.07%	62.08%	60.23%	140	149	156
Two or More Races	16.03%	13.75%	13.51%	38	33	35
Not Reported	%	0.42%	0.39%	0	1	1
			Total Enrollment	237	240	259

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	82	107	83
Grade 1	63	69	77
Grade 2	92	64	67
Total Enrollment	237	240	259

Conclusions based on this data:

1. Enrollment (overall and subgroups) has increased slightly from the 2020-2021 school year.

2. Kindergarten enrollment maintained, 1st grade increased slightly and 2nd grade decreased by almost 30 students.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	8	4	13	2.7%	3.4%	5.0%
Fluent English Proficient (FEP)	8	4	7	1.5%	3.4%	2.7%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. Our percentage of EL students increased since the 2021-22 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Conclusions based on this data:

1. Students in grades TK-2 do not participate in CAASPP testing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11															
All Grades	N/A	N/A	N/A												

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11									
All Grades									

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Conclusions based on this data:

1. Students in grades TK-2 do not participate in CAASPP testing.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	6	7
1	*	*	*	*	*	*	*	*	*	*	*	4
2	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										4	8	12

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	16.67	*	*	33.33	*	*	33.33	*	*	16.67	*	*	12

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	16.67	*	*	50.00	*	*	25.00	*	*	8.33	*	*	12

Oral Language
Percentage of Students at Each Performance Level for All Students

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	8.33	*	*	25.00	*	*	25.00	*	*	41.67	*	*	12

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	16.67	*	*	66.67	*	*	16.67	*	*	12

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	33.33	*	*	58.33	*	*	8.33	*	*	12

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	8.33	*	*	50.00	*	*	41.67	*	*	12

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	16.67	*	*	50.00	*	*	33.33	*	*	12

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
259	**51.4%**	**5%**	**0.8%**
Total Number of Students enrolled in Ridgewood Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	13	5%
Foster Youth	2	0.8%
Homeless	10	3.9%
Socioeconomically Disadvantaged	133	51.4%
Students with Disabilities	26	10%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	0	0.0%
American Indian	8	3.1%
Asian	11	4.2%
Filipino	0	0.0%
Hispanic	47	18.1%
Two or More Races	35	13.5%
Pacific Islander	1	0.4%
White	156	60.2%

Conclusions based on this data:

1. Our largest population is white; hispanic and two or more races are our next highest populations.

2. 51.4% of our students are socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Yellow		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Students in grades TK-2 do not participate in CAASPP testing.

2. Chronic Absenteeism is in the Yellow.

3. Using incentive programs to help increase attendance.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Red	Orange	Yellow	Green	Blue

Lowest Performance

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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

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

All Students	**English Learners**	**Long-Term English Learners**
Yellow	No Performance Color	No Performance Color
18.7 points below standard	0 Students	0 Students
Increased 4.4 points		
67 Students		

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

Conclusions based on this data:

1. The percentage for all students increased by 4.4 points.

2. Populations in other areas are insufficient to indicate a performance color.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	No Performance Color	No Performance Color
8.7 points below standard	0 Students	0 Students
Declined 7.7 points		
67 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

Conclusions based on this data:

1. The performance for all students has decreased 7.7 points.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 5 Students	Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. Due to low numbers there is no performance level available.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

Conclusions based on this data:

1. No data available.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	No Performance Color	No Performance Color
19.8% Chronically Absent	38.5% Chronically Absent	0 Students
Declined 4.9	Declined 7	
268 Students	13 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	40% Chronically Absent	27.5% Chronically Absent
5 Students	Increased 3.6	Declined 2
	20 Students	153 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
19.4% Chronically Absent	0 Students	Fewer than 11 students - data not displayed for privacy
Declined 22.7		10 Students
36 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
27.3% Chronically Absent	0 Students	29.2% Chronically Absent
0		Declined 9.5
11 Students		48 Students

Two or More Races	Pacific Islander	White
Red	No Performance Color	Yellow
24.3% Chronically Absent	Fewer than 11 students - data not displayed for privacy	14.9% Chronically Absent
Increased 3.7	1 Student	Declined 7.5
37 Students		161 Students

Conclusions based on this data:

1. As a school site our chronic absenteeism is high at 19.8% with a decline of 4.9.

2. Students with disabilities (19.4% Chronically Absent) and Hispanic students (29.2% Chronically Absent) were identified for Additional Targeted Support and Improvement in chronic absenteeism. Ilness has impacted attendance.

3. School is using support strategies, SART and SARB process to increase attendance.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

Conclusions based on this data:

1. Data not available.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	1	2

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	No Performance Color	No Performance Color
1.1% suspended at least one day	0% suspended at least one day	0 Students
Declined 0.5%	Maintained 0%	
268 Students	13 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	0% suspended at least one day	1.3% suspended at least one day
5 Students	Maintained 0%	Declined 0.4%
	20 Students	153 Students

Students with Disabilities	African American	American Indian
Blue	No Performance Color	No Performance Color
0% suspended at least one day	0 Students	Fewer than 11 students - data not displayed for privacy
Declined 2.6%		10 Students
36 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
0% suspended at least one day	0 Students	2.1% suspended at least one day
11 Students		Increased 2.1%
		48 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Blue
2.7% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0.6% suspended at least one day
Maintained 0.2%	1 Student	Declined 1.3%
37 Students		161 Students

Conclusions based on this data:

1. While our overall suspension rate is low, students with two or more races were suspended at a higher rate.

2. Those students will benefit from restorative practices.

3. The school has had training on trauma informed and restorative practices.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Student Achievement**
> Increase achievement levels for all students and each student group, improving the foundation for college and career readiness and preparing students for success.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LCAP Goal #1

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> This goal supports our mission statement and reflects input from stakeholders. Meets state priorities 1, 2, 4, 7, 8

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
M1.1 Number of highly qualified teachers and appropriate teacher assignments. Priority 1, 2	100% highly qualified, appropriate teacher assignments.	Maintain 100% highly qualified, appropriate teacher assignments.
M1.2 Local multiple measures of student achievement. Priority 8	2020 Second Trimester results - "progressing" or "met" Reading, 73% Writing, 67% Mathematics, 79% 2021 Second Trimester results-"progressing' or 'met' Reading, 71% Writing, 71% Math, 83% 2022-2023 Second Trimester results- "progressing' or 'met' Reading, 66% Writing, 71% Math, 82%	Second trimester results - "progressing" or "met" Maintain Reading,73% Increase Writing, 70% Maintain Mathematics, 79%
M1.3 A broad course of study provided to all students. Priority 7	100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history/ social science, science, the arts, health, and physical education.	Maintain 100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history/social science, science, the arts, health, and physical education.

