

**CUTTEN ELEMENTARY SCHOOL DISTRICT
BOARD OF TRUSTEES
BOARD MEETING AGENDA
April 8, 2024 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 11, 2024
- 2.2 Approval of Warrants and Payroll
- 2.3 Quarterly Report on William Uniform Complaints
- 2.4 Approval of MOU Humboldt-Del Norte SELPA Transfer of Educationally Related Mental Health Services Funds (ERMHS) From Member LEA's to SELPA
- 2.5 Approval of MOU Between Cutten School District and HBTA Regarding School Climate Team Stipends
- 2.6 Approval of MOU Between Cutten School District and HBTA Regarding Leadership Team Stipends
- 2.7 Approval of MOU Between Cutten School District and HBTA Regarding Yearbook Stipends
- 2.8 Approval of Resignation 1.0 FTE Certificated Teacher
- 2.9 Approval of Employment of 4.0 FTE Certificated Teaching Staff 2024-2025
- 2.10 Approval of Employment of 1.0 FTE Certificated Teaching Staff (Temporary) ELCC Position 2024-25

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

- 4.1 Cutten-Ridgewood PTA Report
- 4.2 School Site Council Report
- 4.3 HBTA Report
- 4.4 2022 – 2023 Student Registration Report
- 4.5 LCAP Update

5.0 CORRESPONDENCE

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 2023-2024 School Plan for Student Achievement (SPSA)
- 6.3 Discussion/Consider Tentative Staffing Options
- 6.5 Discussion/Consider Approval of Prop 28 Arts & Music Budget/Plan
- 6.5 Discussion/Direction to Move in Regarding Placing a Bond On the Nov. 2024 Ballot
- 6.6 Discussion/Consider Approval of PGE Electric Pole & Upgrade Cutten School/BESC project
- 6.7 Discussion/Consider the ELOP Portable Project Plan Revisions

7.0 SUPERINTENDENT/PRINCIPAL REPORT

8.0 BOARD MEMBER COMMENTS / COMMUNICATION

9.0 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 11, 2024 6pm
Ridgewood Commons
2060 Ridgewood Drive Cutten, CA 95503

1.0 CALL TO ORDER/FLAG SALUTE Meeting called to order at 6:02pm. Board members in attendance: Dennis Reinholtsen , Mary DeWald, and Beth Johnson. Flag Salute.

2.0 CONSENT AGENDA- Consent to agenda motioned by Andy Sundquist seconded by Beth Johnson. Motion carried 3-0

- 2.1 Approval of Minutes-February 11, 2024
- 2.2 Approval of Warrants and Payroll
- 2.3 Approval of Cutten Elementary School District Transportation Plan 2024
- 2.4 Approval of Total Compensations Systems, Inc., Contract GASB 74/75
- 2.5 Acceptance of 2 Certificated Resignations

3.0 VISITOR COMMENTS ON NON-AGENDA ITEMS- No Comments

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- April carnival, founders night awards went great, planter for Audrea Filbey memorial was planted at RW
- 4.2 School Site Council- Following week from meeting will be approving plan for schools
- 4.3 HBTA Report- Report by Mike Richards - Memorial for Audrea Filbey was wonderful and honored her well. Conferences started which made teachers start thinking of new report cards needed since HCOE is getting rid of the report cards they have been using.
- 4.4 Principal's Report- Darci reported on learning in the brain training attended on sparking motivation to learn, absenteeism ideas to reduce chronic illness attendance. Also the NAEP random testing for 4th graders done at Cutten. Basketball session ended and science fair awards will be presented at the end of the month. Annette reported on TK/K orientation that happened and the great turnout. Breakfast with books at RW went great as well. New gate for RW to be installed soon.
- 4.5 Enrollment/New Student Registration update 2024-2025- Becky reported that registration is still at 561 projection for total enrollment.
- 4.6 LCAP- Becky reported that not much feedback was received in person, just a few responses. Will be trying to get more information as school events come up. Online survey possibly to be sent out.

5.0 CORRESPONDENCE

- 5.1 CSBA Voting Materials- No voting
- 5.2 CSBA-The Brown Act Book

6.0 INFORMATION / POSSIBLE ACTION ITEMS

- 3-0.
- 6.1 Discussion/Consider Certification of 2023 -2024 Second Interim Report- Motioned by Beth Johnson seconded by Andy Sundquist. Motion Carried 3-0
 - 6.2 Discussion/Consider Acceptance of District Certification of Corrective Actions for 2022 - 2023 Audit- Motioned by Andy Sundquist seconded by Beth Johnson. Motion Carried 3-0.
 - 6.3 Discussion/Consider Acceptance of 2022 – 2023 Independent Financial and Compliance Audit Report- Motioned by Andy Sundquist seconded by Beth Johnson. Motion Carried 3-0.
 - 6.4 Discussion/Consider Approval of 2024 – 2025 School Calendar with Addition of 2 Early Release Days for Students- Motioned by Beth Johnson seconded by Andy Sundquist. Motion Carried 3-0
 - 6.5 Discussion on Tentative Certificated Staffing Options for 2024– 2025- Enrollment projection shows 2% more for enrollment so Option 2 seems most ideal
 - 6.6 Discussion/Consider Possible Action on Resolution 2023-01 Regarding Reduction in Certificated Workforce (1.0 FTE). Not moved
 - 6.7 Discussion/Consider Approval of a 1.0 FTE Certificated Art Teacher Position beginning in the 2024-2025 School Year Using Art & Music Funds- and Discussion on Art and Music Plan- Motioned by Andy Sundquist seconded by Beth Johnson. Motion Carried 3-0.
 - 6.8 Discussion/Consider Approval of a 1.0 FTE School Psychologist Position beginning in the 2024-2025 School Year- Motioned by Beth Johnson seconded by Andy Sundquist. Motion Carried 3-0.
 - 6.9 Discussion/Consider Approval of Summer School/ASP Schedule 2024- Motioned by Andy Sundquist seconded by Beth Johnson. Motion Carried 3-0.
 - 6.10 Consideration of and Possible Action on Resolution 2024 –02 Regarding Classified Reduction in WorkForce (4.2 hours Layoff)- Motioned by Beth Johnson seconded by Andy Sundquist. Motion Carried 3-0
 - 6.11 Consider Approval of the Agreement for Architectural Services With Quattrocchi Kwok Architects-ELOP (ASP) Ridgewood Portable- Motioned by Andy Sundquist seconded by Beth Johnson. Motion Carried 3-0.
 - 6.12 Consider Approval of the Agreement for SHN Consulting Engineers & Geologists \$7000 Survey -ELOP (ASP) Ridgewood Portable- Motioned by Andy Sundquist seconded by Beth Johnson. Motion Carried 3-0.
 - 6.13 Consider Approval of the Agreement with Mobile Modular \$187,462.09 -ELOP (ASP) Ridgewood Portable- Motioned by Andy Sundquist seconded by Beth Johnson. Motion Carried 3-0.
 - 6.14 Consider Approval of Representative to CSBA's Delegate Assembly- None

7.0 SUPERINTENDENT REPORT- Teacher of the year nomination for our very own Joe Kencke with HCOE

8.0 BOARD MEMBER COMMENTS / COMMUNICATION- Thanks for the skittles, Beth Johnson thanking Mike Richards for all the help provided to Audrea Filbeys family.