M1.4 CAASPP scores-reduce the gaps in achievement. Priority 4.	Met/Exceeded in 2019/20: ELA All students: 52% SED: 43% SWD: 24% Hispanic: 38% White: 56% Met/Exceeded in 2019/20: MATHEMATICS All students: 43% SED: 33% SWD: 26% Hispanic: 34% White: 50% Data not available. No testing in the Spring of 2020/21. See local data in M1.2. Met/Exceed in 2022-2023: ELA All students: 44% SED: 43% SWD: 34% Hispanic: 38% White: 48% Met/Exceed in 2022-2023: MATHEMATICS All students: 43% SED: 41% SWD: 45% Hispanic: 26% White: 46%	Meet/Exceed in 2024: ELA All students: 55% SED: 46% SWD: 27% Hispanic: 41% White: 53% MATHEMATICS All students: 46% SED: 36% SWD: 29% Hispanic: 37% White: 53%
M1.5 CA Dashboard ELA Achievement Rating, grades 3-6: increase by at least 3 points. Priority 4	2019/20 achievement ratings: 22 All students: 4.8 SED: -10.4 SWD: -56.7 Hispanic: -15.2 White: 14.1 Data not available. No testing in the Spring of 2021. See local data in M1.2. 2022 achievement ratings: All students: 4.6 SED: -3.1 SWD: -48.9 Hispanic: -2.5 White: 9.7 2023 achievement ratings: All students: -5.9 SED: -16.7 SWD: -26.9	All students: 10.8 SED: -4.4 SWD: -44.7 Hispanic: -3.2 White: 20.1

	Hispanic: -20.4 White: .9	
M1.6 CA Dashboard Mathematics Achievement Rating, grades 3-6. Priority 4	2019/20 achievement ratings: All students: -11.3 SED: -29.1 SWD: -68.1 Hispanic: -34.6 White: -1.7 Data not available. No testing in the Spring of 2021/22. See local data in M1.2. 2022 achievement ratings: All students: -10.5 SED: -25.1 SWD: -36.4 Hispanic: -26.1 White: -.8 2023 achievement ratings: All students: -12 SED: -17.4 SWD: -17.3 Hispanic: -25.6 White: -8.5	All students: -5.3 SED: -23.1 SWD: -62.1 Hispanic: -28.6 White: 4.3
M1.7 5th grade Science California Science Test scores. Priority 4	Met/Exceeded in 2019/20: SCIENCE All students 36.14% SED: 27.03% SWD: 13.34% Hispanic: 28.57% White: 44.23% Data not available. No testing in the Spring of 2020/21. Met/Exceeded in 2022: SCIENCE All students 29.45% SED: 18.50% SWD: 8.36% Hispanic:18.26% White: 44.25% Met/Exceeded in 2023: SCIENCE All students 48% SED: 47% SWD: 36 % Hispanic: N/A White: 51%	Meet/Exceed in 2024: All students 42% SED: 33% SWD: 19% Hispanic: 35% White: 50%
M1.8 Class size. Priority 4	Class size 24:1 or less, grades TK-3; 28 or less, 4-6	Class size 24:1 or less, grades TK-3; 28 or less, 4-6

M1.9 Percentage of English learner pupils making progress toward English proficiency. Priority 4	ELPAC reporting by state board. Data is suppressed because 10 or fewer students were tested in 2019-2020. In 2020-2021 15 students in program and in 2021-22, 12 students. ELPAC data shows 71% of the students improved from the 2020-2021 to the 2021-2022 school year. ELPAC data suppressed because 10 fewer students were tested in 2022-23.	If student population increases, data will be reported, and desired outcome will be as follows: Students testing at Level 3 on the ELPAC will be reclassified as fluent within two years of first testing at Level 3.
M1.10 Grade 5 physical fitness scores. Priority 8	Students' HFZ (2018 -19): Aerobic Capacity: 66.3% Body Composition: 61.6% Abdominal Strength: 89.5% Trunk Extension Strength: 96.5% Upper Body Strength: 47.7% Flexibility: 86.0% Students' HFZ (2021-2022): Aerobic Capacity: 81.7% Body Composition: Not taken this year Abdominal Strength: 90.3% Trunk Extension Strength: 100% Upper Body Strength: 66.7% Flexibility: 91.4% Students' HFZ (2022-2023): 100 % Participation Aerobic Capacity: 64% Body Composition: Not taken this year Abdominal Strength: 75% Trunk Extension Strength: 93% Upper Body Strength: 46% Flexibility: 80%	Students' HFZ: Aerobic Capacity: 68.3% Body Composition: 63.6% Abdominal Strength: 91.5% Trunk Extension Strength: 96.5%(maintain) Upper Body Strength:49.7% Flexibility: 88.0%
M1.11 Implementation of State Standards and Professional Development by certificated staff. Priority 2.	2019-2020 a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: EngLangArts: 4.14, EngLangDev 2.62, Math 4.10, NGSScience 4.10, Hist/Soc Science 3.38 b) Two full days of professional development by each teacher. 2021-2022 a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: EngLangArts: 4.32, EngLangDev 3.18, Math 4.86,	a) Increase implementation by .10 each year in each content area. b) Maintain two full days of professional development for each teacher.

	NGSScience 4.36, Hist/Soc Science 3.23 b). 5 full days of professional development by each teacher. 2022-23 a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: EngLangArts: 3.93 EngLangDev 3.33, Math 4.46, NGSScience 2.93, Hist/Soc Science 2.13 b). 5 full days o fprofessionaldevelopment by each teacher 2023-24 a). Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: EngLangArts: 4.05 EngLangDev 2.94, Math 4.78, NGSScience 3.17 Hist/Soc Science 2.67 b). 5 full days of professionaldevelopment by each teacher	
M1.12 Arts integration self reported staff survey. Priority 2, 7	Baseline scores to be determined 2021-2022 a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: VAPA 3.68 2022-23 a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: VAPA 3.53 2023-24 a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: VAPA 3.67	Desired outcome for 2023-24 will be identified when baseline is determined.
M1.13 Participation rates in music opportunities. Priority 2, 7	100% students receiving music instruction.	Maintain 100% of students receiving music instruction.
M 1.14 English learner access to the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency. Priority 2	All English learner pupils have access to the CCSS and ELD standards, aligned to current adopted curriculum: Engage National Geographic ELA, Fountas & Pinnell, and Rosetta Stone.	Maintain full access to the CCSS and ELD standards for English learner pupils.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 Teacher Assignment a. All students taught by highly qualified certificated teachers no misassignments; employ administrator staffing sufficient to support the school program b. Provide induction support as needed through NCTIP c. Classroom supplies; $300 per classroom	All Students	3,354,779.00 LCFF 1000-1999: Certificated Personnel Salaries
1.2	1.2 ELA and Math Intervention Provide Tier 2 RTI / Targeted Intervention Program (TIP) and Math Assistance Program (MAP), including program oversight and training, and purchase research--based curriculum and assessment. a. 0.50 FTE Classified Coordinator - Cutten School b. 0.60 FTE Classified Coordinator - Ridgewood School c. 0.50 hour daily x 25 instructional aides for 1:1 or small group direct instruction d. Assessment/instructional materials	All Students	92,392.00 LCFF
1.3	1.3 Special Education Resource Program and Speech & Language Services Provide special education and speech and language services. a. 2.0 FTE resource teacher salary b. 1.0 FTE speech and language pathologist c. 1.0 FTE speech and language pathologist assistant d. 3.56 FTE Special Education Assistants e. Assessment and curriculum materials	All Students	522,421.00 Special Education
1.4	1.4 Special Day Class Maintain TK - 2 Special Day Class at Ridgewood School. a. Special Day Class teacher b. 1.025 FTE Special Day Class aides	All Students	130,790.00 Special Education
1.5	1.5 Instructional Aides Maintain instructional aides in every classroom to support all students 2.5 hours daily. a. 9.375 FTE instructional aides	All Students	263,389.00 Title I
1.6	1.6 Instructional Aide Support Instructional aides to provide support specifically for unduplicated student groups a. .75 FTE Instructional aides	All Students	6,345.00 LCFF

1.7	1.7 GATE Services Provide GATE services, grades 4 through -6 a. 0.30 FTE Teacher b. Materials	All Students	20,204.00
1.8	1.8 Student to Teacher/Instructional Aide Ratio Support opportunities for differentiation to provide appropriate instruction for the low-income student population that is underperforming by decreasing student to teacher and instructional aide ratio. a. 1.0 FTE classroom teacher: maintain average class sizes of 28:1, grades 4 – 6 b. 0.375 FTE instructional aide	All Students	134,765.00 LCFF
1.9	1.9 Music Education Provide music instruction to all students. a. .75 FTE certificated music teacher b. Materials and supplies	All Students	72,763.00
1.10	1.10 Music Education Music education for students identified in the unduplicated group to provide an opportunity to access music education that is not otherwise available. a. .25 FTE certificated music teacher	All Students	23,088.00 LCFF
1.11	1.11 Next Generation Science Standards Implement Next Generation Science Standards. a. Purchase NGSS curriculum materials b. Provide training to implement new curriculum c. Provide substitutes for teacher team collaboration	All Students	00.00
1.12	1.12 Arts Education Integrate and strengthen arts instruction across the curriculum. a. Hire a part time 0.5 FTE arts instructor b. Provide professional development c. Participate in arts collaborative with the COE	All Students	43,440.00
1.13	1.13 Technology and Infrastructure Ensure that the District's technology and infrastructure are maintained and up to date. a. Maintain 0.80 FTE District Technology Coordinator b. Replace obsolete and aging devices c. Provide IT support for infrastructure (consultant)	All Students	55,472.00
1.14	1.14 Summer School Provide summer school to under-performing students to mitigate learning loss. a. certificated staff b. classified staff c. administrator d. curriculum and materials	All Students	183,202.00
1.15	1.15 Devices for Student Groups	All Students	5,950.00 LCFF

	Provide devices / apps for unduplicated count students to support classroom learning and TIP. a. Purchase 50 Chromebooks for loan to unduplicated students b. Hotspot subscriptions to provide Internet connectivity for unduplicated students.		
1.16			00.00
1.17	1.17 Leadership Team Evaluate, monitor, and modify formative and summative multiple measures assessment tools; facilitate high quality professional development; and research state standards curriculum and instruction to support effective teaching and student achievement. a. Leadership Team Stipend b. Assessment tools (Fountas & Pinnell benchmark kits, STAR Reading and Math, etc.) c. Professional development presenter fees, materials, subscriptions, and registration fees	All Students	25,000.00
1.18	1.18 Library Staffing 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	All Students	98,556.00
1.19	1.19 Language Development Support Provide instructional materials for English Learners, Re-designated Fluent English-speaking, and students with language deficits as determined by individual need. a. ELPAC coordinator b. Instructional materials	English Language Students	11,000.00 LCFF
1.20	1.20 Classroom Funds Support student learning with classroom funds. a. Provide teachers with a yearly allowance.	All Students	15,000.00

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All programs were implemented expect for the ELA/Math TIP program coordinator at Cutten in the school years of 2021-2023.