9.0 CLOSED SESSION- Meeting adjourned at 7:29pm

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

9.1 *CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)*
Agency Negotiator: May DeWald
Unrepresented Employee: Cutten Principal

9.2 CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)
Agency Negotiator: Mary DeWald
Unrepresented Employee: Ridgewood Principal

9.3 CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)
Agency Negotiator: Mary DeWald
Unrepresented Employee: Superintendent

9.4 PUBLIC EMPLOYEE-DISCIPLINE/DISMISSAL/RELEASE (GC § 54957).

10. RECONVENE TO OPEN SESSION-7:40pm
Report of Action Taken

9.3 During the previous closed session the Board acted to increase Superintendent salary by 2% for the 2024-25 school year from \$122, 298 to \$ 124,743.96.

9.4 During the previous closed session, the Board acted to authorize the District Superintendent, or designee, to notify 1 F.T.E temporary certificated employees School Psychologists, pursuant Education Code section 44954(b), that they will not be reemployed for the 2024-2025 school year. Andy Sundquist motioned, Beth Johnsston seconded, All were in favor

11. ADJOURNMENT -7:43pm

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

Checks Dated 03/01/2024 through 03/31/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3000232784	03/04/2024	REVOLVING CASH FUND	01-5950	140.15	
			13-4396	159.74	
			13-4710	371.02	670.91
3000232785	03/04/2024	U.S. BANK	01-4310	3,396.36	
			01-4391	191.52	
			13-4396	66.08	3,653.96
3000233115	03/07/2024	(HARRIS) SHAFER'S ACE HARDWARE	01-4374	76.18	
			01-4400	1,131.34	1,207.52
3000233116	03/07/2024	AT&T CALNET 2	01-5909		319.54
3000233117	03/07/2024	Carillo-Salas, Vanesa	01-5201		102.85
3000233118	03/07/2024	CRYSTAL CREAMERY	13-4711		3,170.38
3000233119	03/07/2024	CRYSTAL SPRINGS BOTTLED WATER	01-5531	50.00	
			01-5623	14.00	64.00
3000233120	03/07/2024	FRANZ FAMILY BAKERY	13-4710		201.60
3000233121	03/07/2024	Gabbert, Stacey E	01-4310	57.60	
			01-5210	20.21	77.81
3000233122	03/07/2024	HUMB COMMUNITY SERVICES DIST	01-5530		339.21
3000233123	03/07/2024	Kencke, Joseph T	01-5210		309.42
3000233124	03/07/2024	Kristyn Fresz	01-5800		2,100.00
3000233125	03/07/2024	MacQuarrie, Becky L	01-5210		588.43
3000233126	03/07/2024	MENDES SUPPLY COMPANY	01-4374		2,933.59
3000233127	03/07/2024	MISSION LINEN SUPPLY	01-5550		537.84
3000233128	03/07/2024	Mitchell, Brandee L	01-4310		126.62
3000233129	03/07/2024	P G & E	01-5511	15,504.28	
			01-5520	114.96	15,619.24
3000233130	03/07/2024	Rutter, Darcie R	01-4391	128.85	
			01-5210	595.18	724.03
3000233131	03/07/2024	Smelser, Susan P	01-4391		183.61
3000233132	03/07/2024	STAPLES ADVANTAGE	01-4310		394.66
3000233133	03/07/2024	SYSCO SACRAMENTO	13-4396	479.56	
			13-4710	11,688.84	
			13-5623	3,126.43	15,294.83
3000233134	03/07/2024	U.S. BANK EQUIPMENT FINANCE	01-5637		1,596.00
3000233135	03/07/2024	Ubeo West,LLC	01-5637		1,207.18
3000233136	03/07/2024	VALLEY PACIFIC PETROLEUM SVCS	01-4364	226.15	
			01-4365	889.40	1,115.55
3000233893	03/14/2024	HUMBOLDT NO. 1 FIRE PROTECTION	01-5884		456.00
3000233894	03/14/2024	JOHNSON'S MOBILE RENTALS	21-5800		145.46
3000233895	03/14/2024	Quattrocchi Kwok Architects	01-6210		2,626.09
3000233896	03/14/2024	SECURITY LOCK & ALARM	01-5804		125.96
3000234643	03/21/2024	Hague, Jaime A	01-4310		492.23
3000234644	03/21/2024	Hulstrom, Gidget L	01-4710		92.32
3000234645	03/21/2024	HUMB COMMUNITY SERVICES DIST	01-5530		963.35
3000234646	03/21/2024	JUNIOR BARNS, LLC	01-4400		5,603.00

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.

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3000234647	03/21/2024	Luciani, Ashly C	01-4310		136.25
3000234648	03/21/2024	MacQuarrie, Becky L	01-4393		34.90
3000234649	03/21/2024	P G & E	01-5511		2,181.45
3000234650	03/21/2024	Standish, Christina J	01-4310		35.50
3000234651	03/21/2024	TOTAL COMPENSATION SYSTEMS INC	01-5800		2,160.00
3000234652	03/21/2024	Ubeo West,LLC	01-4351		137.74
3000234653	03/21/2024	Yip, Andrea N	01-5210		65.20
3000235559	03/28/2024	REVOLVING CASH FUND	01-5801	150.00	
			01-5886	1.00	
			01-5950	149.24	
			01-8699	234.00	
			13-4710	812.66	1,346.90
3000235560	03/28/2024	Department of General Serv/Off ice of Fiscal Serv	01-6250		3,912.50
			Total Number of Checks	41	73,053.63

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	37	52,831.86
13	CAFETERIA FUND	6	20,076.31
21	BUILDING FUND	1	145.46
Total Number of Checks		41	73,053.63
Less Unpaid Tax Liability			.00
Net (Check Amount)			73,053.63

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EARNINGS by Earnings Code	Income	Adjustments
No Gross Pay		8.00
Regular	431,851.42	
TOTAL	431,851.42	8.00

TAXES	Employee	Employer	Total	Subject Grosses
Federal Withholding	25,766.51		25,766.51	369,960.45
State Withholding	8,270.68		8,270.68	369,960.45
Social Security	8,487.86	8,487.86	16,975.72	136,900.93
Medicare	6,029.43	6,029.43	12,058.86	415,820.90
SUI	207.95		207.95	415,820.90
Workers' Comp	11,505.77		11,505.77	415,820.90
SUBTOTAL	48,554.48	26,231.01	74,785.49	

EARNINGS by Group	Income	Adjustments
Base Pay	420,413.03	
Docks	7,944.35	
Extra Duty	7,136.11	
Miscellaneous		8.00
Stipends	590.00	
Substitutes	8,300.00	
Vacation Pay	3,356.63	
TOTAL	431,851.42	8.00

REDUCTIONS	Employee	Employer	Total	Subject Grosses
PERS	2,953.13	11,255.68	14,208.81	42,187.69
PERS / 62	6,417.52	21,402.47	27,819.99	80,219.03
STRS / 60	24,084.72	44,879.81	68,964.53	234,972.53
STRS / 62	5,505.08	10,303.49	15,808.57	53,944.89
Tax Sheltered Annuit	6,900.00		6,900.00	
Health & Welfare	14,050.00	73,697.80	87,747.80	
Dependent Care	120.00		120.00	
Supplemental Insuran	838.86		838.86	
Flex Medical Savings	1,021.66		1,021.66	
SUBTOTAL	61,890.97	161,539.25	223,430.22	