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

All programs were implemented expect for the ELA/Math TIP program coordinator at Cutten in the school years of 2021-2023.

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

We added an ELA/Math TIP coordinator at Cutten in the 2023-24 school year.
Overall, SED, SWD improved on both ELA/Math CAASPP scores. All groups improvedon Science CAASPP scores. (Measures 1.5,1.6,1.7)

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Safe and Welcoming Environment
Ensure a high level of student, family, and community involvement in a safe, inclusive, and welcoming learning environment where the academic and social/emotional well being for each student is emphasized through a multi-tiered system of supports.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal #2

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

This goal supports our mission statement and reflects input from stakeholders. Meets state priorities 1, 3, 5, 6

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
M2.1 Suspension / expulsion rates Priority 6	2019/20 suspension data: Five students suspended, of an enrollment of 626. All students: .8% SED: 1.0% SWD: 2.9% Hispanic: 2.2% American Indian: 0.0% White: 0.3% Two or more races:1.2% Expulsion rate = 0%	Maintain or decrease all student suspension rate from .8%. All student groups suspension rate maintained or declined from baseline.
	2021/2022 suspension data: 7 students suspended, of an enrollment of 551. All students: 1.3% SED: 2.3% SWD: 1.4% Hispanic: 2.9% American Indian: 1.4% White: 5.7% Two or more races: 0.0% Expulsion rate = 0%	
	2022-2023 Suspension data at P2: 4 students suspended, of anenrollment of 561 All students: .7% SED: 1.9% SWD: 1.9% Hispanic: 0% American Indian: 2.8% White: 2.8% Two or more races:0% Expulsion rate = 0%	
	2023-2024 Suspension data at P2: 7 students suspended, of an enrollment of 563 All students: 1.2 % SED: N/A % SWD:4.3% Hispanic: 1.4% American Indian: 4.3% White: 2.9% Two or more races: 0% Expulsion rate = 0%	
M2.2 School Safety and Connectedness of students, staff, and parents. Priority 6	2019/20 42% response rate (32 of 77 fifth grade students) School connectedness 81%; Academic motivation 75%; Caring adult relationships 74%; High expectations 90%; Meaningful participation 39%;	Increase response rate to 70% School connectedness 85%; Academic motivation 80%; Caring adult relationships 80%; High expectations 90%; Meaningful participation 75%; Feel safe at school 92%;

	Feel safe at school 92%; Students well behaved 52%; Students treated fairly when break school rules 64%; Students treated with respect 96% Reference survey data@wested.org Parents responding positively to the following: School safety: 94% Connectedness: 98% Staff responding positively to the following: School safety: 96% Connectedness: 100% 2021/2022 Reference survey data@wested.org Data collected every other year 2022-23 68% response rate (58 of 85 fifth grade students) School connectedness 79%; Academic motivation 86%; Caring adult relationships 79%; High expectations 86%; Meaningful participation 44%; Feel safe at school 86%; Students well behaved 50%; Students treated fairly when break school rules 64%; Students treated with respect 83% Reference survey data@wested.org 2021-2022 Parents respondingpositively to schoolsafety and connectedness on the LCAP survey. Staff respondingpositively to the following: School connectedness:88.3% 2023-24 53% response rate (35 of 67 fifth grade students) School connectedness 79%; Academic motivation 86%; Caring adult relationships 82%; High expectations 88%; Meaningful participation 52%; Feel safe at school 91%; Students well behaved 52%; Students treated fairly when break school rules 61%; Students treated with respect 88% Reference survey data@wested.org Parent/Staff responding positively to school safety and connectedness on the LCAP survey. School Safety: 97%	Students well behaved 70%; Students treated fairly when break school rules 70%; Students treated with respect 96% Parents responding positively to the following: School safety: 94% Connectedness: 98% Staff responding positively to the following: School safety: 96% Connectedness: 100%

	Connectedness: 96% Staff responding positively to the following: School Safety: 96% School connectedness:100%	
M2.3 Facility Inspection Tool. Priority 1	"Good" or "excellent" standards per FIT reports	Maintain "good" or "excellent" standards per FIT reports
M2.4 Williams Report: Every pupil has sufficient access to standards-aligned instructional materials. Priority 1	Every pupil in the school district has sufficient access to standards-aligned instructional materials. No Williams Act complaints.	Maintain sufficient instructional materials for all pupils and "no complaints" status per Williams Act.
M 2.5 Custodian staffing levels. Priority 6	Custodial and maintenance staffing levels at 3.92 FTE.	Maintain 2021-22 staffing levels.
M2.6 Attendance rates. Priority 3, 5	Attendance rate at 2020 P2: 96.37%. Attendance rate at 2022 P2: 95.54%. Attendance rate at 2023 P2: 92.81%	Maintain or increase attendance rate at P2 96%.
M2.7 Chronic absenteeism rate. Priority 5	Chronic absence rate at 2020 P2: 7.33%. Chronic absence rate at 2021 P2: 7.87%. Chronic absence rate 2022 P2: for Hispanic 21.4% and SWD 26.1%. Corrected data for 2022 EOY: 13.1% Chronic absence rate at 2023 P2:15%. Corrected EOY 20.7%.	Chronic absence rate at 2020 P2: 7%. Chronic absence rate for Hispanic and SwD at 2024 P2: 9%
M2.8 Parent / guardian participation and decision making opportunities for all students, including unduplicated students, for the school district and each individual school site. Priority 3	2019/20: Parent / Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 151 Student survey responses (3rd-6th): 228 (71%) Participation in IEPs: 100% LCAP community meeting: 20 participants School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil. 2021/22 Parent / Guardian participation rates, all groups: Parent/teacher conference rate:98% Parent survey/input responses: 42 on ESSER III Input survey Student survey responses (3rd-6th): 211 (66%) Participation in IEPs: 100% LCAP community meeting: used school site council and board meetings as input meetings this year. School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil.	