EARNINGS	Person Type	Female Employees
Certificated	47	40
Classified	55	46
TOTAL	102	86

DEDUCTIONS	Employee	Employer	Total	Subject Grosses
Dues & Memberships	3,303.95		3,303.95	31.80
403b ROTH	3,050.00		3,050.00	
Garnishments	400.00		400.00	
Health & Welfare		1,030.00	1,030.00	
District Repay	9.30		9.30	
Miscellaneous	850.00		850.00	
Supplemental Insuran	2,927.60		2,927.60	
Summer Savings	23,161.69		23,161.69	165,417.58
SUBTOTAL	33,702.54	1,030.00	34,732.54	
TOTALS	144,147.99	188,800.26	332,948.25	

Vendor Summary for Pay Date 03/08/2024 thru 03/29/2024	
Vendor Checks	9,462.07
Vendor Liabilities	323,486.18
	332,948.25

Cancel/Reissue for Process Date 03/08/2024 thru 03/29/2024	
Reissued	
Cancel Checks	
Void ACH	

BALANCING DATA

NET

Gross Earnings	431,851.42	287,703.43	Net Pay	
District Liability	188,800.26	144,147.99	Deductions	
	620,651.68	188,800.26	Contributions	
		620,651.68		

Direct Deposits	255,087.80	79
Checks	32,615.63	26
Partial Net ACH		
Negative Net		
Check Holds		
Zero Net		
TOTAL	287,703.43	105

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Pay Date 03/08/2024 through 03/29/2024

Fiscal Year 2023/24

EARNINGS by Earnings Code		Income	Adjustments	TAXES		Employee	Employer	Total	Subject Grosses
No Gross Pay			8.00	Federal Withholding	25,766.51			25,766.51	369,960.45
Regular	431,851.42			State Withholding	8,270.68			8,270.68	369,960.45
				Social Security	8,487.86	8,487.86		16,975.72	136,900.93
				Medicare	6,029.43	6,029.43		12,058.86	415,820.90
				SUI	207.95			207.95	415,820.90
				Workers' Comp	11,505.77	11,505.77		11,505.77	415,820.90
TOTAL	431,851.42		8.00	SUBTOTAL	48,554.48	26,231.01		74,785.49	

EARNINGS by Group		Income	Adjustments	REDUCTIONS		Employee	Employer	Total	Subject Grosses
Base Pay		420,413.03		PERS	2,953.13	11,255.68		14,208.81	42,187.69
Docks		7,944.35		PERS / 62	6,417.52	21,402.47		27,819.99	80,219.03
Extra Duty		7,136.11		STRS / 60	24,084.72	44,879.81		68,964.53	234,972.53
Miscellaneous			8.00	STRS / 62	5,505.08	10,303.49		15,808.57	53,944.89
Stipends		590.00		Tax Sheltered Annuit	6,900.00			6,900.00	
Substitutes		8,300.00		Health & Welfare	14,050.00	73,697.80		87,747.80	
Vacation Pay		3,356.63		Dependent Care	120.00			120.00	
				Supplemental Insuran	838.86			838.86	
				Flex Medical Savings	1,021.66			1,021.66	
TOTAL	431,851.42		8.00	SUBTOTAL	61,890.97	161,539.25		223,430.22	

EARNINGS		Person Type	Female Employees	DEDUCTIONS		Employee	Employer	Total	Subject Grosses
Certificated	47	306,336.11	40	Dues & Memberships	3,303.95			3,303.95	31.80
Classified	55	125,515.31	46	403b ROTH	3,050.00			3,050.00	
				Garnishments	400.00			400.00	
				Health & Welfare		1,030.00		1,030.00	
				District Repay	9.30			9.30	
				Miscellaneous	850.00			850.00	
				Supplemental Insuran	2,927.60			2,927.60	
				Summer Savings	23,161.69			23,161.69	165,417.58
TOTAL	102	431,851.42	86	SUBTOTAL	33,702.54	1,030.00		34,732.54	
				TOTALS	144,147.99	188,800.26		332,948.25	

Vendor Summary for Pay Date 03/08/2024 thru 03/29/2024		Reissued
Vendor Checks	9,462.07	8
Vendor Liabilities	323,486.18	33
	332,948.25	41

Cancel/Reissue for Process Date 03/08/2024 thru 03/29/2024

BALANCING DATA

NET

Gross Earnings	431,851.42	287,703.43	Net Pay
District Liability	188,800.26	144,147.99	Deductions
	620,651.68	188,800.26	Contributions
		620,651.68	

Direct Deposits	255,087.80	79
Checks	32,615.63	26
Partial Net ACH		
Negative Net		
Check Holds		
Zero Net		

TOTAL	287,703.43	105
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**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

811-3/6818262.1

PC Approved 2-7-24

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

2024 Williams 1st Quarter Report from 1/01/24 to 3/31/24. Report Due by 4/30/2024

1 message

Google Forms <forms-receipts-noreply@google.com>
To: bmacquarrie@cuttensd.org

Fri, Mar 29, 2024 at 9:06 AM

Thanks for filling out [2024 Williams 1st Quarter Report from 1/01/24 to 3/31/24. Report Due by 4/30/2024](#)

Here's what was received.

2024 Williams 1st Quarter Report from 1/01/24 to 3/31/24. Report Due by 4/30/2024

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](#)

[Report Abuse](#)

**Memorandum of Understanding between
the Humboldt Bay Teachers Association and
Cutten School District**

SUBJECT: School Climate Team Stipends

For the 2024 – 25 school year, the District will assign two selected unit members who apply to participate on the School Climate Team, plus each School Social Worker at each site, and one classified employee from each site to receive a one-time stipend of \$1,000, subject to the following terms.

1. To be eligible for the stipend, unit members shall attend monthly School Climate meetings.
2. Each unit member will be assigned a specific role on the team.
3. Unit members must sign in and sign out at each meeting.
4. Unit members are required to attend all meetings. If a unit member misses more than two meetings, the stipend is forfeited.
5. The stipend will be payable in the June regular payroll.
6. This agreement shall not set a precedent for any reason.

HBTA

Date

District

Date

**Memorandum of Understanding between
the Humboldt Bay Teachers Association and
Cutten School District**

SUBJECT: Cutten-Ridgewood Yearbook Stipend

For the 2024 - 25 school year, the District will assign a selected unit member to receive a one-time stipend of \$1,500, subject to the following terms.

1. To be eligible for the stipend, the unit member shall complete the annual yearbook.
2. The stipend will be payable in the June regular payroll.
3. More than one unit member (up to 4) may share the responsibility of completing the yearbook, subject to District approval.
4. If more than one unit member is assigned, the stipend shall be split between participating unit members.
5. This agreement shall not set a precedent for any reason.