	2022/23 Parent / Guardian participation rates, all groups: Parent/teacher conference rate:98% Parent survey/input responses: 41 % on LCAP Input survey Student survey responses (3rd-6th): 211 (66%) Participation in IEPs: 100% LCAP community meeting: used 1 LCAP specific meeting, school site council and board meetings as input meetings this year. School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil.	
M2.9 School meals served. Priority 5	School meals served at 2020 P2: Total lunches.....26,283 Total breakfasts....6,028 School meals served at 2021 P2: Total lunches.....52,414 Total breakfasts.....8,691 School meals served at 2023 P2: Total lunches.....51,385 Total breakfasts.....18,819 Aferschool Program Snack...7,501 School meals served at 2024 P2: Total lunches.....47,537 Total breakfasts.....21,541 Aferschool Program Snack...10,227	Maintain or increase school meals served at 2020 P2: Total lunches........26,283 Total breakfasts......6,028
M2.10 Ventilation and heating in classrooms. Priority 1	Replace 9 unit heaters at Ridgewood School and 13 at Cutten School. Install ventilation systems and thermostats. 2021 Replaced 9 unit heaters at Ridgewood School and in the process of installing 13 at Cutten School. 9 ventilation systems and thermostats fully installed at Ridgewood and 13 at Cutten.	All classrooms and common spaces at both schools have safe and adequate heating and ventilation.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Social Work and/or Behavioral Services Provide school social work and/or behavioral services. a. .80 FTE School Social Worker	All Students	87,793.00

2.2	2.2 Social Work Services to Unduplicated Count Students Focus school social work services on unduplicated count students. a. 1.0 FTE Certificated School Social Worker	All Students	85,964.00 LCFF
2.3	2.3 School Climate Team and PBIS Maintain district-wide Positive Behavior Support System - PBIS. a. Facilitator stipend b. Team stipends c. Professional development d. Classroom aide training	All Students	12,000.00
2.4	2.4 Heating and Ventilation Upgrade Replace unit heaters with mini-split electrical and ventialtion units. Install bi-polar ionization devices. a. Phase 1 Ridgewood School b. Phase 2 Cutten School, part 1 c. Phase 3 Cutten School, part 2 d. Electrical upgrade at Cutten School	All Students	297,958.00
2.5	2.5 Maintenance/Custodial Staff and Resources Provide adequate maintenance/custodial staff and resources. a. 3.92 FTE Maintenance/custodial staff b. Supplies c. Repairs	All Students	397,451.00
2.6	2.6 Equipment and Supplies Other Than Curriculum Purchase equipment and supplies necessary to adequately support classrooms (other than curriculum materials). a. Classroom supplies b. Classroom desks	All Students	30,000
2.7	2.7 Facility Deferred Maintenance Plan for deferred maintenance projects. a. Cutten School Fencing b. Cutten kitchen improvements c. Cutten Community building remodel	All Students	00.00
2.8	2.8 Support Services to Parents Provide services to support parents/guardian attending parent education, informational meetings, school events, and in volunteering at school. a. Child care b. Trainer / Interpreter fees c. Meeting supplies	All Students	2000.00 LCFF
2.9	2.9 Communication with Parents Communicate effectively with parents/guardians through website, mass notification system, telephone, mailings, and meetings. a. 1.29 FTE school secretaries -support for all school functions; frequently first point of community	All Students	124,181.00

	contact (exclusive of salary attributed to transportation & cafeteria). b. SchoolWise student information system c. SchoolWise mass notification system d. Remind App communication subscription		
2.10	2.10 Enhance School Meal Program a. District contribution	All Students	00.00
2.11	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	All Students	53,769.00
2.12	2-.-12 Decrease suspension rate a. .10 Social Worker b. Incentives	All Students	11,975.00
2.13	2.13 Decrease Chronic Absenteeism a. .10 FTE School Social Worker b. Parent education c. Materials d. Incentives	All Students	13,025.00 LCFF
2.14	2.14 Bus transportation service for Low -Income Students. Provide a safe and reliable means of transportation to and from school for low-income students. a. .75 FTE Bus driver	All Students	188,106.00 LCFF
2.15	2.15 Student Council Maintain fifth and sixth grade Student Council at Cutten. a. Advisor stipend b. Materials & supplies c. Field trips	All Students	1,705.00
2.16	2.16 Career Exploration and Cultural Events to Build School Connections. 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	All Students	2,500.00 LCFF
2.17	2.17 Attendance and Parent Education Support Provide opportunities for parent and school partnership to improve attendance and parent involvement through a systems approach. a. .20 FTE Administrator	All Students	21,228.00 LCFF
2.18	2.18 Counseling Services 1:1 counseling services for identified students	All Students	6,200.00

	a. 0.65 FTE classified counselor		

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and 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, Muti-tiered Systems of Support, and school social worker 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.

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

All implentations have budget expenditures attached.

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.

Ridgewood School was identified for Additional Targeted Support and Improvement (ATSI) based on the 2022 Dashboard. The Hispanic and Students with Disabilities student groups were eligible because all indicators were in the lowest performance category with one indicator in another category. These student groups only have two indicators: Absenteeism (Hispanic 21.4% and SwD 26.1%) and Suspension (SWD: 1.4% Hispanic: 2.9% suspended at least one day). Neither group is in the lowest or low category for suspension, so the school is focusing on absenteeism. Although not identified for ATSI, our Homeless student group has a similar chronic absenteeism rate of 40%. Given that the overall 'All' student performance level was 19.8% rate for chronic absenteeism, the school is focusing on attendance. Already, during the 2023-2024 school year, it should be noted that attendance is improving. The school is using PBIS strategies to reinforce desired behavior and evidence-based interventions such as check-in checkout for students that are at risk of chronic absenteeism. The school is also using the SARB process for students that are continuing to have attendance problems. This includes developing a positive relationship with the family and providing support identified through the SARB process. For example: at home pickup, morning phone calls when children are absent, analysis of the bus schedule to ensure easy access for pick up locations.
Resource inequity analysis identified that students with economic barriers do receive support through gas vouchers; however, the process for this might be streamlined. Overall, the approach to supporting attendance is equitable and individualized as appropriate to meet the needs of students as described above. A specific measurement for the Chronic Absenteeism metric will be added to metric 2.7 for Hispanics and Students with Disabilities groups based on ATSI identification to allow for closely monitoring support in this area for these students.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