HBTA

Date

District

Date

**Memorandum of Understanding between
the Humboldt Bay Teachers Association and
Cuttan School District**

SUBJECT: Leadership Team

For the 2024 - 25 school year, the District will assign selected unit members who apply to participate on the Leadership Team, to receive a one-time stipend of \$2,000, subject to the following terms.

1. To be eligible for the stipend, unit members shall attend Leadership Team meetings.
2. Unit members must sign in and sign out at each meeting.
3. Unit members are required to attend all meetings. If a unit member misses more than five meetings, the stipend is forfeited.
4. The stipend will be payable in the June regular payroll.
5. This agreement shall not set a precedent for any reason.

HBTA

Date

District

Date

Grace Lovell
223 2nd St
Eureka CA 95501

March 18th, 2024

Becky MacQuarrie
Cutten Elementary School
4182 Walnut Drive
Cutten CA 95534

Dear Becky,

Please accept this letter as a formal notice of my resignation from my teaching position at Cutten Elementary.

My last working day will be June 14th, 2024. Until then, please let me know how I can support the Special Ed team with planning for next year!

Thank you so much for allowing me to be part of the Cutten Community this year. Cutten is a phenomenal school with a talented, kind and dedicated staff, and it has been such a joy to work here!

Sincerely,

A handwritten signature in black ink, appearing to read 'Grace Lovell', written in a cursive style.

Grace Lovell

CUTTEN SCHOOL DISTRICT Certificated Staffing / Enrollment for 2023-2024
March 2024

Grade Level	Classroom Teacher	Classroom Aide	1st Day Class Size	Class Size	Grade	Grade Totals	School Totals
SDC	Veeh, Tom	Hartridge, Catherine	8	9	SDC	9	Ridgewood Total 263
TK	Chastain, Amy	O'Kane, Taryn	15	16	TK	30	
TK	Seghetti, Nadine	Copeland, Linda	14	14	Kindergarten	80	
K	Gabbert, Stacey	Emerson, Lilly	20	20			
K	Lemmon, Katrin	Thayer, Tracy	20	20			
K	Seymour, Melissa	Gutierrez, Teja	20	20			
K	Escutia, Liz	Curjel, Isabella	20	20			
1	Felmelee, Jamie	Blacketer, Kacie	19	19			
1	Dickinson, Lori	Morgan, Aubrie	19	18	Second	68	
1	Kencke, Joe	Urban, Michelle	20	19			
1	Hinrichs, Dani	Wagner, Ella	19	20			
2	Davis, Becky	Blevins, Trinity	23	22			
2	Rice, Suzanne	Blaisdell, Leina	22	23			
2	Richards, Mike	Kidd, Lorna	23	23			
3	Hassler, Jeannie	Pino, Karen	21	21	Third	62	
3	Watkins, Lindsay	Hulstrom, Gidget	20	22	Fourth	93	
3	Watson, Harriet	Hulstrom, Mike	20	19			
4	Code, Jen	Bell, Marissa	27	27			
4	Ibbitson, Bethany	Houseworth, Stepha	27	27			
4	Wheeler, Jesse	Comas, Maria	27	27			
4	Bon, Mindi	Houseworth, Brenae	11	12			
5	Benbow, Tracy	Wheeler, Sharon	27	27			
5	Hague, Jaime	Lawson, Barandi	27	27			
5	Bon, Mindi	Houseworth, Brenae	10	12			
6	Yip, Andrea	Holgerson, Ashlee	27	28			
6	Cook, Kaycee	McCarty, Sydney	27	28			
6	Mitchell, Brandee	Creason, Valerie	27	28			
	Totals	Totals	560	568	Fifth	66	Cutten Total 305
					Sixth	84	
						568	568

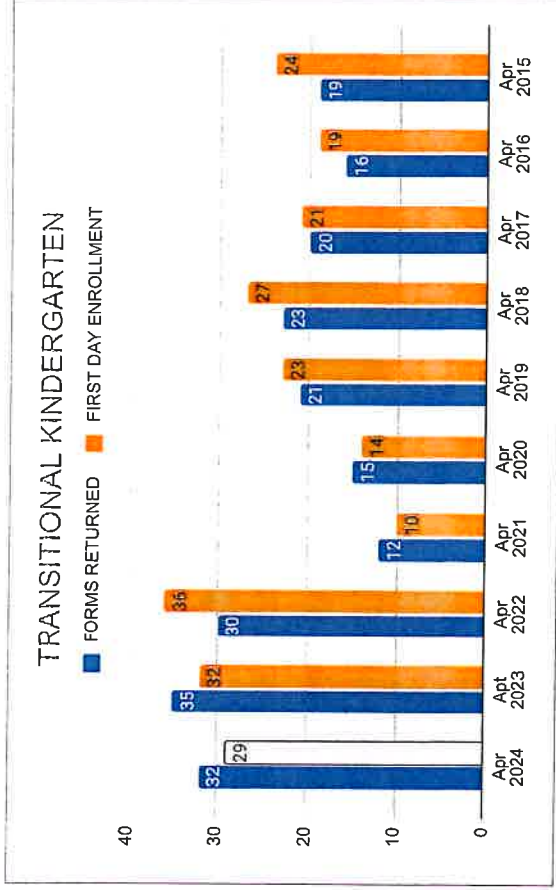
TRANSITIONAL KINDERGARTEN (4/--/23)		
YEAR	FORMS RETURNED	FIRST DAY ENROLLMENT
Apr 2024	32	29
Apr 2023	35	32
Apr 2022	30	36
Apr 2021	12	10
Apr 2020	15	14
Apr 2019	21	23
Apr 2018	23	27
Apr 2017	20	21
Apr 2016	16	19
Apr 2015	19	24

32

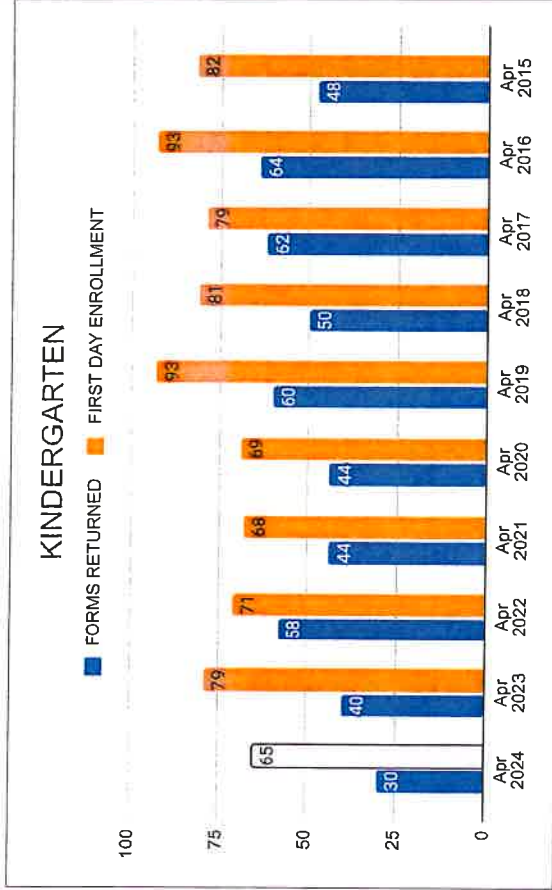
Projected increase = Apr 2023 increase/decrease
In district forms out = 3

KINDERGARTEN (4/--/23)		
YEAR	FORMS RETURNED	FIRST DAY ENROLLMENT
Apr 2024	30	65
Apr 2023	40	79
Apr 2022	58	71
Apr 2021	44	68
Apr 2020	44	69
Apr 2019	60	93
Apr 2018	50	81
Apr 2017	62	79
Apr 2016	64	93
Apr 2015	48	82

Avg increase from Apr to Aug = 5
Projected increase Apr 2023
In district forms out = 3



-3
6
-2.0
-1.0
2.0
4.0
1.0
3.0
5.0

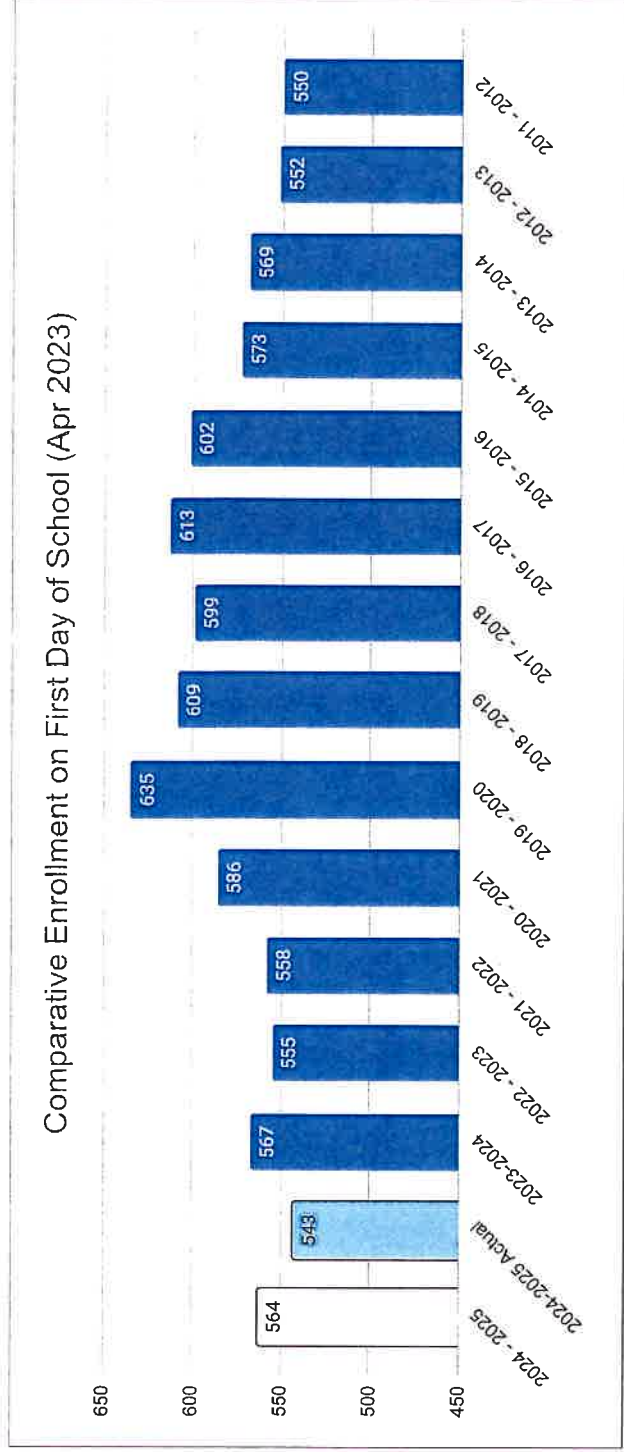


5
4.0
10.0
1.0
6.0
12.0
-7.0
11.0
15.0

	SDC	TK	K	1	2	3	4	5	6	TOTAL
2024 - 2025 Projection	11	32	65	82	77	70	67	94	65	563
2024-2025 Actual to Date	9	29	60	80	75	68	65	92	65	543
2023-2024	9	30	80	75	68	62	93	66	84	567
2022 - 2023	9	37	70	66	61	85	65	85	86	555
2021 - 2022	13	10	69	60	86	74	86	95	68	558
2020 - 2021	10	14	69	88	80	84	95	79	67	586
2019 - 2020	11	23	93	80	82	104	80	86	76	635
2018 - 2019	10	27	81	77	88	83	81	86	76	609
2017 - 2018	5	21	79	88	81	79	82	80	84	599
2016 - 2017	NA	19	93	82	84	85	84	85	81	613
2015 - 2016	NA	24	82	85	85	88	78	92	68	602
2014 - 2015	NA	20	84	76	82	76	86	72	77	573
2013 - 2014	NA	17	75	86	81	83	77	82	68	569
2012 - 2013	NA	1	77	79	82	80	88	73	72	552
2011 - 2012	NA	NA	82	92	80	83	78	71	64	550

2024 - 2025 Projection	563
2024-2025 Actual	543
2023-2024	567
2022 - 2023	555
2021 - 2022	558
2020 - 2021	586
2019 - 2020	635
2018 - 2019	609
2017 - 2018	599
2016 - 2017	613
2015 - 2016	602
2014 - 2015	573
2013 - 2014	569
2012 - 2013	552
2011 - 2012	550

2023 - 2024 TK/K projections based on historical data, grades 1-6 based on current enrollment +2





North Coast Schools
Medical Insurance Group

MEMORANDUM

DATE: March 8, 2024
TO: NCSMIG Member Districts
FROM: Taylin Titus, Executive Director ††
RE: 2024-2025 NCSMIG Program Rates

I am pleased to inform you of the recent decisions made by the North Coast Schools Medical Insurance Group (NCSMIG) Board of Directors regarding the Medical, Dental and Vision rates for the upcoming fiscal year, effective July 1, 2024. After careful consideration and analysis of our Medical, Dental, and Vision programs, the Board has decided on the following adjustments:

- **Medical Program:** The Board has approved a 3% rate increase for the Medical Program. This increase reflects the successful management of the program while maintaining high quality coverages for our membership.
- **Dental Program:** There will be no rate increase for the Dental Program for the 2024-2025 fiscal year. We continue to work behind the scenes on strengthening our provider networks and reviewing benefits for a prosperous program.
- **Vision Program:** The Board has approved a 2.3% rate increase for the Vision Program. This adjustment is in response to increased utilization following plan enhancements to the Program.

Please note that rates for both the Medical and Vision programs have been rounded up to the nearest dollar for accounting ease.

In addition to these rate adjustments, we are thrilled to announce the approval of Virtual Blue, a virtual-first healthcare experience that integrates primary, behavioral, and specialty care. As a two-year pilot program, Virtual Blue will be included as a new *PLUS+* plan option alongside all of our existing Medical plans. Stay tuned for more information as we prepare to launch this exciting platform!

Please refer to the attached documents for the detailed rates for each program. All updates will take effect on July 1, 2024. Information regarding Open Enrollment will be communicated in the near future.

Thank you for your continued support and participation in the North Coast Schools Medical Insurance Group. If you have any questions or concerns, please do not hesitate to contact us.