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

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

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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$18,582.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$6,394,411.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	$263,389.00

Subtotal of additional federal funds included for this school: $263,389.00

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 ($)
	$1,536,669.00
LCFF	$3,941,142.00
Special Education	$653,211.00

Subtotal of state or local funds included for this school: $6,131,022.00

Total of federal, state, and/or local funds for this school: $6,394,411.00

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

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

Expenditures by Funding Source

Funding Source	Amount
	1,536,669.00
LCFF	3,941,142.00
Special Education	653,211.00
Title I	263,389.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,335,855.00
1000-1999: Certificated Personnel Salaries	3,354,779.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		1,536,669.00
	LCFF	586,363.00
1000-1999: Certificated Personnel Salaries	LCFF	3,354,779.00
	Special Education	653,211.00
	Title I	263,389.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,058,556.00
Goal 2	1,335,855.00

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
Annette Sligh	Principal
Shandi Ashmore	Classroom Teacher
Melissa Seymour	Classroom Teacher
Chara Troyer	Classroom Teacher
Tina Standish	Classroom Teacher
Morgan McMahon	Parent or Community Member
Carissa Carsey	Parent or Community Member
Nancy Corran	Parent or Community Member
Sean Galt	Parent or Community Member
Teresa McGinnis	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, Annette Sligh on
SSC Chairperson, Tina Standish on

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description
Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

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

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

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

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

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

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

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

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

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:

    A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1.   The comprehensive needs assessment of the entire school shall:

            a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).

            b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:

                i.   Help the school understand the subjects and skills for which teaching and learning need to be improved.

                ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

                iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II.   The SPSA shall include the following:

    A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

    B.   Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

* ATSI Planning Requirements (see Planning Requirements tab):
  https://www.cde.ca.gov/sp/sw/t1/tsi.asp

* ATSI Planning and Support Webinar:
  https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

* ATSI Planning Summary for Charters and Single-school Districts:
  https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

HUMBOLDT-DEL NORTE SELPA
MEMORANDUM OF UNDERSTANDING
TRANSFER OF ERMHS FUNDS FROM MEMBER LEAS TO SELPA

This Memorandum of Understanding ("MOU") is made by and between the Humboldt-Del Norte SELPA ("SELPA") and the member local educational agencies ("Member LEAs") of the Humboldt-Del Norte SELPA. The SELPA's Superintendent's Policy Council has approved this MOU and each Member LEA has authorized the execution of this MOU by an authorized agent. SELPA and the Member LEAs may be collectively referred to as the "Parties" or individually as a "Party."

Purpose of MOU

Whereas, the purpose of this MOU is to direct Educationally Related Mental Health Services ("ERMHS") funds from participating Member LEAs to the SELPA to continue the provision of ERMHS per the SELPA Local Plan, the SELPA Allocation Plan, and related policies; and

Whereas, prior to the enacted 2023-2024 State Budget, state and federal funding for special education mental health services (also known as ERMHS, or educationally-related mental health services) was distributed to the SELPA, which then distributed these funds and/or provided direct services in accordance with the SELPA Local Plan ("Local Plan") and the SELPA Allocation Plan ("Allocation Plan"); and

Whereas, on June 15, 2023, the California legislature adopted language through passage of the 2023-2024 Budget Act to allocate state and federal funding for special education mental health services directly to each Member LEA instead of the SELPA, effective July 1, 2023; and

Whereas, the Parties to this MOU have a history of collaborative local decision-making that, under the existing funding and allocation structure, as well as within the SELPA Local Plan, has ensured that the full continuum of services, including ERMHS, is available to all students served within the SELPA; and

Whereas, the SELPA has staffed ERMHS providers for the Member LEAs for 11 years using the special education mental health services funds in accordance with yearly SELPA Allocation Plans; and

Whereas, changes from any potential changes in implementation of ERMHS are likely to result in program, funding, and staffing challenges that will impact the quality of services and thereby affect students, families, and staff across the SELPA; and

Whereas, these changes and the resulting challenges and impacts will be particularly difficult on the students, parents, and staff of the smaller Member LEAs; and

Whereas, to avoid unnecessary changes and resulting consequences, the Parties desire to maintain the SELPA's previous structure for distributing special education mental health funds and/or providing direct services.

Now, therefore, In consideration of the mutual covenants, conditions and obligations set forth herein, the Parties do hereby agree as follows:

Duration of Memorandum of Understanding

This MOU shall be effective from July 1, 2024, through June 30, 2029.

The Parties agree as follows:

1. **Member LEAs Shall:**
   - Transfer ERMHS Funds to SELPA
     - Member LEAs agree that for each fiscal year in which this MOU is in effect, the allocation for the state principal apportionment of special education mental health/ERMHS funding will be transferred to the SELPA biannually, as of January 31st and June 30th. Additionally, federal special education mental health/ERMHS funds distributed to them will be transferred to the SELPA upon receipt of funds by the LEA.

   - Follow Educationally Related Mental Health Services (ERMHS) Policies and Procedures
     - Pre-Referral Intervention Requirements
     - Social-Emotional Assessment Requirements
     - Request for Assistance Process

2. **SELPA Shall:**
   - SELPA agrees that all special education mental health funds transferred from the Member LEAs to the SELPA will be allocated pursuant to the SELPA's ERMHS Allocation Plan in place for the current school/fiscal year.
   - Hire, supervise, and provide Behavioral Health Clinicians and ERMHS to students enrolled in Member LEA schools, and who qualify for ERMHS services as identified in their Individualized Education Program (IEP).
   - Process all Requests for Assistance in a timely manner.
   - Update the Local Plan, Local Allocation Policy, and ERMHS Policies and Procedures as required to meet local needs.