North Coast Schools Medical Insurance Group

2024-2025 Program Rates

2024/2025 Medical Plan Rates (Active)

Plan	Employee Only	Employee + Spouse/Partner	Employee + Child/ren	Employee + Family
Oak	\$ 983	\$ 1,900	\$ 1,545	\$ 2,330
Spruce	\$ 770	\$ 1,487	\$ 1,204	\$ 1,818
Pine	\$ 542	\$ 1,050	\$ 883	\$ 1,370
Maple	\$ 690	\$ 1,333	\$ 1,208	\$ 1,756

2024/2025 Medical Plan Rates (Retiree)

Plan	Retiree, Spouse/Partner, Dep. Child > 26 (No Medicare)	Retiree, Spouse/Partner, Dep. Child > 26 (Medicare)	Dependent Child of Retiree < 26
Oak	\$ 1,524	\$ 1,458	\$ 700
Spruce	\$ 1,187	\$ 1,152	\$ 542
Pine	\$ 813	\$ 777	\$ 566
Maple	\$ 1,061	\$ 871	\$ 633

2024/2025 Dental Plan Rates

Plan	Premium	Calendar Year Maximum	Orthodontics	Prosthodontics
D-15	\$ 91.00	\$ 1,500.00	None	50%/50%
D-20	\$ 113.00	\$ 2,000.00	\$1,500 Lifetime Maximum 70% Guardian/30% Member Children and Adults	50%/50%
D-30	\$ 123.00	\$ 3,000.00	\$2,500 Lifetime Maximum 75% Guardian/25% Member Children and Adults	75%/25%

2024/2025 Vision Plan Rates

Plan	Premium	Copay	Exam Frequency	Lens Frequency	Frame Frequency
A	\$ 18.00	\$ 15.00	12 months	24 months	24 months
B	\$ 19.00	\$ 15.00	12 months	12 months	24 months
C	\$ 23.00	\$ 15.00	12 months	12 months	12 months

Cutten School District
 Health & Welfare Benefits
 2024-2025 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-Emp1	\$ 983.00	\$ 113.00	\$ 23.00	\$ 1,119.00	12	\$ 13,428.00	\$ 18,000	\$ -	\$ -	\$ -	\$ -
Oak-Emp1 + SP	\$ 1,900.00	\$ 113.00	\$ 23.00	\$ 2,036.00	12	\$ 24,432.00	\$ 18,000	\$ 6,432.00	\$ 643.20	\$ 584.73	\$ 536.00
Oak-Emp1 + Child(ren)	\$ 1,545.00	\$ 113.00	\$ 23.00	\$ 1,681.00	12	\$ 20,172.00	\$ 18,000	\$ 2,172.00	\$ 217.20	\$ 197.45	\$ 181.00
Oak-Family	\$ 2,330.00	\$ 113.00	\$ 23.00	\$ 2,466.00	12	\$ 29,592.00	\$ 18,000	\$ 11,592.00	\$ 1,159.20	\$ 1,053.82	\$ 966.00
Spruce-Emp1	\$ 770.00	\$ 113.00	\$ 23.00	\$ 906.00	12	\$ 10,872.00	\$ 18,000	\$ -	\$ -	\$ -	\$ -
Spruce- Emp1 + SP	\$ 1,487.00	\$ 113.00	\$ 23.00	\$ 1,623.00	12	\$ 19,476.00	\$ 18,000	\$ 1,476.00	\$ 147.60	\$ 134.18	\$ 123.00
Spruce-Emp1+ Child(ren)	\$ 1,204.00	\$ 113.00	\$ 23.00	\$ 1,340.00	12	\$ 16,080.00	\$ 18,000	\$ -	\$ -	\$ -	\$ -
Spruce-Family	\$ 1,818.00	\$ 113.00	\$ 23.00	\$ 1,954.00	12	\$ 23,448.00	\$ 18,000	\$ 5,448.00	\$ 544.80	\$ 495.27	\$ 454.00
Pine-Emp1	\$ 542.00	\$ 113.00	\$ 23.00	\$ 678.00	12	\$ 8,136.00	\$ 18,000	\$ -	\$ -	\$ -	\$ -
Pine- Emp1 + SP	\$ 1,050.00	\$ 113.00	\$ 23.00	\$ 1,186.00	12	\$ 14,232.00	\$ 18,000	\$ -	\$ -	\$ -	\$ -
Pine-Emp1 + Child(ren)	\$ 883.00	\$ 113.00	\$ 23.00	\$ 1,019.00	12	\$ 12,228.00	\$ 18,000	\$ -	\$ -	\$ -	\$ -
Pine-Family	\$ 1,370.00	\$ 113.00	\$ 23.00	\$ 1,506.00	12	\$ 18,072.00	\$ 18,000	\$ 72.00	\$ 7.20	\$ 6.55	\$ 6.00
Maple-Emp1	\$ 690.00	\$ 113.00	\$ 23.00	\$ 826.00	12	\$ 9,912.00	\$ 18,000	\$ -	\$ -	\$ -	\$ -
Maple- Employee + SP	\$ 1,333.00	\$ 113.00	\$ 23.00	\$ 1,469.00	12	\$ 17,628.00	\$ 18,000	\$ -	\$ -	\$ -	\$ -
Maple-Emp1 + Child(ren)	\$ 1,208.00	\$ 113.00	\$ 23.00	\$ 1,344.00	12	\$ 16,128.00	\$ 18,000	\$ -	\$ -	\$ -	\$ -
Maple-Family	\$ 1,756.00	\$ 113.00	\$ 23.00	\$ 1,892.00	12	\$ 22,704.00	\$ 18,000	\$ 4,704.00	\$ 470.40	\$ 427.64	\$ 392.00

School Year: **2023-24**



Single Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cutten Elementary School	12-62745-6007736		

Purpose and Description

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

Schoolwide Program

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

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

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

- 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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

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

Classroom Observations

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

Regular, unannounced, informal observations are made weekly throughout the campus. Formal, scheduled observations for the purpose of evaluations are made twice annually for certificated staff who have been with the district for one or two years and bi-annually for certificated staff who have been with the district for three or more years. Certificated staff with more than ten years in the district may receive formal evaluations once every five years.

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Local Multiple Measures

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

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff meet the following highly qualified teachers requirements:

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

Evidence-based educational practices to raise student achievement

Evidence-based practices aimed at raising student achievement include:

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

Parental Engagement

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

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

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

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

Funding

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

Services funded by categorical funds to support underperforming students include:

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

Fiscal support (EPC)

Not applicable since no budget items exceeded 10% revision.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Annual review and update of the SPSA is based on results from LCAP 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.

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

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	5.6%	4.36%	2.48%	18	14	8
African American	0.3%	0.31%	0.62%	1	1	2
Asian	3.4%	3.12%	3.11%	11	10	10
Filipino	0.3%	%	0%	1	0	0
Hispanic/Latino	13.7%	11.53%	12.42%	44	37	40
Pacific Islander	0.3%	0.31%	0.31%	1	1	1
White	61.2%	62.93%	63.35%	197	202	204
Multiple/No Response	15.2%	17.45%	17.39%	49	56	56
Total Enrollment				322	321	322

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 3	84	72	86
Grade 4	93	85	65
Grade 5	79	96	85
Grade 6	66	68	86
Total Enrollment	322	321	322

Conclusions based on this data:

1. Enrollment (overall and in subgroups) has remained steady between 2021-2022 and 2022-2023 (Difference of one.)
2. Our Hispanic/Latino percentage has risen from 2021-2022, while our percentage of Multiple/No response has stayed close to the same.
3. Our American Indian population has decreased from 2021-2022.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	8	4	7	2.5%	1.2%	2.2%
Fluent English Proficient (FEP)	7	7	7	2.2%	2.2%	2.2%
Reclassified Fluent English Proficient (RFEP)	1			12.5%		

Conclusions based on this data:

1. Our percentage of EL students increased from the 2021-2022 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	86	69	88	0	69	88	0	69	88	0.0	100.0	100.0
Grade 4	93	85	65	0	84	65	0	84	65	0.0	98.8	100.0
Grade 5	78	93	84	0	92	83	0	92	83	0.0	98.9	98.8
Grade 6	65	67	86	0	67	86	0	67	86	0.0	100.0	100.0
All Grades	322	314	323	0	312	322	0	312	322	0.0	99.4	99.7

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2429.	2409.		18.84	18.18		31.88	21.59		34.78	26.14		14.49	34.09
Grade 4		2480.	2473.		22.62	18.46		35.71	35.38		23.81	30.77		17.86	15.38
Grade 5		2513.	2524.		22.83	28.92		42.39	22.89		11.96	28.92		22.83	19.28
Grade 6		2530.	2507.		11.94	9.30		37.31	26.74		34.33	36.05		16.42	27.91
All Grades	N/A	N/A	N/A		19.55	18.63		37.18	26.09		25.00	30.43		18.27	24.84

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		17.39	14.77		71.01	61.36		11.59	23.86	
Grade 4		26.19	24.62		65.48	64.62		8.33	10.77	
Grade 5		26.09	25.30		58.70	66.27		15.22	8.43	
Grade 6		16.42	9.30		73.13	56.98		10.45	33.72	
All Grades		22.12	18.01		66.35	62.11		11.54	19.88	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.80	12.50		75.36	53.41		18.84	34.09
Grade 4		7.14	1.54		75.00	78.46		17.86	20.00
Grade 5		19.57	20.48		64.13	59.04		16.30	20.48
Grade 6		14.93	6.98		61.19	65.12		23.88	27.91
All Grades		12.18	10.87		68.91	63.04		18.91	26.09

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.14	13.64		72.46	73.86		17.39	12.50
Grade 4		17.86	15.38		75.00	72.31		7.14	12.31
Grade 5		9.78	15.66		78.26	77.11		11.96	7.23
Grade 6		14.93	11.63		74.63	73.26		10.45	15.12
All Grades		13.14	13.98		75.32	74.22		11.54	11.80

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.29	7.95		65.22	69.32		14.49	22.73
Grade 4		14.29	13.85		78.57	73.85		7.14	12.31
Grade 5		11.96	22.89		71.74	71.08		16.30	6.02
Grade 6		11.94	9.30		74.63	74.42		13.43	16.28
All Grades		14.42	13.35		72.76	72.05		12.82	14.60

Conclusions based on this data:

1. The percentage of third graders above standard in writing increased by almost 7%.
2. The overall percentage of students near or below standard increased.
3. The overall percentage of students who exceeded standard decreased slightly (less than 1%.)

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	86	69	88	0	68	88	0	68	88	0.0	98.6	100.0
Grade 4	93	85	65	0	84	65	0	84	65	0.0	98.8	100.0
Grade 5	78	93	84	0	92	82	0	92	82	0.0	98.9	97.6
Grade 6	65	67	86	0	67	86	0	67	86	0.0	100.0	100.0
All Grades	322	314	323	0	311	321	0	311	321	0.0	99.0	99.4

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2441.	2433.		14.71	12.50		42.65	30.68		26.47	37.50		16.18	19.32
Grade 4		2482.	2496.		15.48	20.00		36.90	38.46		33.33	32.31		14.29	9.23
Grade 5		2498.	2500.		8.70	13.41		27.17	18.29		43.48	42.68		20.65	25.61
Grade 6		2544.	2525.		23.88	12.79		23.88	29.07		37.31	29.07		14.93	29.07
All Grades	N/A	N/A	N/A		15.11	14.33		32.48	28.66		35.69	35.51		16.72	21.50

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.94	15.91		52.94	60.23		19.12	23.86
Grade 4		21.43	21.54		55.95	69.23		22.62	9.23
Grade 5		16.30	9.76		60.87	63.41		22.83	26.83
Grade 6		17.91	12.79		61.19	60.47		20.90	26.74
All Grades		20.58	14.64		57.88	62.93		21.54	22.43

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.53	19.32		63.24	70.45		13.24	10.23
Grade 4		23.81	29.23		58.33	61.54		17.86	9.23
Grade 5		7.61	17.07		75.00	62.20		17.39	20.73
Grade 6		23.88	8.14		58.21	70.93		17.91	20.93
All Grades		18.97	17.76		64.31	66.67		16.72	15.58

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.65	19.32		67.65	65.91		14.71	14.77
Grade 4		9.52	20.00		64.29	70.77		26.19	9.23
Grade 5		4.35	13.41		69.57	62.20		26.09	24.39
Grade 6		19.40	13.95		62.69	60.47		17.91	25.58
All Grades		11.90	16.51		66.24	64.49		21.86	19.00

Conclusions based on this data:

1. The percentage of students at or near standard went up in each area.
2. The overall percentage of students at standard not met increased.
3. The overall percentage of students who exceeded standard decreased.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										8	4	4

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
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			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
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			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
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			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
3	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*
6	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

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

School and Student Performance Data

Student Population

The 2023 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.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
322	46	2.2	Students whose well being is the responsibility of a court.
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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	7	2.2
Foster Youth		
Homeless	11	3.4
Socioeconomically Disadvantaged	148	46
Students with Disabilities	56	17.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.6
American Indian	8	2.5
Asian	10	3.1
Hispanic	40	12.4
Two or More Races	56	17.4
Pacific Islander	1	0.3
White	204	63.4

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. 46% of our students are socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

The 2023 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.

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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."



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Red	Suspension Rate Blue
Mathematics Yellow		

Conclusions based on this data:

1. Our Chronic Absenteeism is high - Due to the Covid Pandemic students stayed home more frequently when sick and didn't consistently complete Independent Study Contracts.
2. Our students performed better in math than ELA. This year we are implementing Science of Reading into our lower grades, and into our intervention program.

-
-
3. Our suspension rate is high. We utilize PBIS and Restorative practices. Alternates to suspension are considered when possible.