3. **Changes to ERMHS Programming**

The Parties agree that, if any changes in ERMHS programming are required because of the implementation of this MOU, these changes will be determined by the SELPA Policy Council based on local needs. The SELPA Executive Director will report out on implementation of this MOU at least once per year.

4. **Timeline for Planning and Review of Any Changes in ERMHS Provision/Withdraw from MOU**

The SELPA agrees that any changes to ERMHS provision among Member LEAs will be addressed using the procedures set forth in this MOU. The SELPA requires written notice of not less than one-year plus one-day in order for any Member LEA to withdraw from this MOU. Notice by March 1 of the fiscal year prior is required to enter into this MOU for the following full fiscal year.

The Member LEA requesting withdraw from this MOU shall submit the form found in the Appendix in this document to the SELPA Executive Director. The Member LEA will ensure that they address all components of the Appendix. The request will be reviewed by the SELPA Executive Director. The SELPA Executive Director will make a recommendation to the SELPA Governing Board regarding whether to approve the withdraw. If approved by the SELPA Governing Board, the planning process will take place over the course of the following fiscal year in preparation for the change to take effect in the second fiscal year. All requests to withdraw from this MOU will be decided on a case-by-case basis.

This process is the only way a Member LEA can withdraw from this MOU.

5. **Superseded by Action of the SELPA Governing Board**

Parties agree that this MOU and/or any of its terms will be superseded, and thereby rendered null and void, if the SELPA Policy Council, following SELPA procedures, makes changes to the service delivery model, program operators, Local Plan, and/or Allocation Plan affecting the subject matter of this MOU.

6. **Severability/Waiver**

If any provision of this MOU is determined to be illegal, unenforceable, or invalid, such provision shall in no way affect the validity of any other provision of this MOU. No waiver of any provision of this MOU shall be deemed, or shall constitute, a waiver of any other provision, whether or not similar, nor shall any such waiver constitute a continuing or subsequent waiver of the same provision. No waiver shall be binding unless executed in writing by the party making the waiver.

7. **Execution of MOU Electronically and in Counterparts**

This MOU may be executed in counterparts such that the signatures may appear on separate signature pages. A copy or an original, with all signatures appended together, shall be deemed a fully executed MOU. A facsimile or scanned version of any party's signature shall be deemed an original signature.

IN WITNESS WHEREOF, the Parties via their respective authorized representatives have executed and entered into this MOU as of the date set next to the signatures below.

Dated: _____   By: _____
                                Haley Jones, SELPA Executive Director
                                Humboldt-Del Norte SELPA

Dated: _____   By: _____
                                Luke Biesecker, Superintendent
                                Arcata School District

Dated:_____   By: _____
                                Christy Ng, Superintendent
                                Big Lagoon School District

Dated:_____   By: _____
                                DeAnn Waldvogel, Superintendent
                                Blue Lake School District

Dated:_____   By: _____
                                John Blakely, Superintendent
                                Bridgeville School District

Dated: _____   By: _____
                                Blaine Sigler, Superintendent
                                Cuddeback School District

Dated: _____   By: _____
                                Becky MacQuarrie, Superintendent
                                Cutten School District

Dated: _____   By: _____
                                Jeff Harris, Superintendent
                                Del Norte County Office of Education
                                Del Norte Unified School District

Dated: _____   By: _____
                                Gary Storts, Superintendent
                                Eureka City Schools

Dated:_____   By: _____
                                Danielle Carmesin, Superintendent
                                Ferndale Unified School District

Dated: _____ By: _____
Justin Wallace, Superintendent
Fieldbrook School District

Dated: _____ By: _____
Amy Betts, Superintendent
Fortuna Elementary School District

Dated: _____ By: _____
Clint Duey, Superintendent
Fortuna Union High School District

Dated: _____ By: _____
Si Talty, Superintendent
Freshwater School District

Dated: _____ By: _____
Michael Quinlan, Superintendent
Garfield School

Dated: _____ By: _____
Teresa Mondragon, Superintendent
Green Point School District

Dated: _____ By: _____
Michael Davies-Hughes, Superintendent
Humboldt County Office of Education

Dated: _____ By: _____
Kevin Trone, Superintendent
Hydesville School District

Dated: _____ By: _____
Melanie Nannizzi, Superintendent
Jacoby Creek School District

Dated: _____ By: _____
Jennifer Lane, Superintendent
Klamath-Trinity Joint Unified School District

Dated: _____   By: _____
                                          Greta Turney, Superintendent
                                          Kneeland School District

Dated: _____   By: _____
                                          Linda Row, Superintendent
                                          Loleta Union School District

Dated: _____   By: _____
                                          Colby Smart, Interim Superintendent
                                          Maple Creek School District

Dated: _____   By: _____
                                          Karen Ashmore, Superintendent
                                          Mattole Unified School District

Dated: _____   By: _____
                                          Julie Giannini-Previde, Superintendent
                                          McKinleyville Union School District

Dated: _____   By: _____
                                          Roger Macdonald, Superintendent
                                          Northern Humboldt Union High School District

Dated: _____   By: _____
                                          Shari Lovett, Superintendent
                                          Northern United - Humboldt Charter Schools

Dated: _____   By: _____
                                          Amanda Platt, Superintendent
                                          Orick School District

Dated: _____   By: _____
                                          Rene McBride, Superintendent
                                          Pacific Union School District

Dated: _____   By: _____
                                          James Malloy, Superintendent
                                          Pacific View Charter School 2.0

Dated: _____   By: _____
                                Raven Coit, Superintendent
                                Peninsula School District

Dated: _____   By: _____
                                Angela Johnson, Superintendent
                                Rio Dell Elementary School District

Dated: _____   By: _____
                                Amy Gossien, Superintendent
                                Scotia School District

Dated: _____   By: _____
                                Teri Waterhouse, Superintendent
                                South Bay Union School District

Dated: _____   By: _____
                                Stephanie Steffano-Davis, Superintendent
                                Southern Humboldt Unified School District

Dated: _____   By: _____
                                Alyse Nichols, Superintendent
                                Trinidad Union District

APPENDIX

Application to Withdraw from ERMHS Funding MOU

Note: This form to be completed by the Requesting LEA.

Part I: Identification:

Requesting LEA	
Date of Request	
Effective Date of Withdraw	

Part II: Information Required:

Number of Students	
Number of Staff	
Description of Program	

Part III: Address the following areas as they relate to the impact of withdraw:

Pupil Needs (Describe how the students' special education needs will be addressed):
Availability of a full continuum of services to affected students:

Functional continuation of the current individual educational program for affected students:

Provision of services in the least restrictive environment from which the affected students can benefit:

Maintenance of all appropriate support services:

Assurance of compliance with all federal and state laws, regulations, and policies of the Humboldt-Del Norte SELPA:

Means by which parents and staff were represented in the planning process :

Part IV: Administrative Approval:

1. The requesting LEA and the governing body of the SELPA of which the agencies are members, agree to the withdraw.
2. In addition, by signing this form, all signatories assure that:
   a. Special education instruction and related services provided by each affected LEA comply with all state and federal requirements; and
   b. The level of services and the opportunity of the affected students to interact with the general school population is not diminished as a result of the withdraw; and
   c. The withdraw is consistent with all SELPA policies and the Local Plan.
3. If any of the involved parties disagree with the proposed withdraw, the matter will be resolved by the alternative resolution process.

CERTIFICATIONS

Local Education Agency Name: _____

_____   _____
Superintendent or Authorized Designee   Date

_____   _____
HDN SELPA Executive Director   Date

_____   _____
SELPA Governing Board Chair   Date

COSTS OF ISSUANCE

**$2,500,000
CUTTEN SCHOOL DISTRICT
(HUMBOLDT COUNTY, CALIFORNIA)
GENERAL OBLIGATION BONDS, ELECTION OF 2024, SERIES 2025**

	Type of Expense	Estimates of Costs of Issuance	Actual Costs of Issuance
A)	Underwriter's Discount	$37,500.00	$37,500.00
B)	Credit Enhancement	0.00	8,137.67
C)	Bond Counsel and Disbursements	40,000.00	40,000.00[1]
D)	Disclosure Counsel and Disbursements	20,000.00	20,000.00[2]
E)	Municipal Advisor and Disbursements	67,500.00	67,106.00[3]
F)	Rating Agency	20,900.00	15,250.00
G)	Other Expenses*	7,600.00	2,425.00
	TOTAL	**$193,500.00**	**$190,418.67**

*Other Expenses consist of the following:

The Bank of New York Mellon, N.A.	
(Paying Agent and Cost of Issuance Custodian fees)	1,250.00
AVIA Communications	
(Posting/printing of Official Statement)	1,175.00

---

[1] The amount of $8,000.00 will be requisitioned from the District's Building Fund and the balance of $32,000.00 will be paid from the costs of issuance fund administered by The Bank of New York Melon Trust Company, N.A., as custodian.

[2] The entire amount of $20,000.00 will be requisitioned from the District's Building Fund.

[3] The entire amount of $67,106.00 will be requisitioned from the District's Building Fund.

csba

March 28, 2025

MEMORANDUM

To: All Board Presidents and Superintendents
         CSBA Member Boards of Education in Region 1A

From: Dr. Bettye Lusk, CSBA President

Re: 2025 CSBA Delegate Assembly Run-off Elections
        U.S. Postmark Deadline – Wednesday, April 30, 2025

The members of the Delegate Assembly Election Committee met on March 26, 2025, to count and certify the ballots for membership on the CSBA Delegate Assembly. A tie vote resulted in a run-off election in your Region.

Enclosed is the run-off ballot material for election of a representative to CSBA Delegate Assembly from your Region. The material consists of the ballot (on turquoise paper) and a list of all current members of the Delegate Assembly from Region 1A effective April 1, 2025. In addition, the candidates' required biographical sketch form and optional resume is provided, along with a "copy" of the run-off ballot on white paper so that it may be included in your board agenda packet. **Only the run-off ballot on turquoise paper is to be completed and returned**.

The board votes using the turquoise ballot. The ballot must be filled out completely, signed by the Superintendent or the Board Clerk, and returned in the enclosed envelope. If the envelope is misplaced, you may use your district's stationery, please write **DELEGATE ELECTION – RUN-OFF BALLOT** and your Region number on the envelope. **Run-off ballots must be postmarked by the U.S. Post Office on or before Wednesday, April 30, 2025.**

The run-off ballots will be counted by May 12 and candidates will be notified of the results immediately. Should a second tie occur, the Regional Director will cast the tie-breaking vote. All newly elected Delegates will serve terms that will expire on March 31, 2027. The next meeting of the Delegate Assembly is on Saturday, May 17 – Sunday, May 18 and will take place at the Hyatt Regency Hotel in downtown Sacramento. Please do not hesitate to contact Trenice Campbell (tcampbell@csba.org) should you have any questions. Thank you.

This completed **ORIGINAL RUN-OFF BALLOT** must be **SIGNED** by the Superintendent or Board Clerk and may be returned via USPS on or before **WEDNESDAY, APRIL 30, 2025.** Only ONE Ballot per Board. Be sure to mark your vote "**✗**" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR A LATE BALLOT THAT IS NOT POSTMARKED ON OR BEFORE APRIL 30 WILL NOT BE VALID.*

OFFICIAL 2025 DELEGATE ASSEMBLY RUN-OFF BALLOT
SUBREGION 1-A
(Del Norte and Humboldt Counties)

(Vote for no more than 1 candidate)

Delegates will serve two-year terms that will end March 31, 2027

*denotes incumbent

☐ Tabitha Martel (South Bay Union SD)

☐ Lisa Ollivier (Eureka City Schools)

_____   _____
Signature of Superintendent or Board Clerk   *Title*

_____   _____
School District   *Date of Board Action*

See reverse side for a current list of all Delegates in your Region.