School and Student Performance Data

Academic Performance English Language Arts

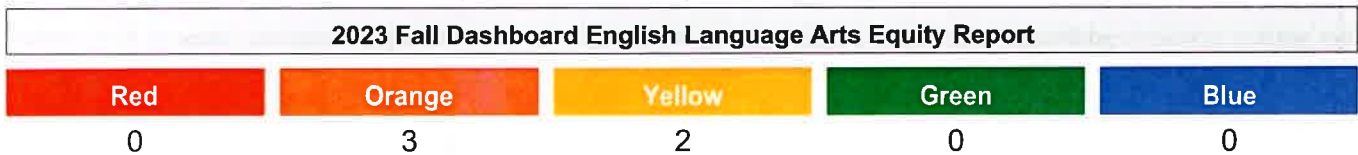
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 5.9 points below standard Decreased -10.2 points 316 Students	English Learners Less than 11 Students 7 Students	Foster Youth Less than 11 Students 0 Students
Homeless 33.9 points below standard 11 Students	Socioeconomically Disadvantaged  Orange 16.7 points below standard Decreased -13.6 points 144 Students	Students with Disabilities  Yellow 26.9 points below standard Increased Significantly +18.3 points 61 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<p align="center">African American</p> <p>Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center">American Indian</p> <p>Less than 11 Students</p> <p align="center">8 Students</p>	<p align="center">Asian</p> <p>Less than 11 Students</p> <p align="center">10 Students</p>	<p align="center">Filipino</p>  <p align="center">No Performance Color</p> <p align="center">0 Students</p>
<p align="center">Hispanic</p>  <p align="center">Orange</p> <p>20.4 points below standard</p> <p>Decreased Significantly - 17.9 points</p> <p align="center">39 Students</p>	<p align="center">Two or More Races</p>  <p align="center">Orange</p> <p>10 points below standard</p> <p>Decreased -14.9 points</p> <p align="center">55 Students</p>	<p align="center">Pacific Islander</p> <p>Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center">White</p>  <p align="center">Yellow</p> <p>0.9 points above standard</p> <p>Decreased -8.2 points</p> <p align="center">201 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

<p align="center">Current English Learner</p> <p>Less than 11 Students</p> <p align="center">5 Students</p>	<p align="center">Reclassified English Learners</p> <p>Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center">English Only</p> <p>4.5 points below standard</p> <p>Decreased -9.4 points</p> <p align="center">302 Students</p>
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Conclusions based on this data:

1. Students with disabilities increased by 18.3%.
2. Our Hispanic and Two or More Races groups decreased significantly. They would benefit from extra support in ELA.
3. Teachers will benefit from extra professional development in ELA, especially in the Science of Reading.

School and Student Performance Data

Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

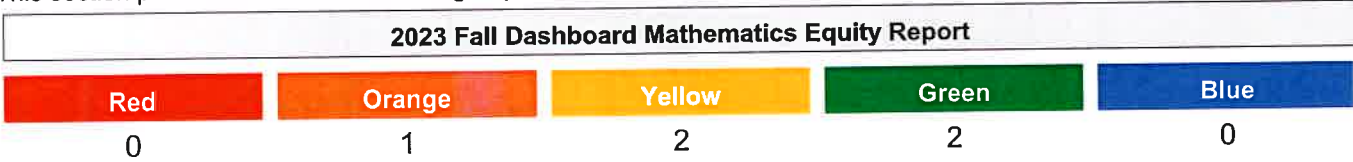
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.







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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

<p align="center">All Students</p>  <p align="center">Yellow</p> <p>12 points below standard Maintained -1.8 points</p> <p align="center">315 Students</p>	<p align="center">English Learners</p> <p>Less than 11 Students</p> <p align="center">7 Students</p>	<p align="center">Foster Youth</p> <p>Less than 11 Students</p> <p align="center">0 Students</p>
<p align="center">Homeless</p> <p>27.8 points below standard</p> <p align="center">11 Students</p>	<p align="center">Socioeconomically Disadvantaged</p>  <p align="center">Green</p> <p>17.4 points below standard Increased +7.7 points</p> <p align="center">143 Students</p>	<p align="center">Students with Disabilities</p>  <p align="center">Green</p> <p>17.3 points below standard Increased +12.3 points</p> <p align="center">60 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

<p align="center">African American</p> <p>Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center">American Indian</p> <p>Less than 11 Students</p> <p align="center">7 Students</p>	<p align="center">Asian</p> <p>Less than 11 Students</p> <p align="center">10 Students</p>	<p align="center">Filipino</p>  <p align="center">No Performance Color</p> <p align="center">0 Students</p>
<p align="center">Hispanic</p>  <p align="center">Orange</p> <p>25.6 points below standard Maintained +0.5 points</p> <p align="center">39 Students</p>	<p align="center">Two or More Races</p>  <p align="center">Yellow</p> <p>11.2 points below standard Maintained +2 points</p> <p align="center">55 Students</p>	<p align="center">Pacific Islander</p> <p>Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center">White</p>  <p align="center">Yellow</p> <p>8.5 points below standard Decreased -8.1 points</p> <p align="center">201 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only
Less than 11 Students	Less than 11 Students	11.7 points below standard
5 Students	2 Students	Decreased -3 points
		301 Students

Conclusions based on this data:

1. While overall our scores are in the middle range, our students with disabilities and our socioeconomically disadvantaged students' scores increased.
2. Teachers will benefit from additional professional development in mathematics.
3. Our Hispanic students will benefit from extra support in math.

School and Student Performance Data

Academic Performance English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator
English Learner Progress making progress towards English language proficiency Number of EL Students: 5 Students Performance Level: No Performance Level

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.

2023 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

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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
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	High	Medium	Low	Very Low

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Report by Race/Ethnicity			
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

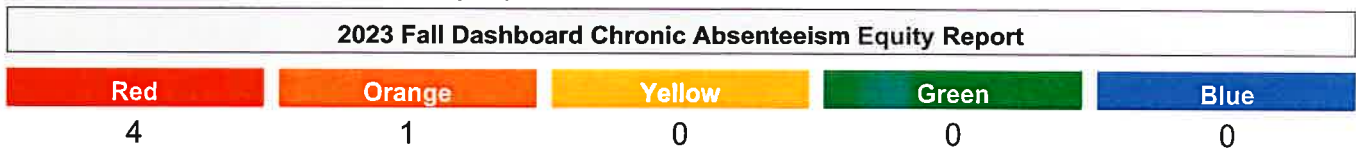
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>17.3% Chronically Absent</p> <p>Increased Significantly 5.5</p> <p>330 Students</p>	<p>English Learners</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>38.5% Chronically Absent</p> <p>0</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>31% Chronically Absent</p> <p>Increased Significantly 12.3</p> <p>158 Students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>24.6% Chronically Absent</p> <p>Increased 10.3</p> <p>65 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<p align="center">African American</p> <p>Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center">American Indian</p> <p>Less than 11 Students</p> <p align="center">8 Students</p>	<p align="center">Asian</p> <p>9.1% Chronically Absent</p> <p align="center">0</p> <p align="center">11 Students</p>	<p align="center">Filipino</p> <p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>
<p align="center">Hispanic</p> <p align="center"></p> <p align="center">Orange</p> <p>18.2% Chronically Absent</p> <p align="center">Increased 5</p> <p align="center">44 Students</p>	<p align="center">Two or More Races</p> <p align="center"></p> <p align="center">Red</p> <p>24.1% Chronically Absent</p> <p align="center">Increased 13.4</p> <p align="center">58 Students</p>	<p align="center">Pacific Islander</p> <p>Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center">White</p> <p align="center"></p> <p align="center">Red</p> <p>14.6% Chronically Absent</p> <p align="center">Increased Significantly 4.8</p> <p align="center">206 Students</p>

Conclusions based on this data:

1. Covid has impacted attendance.
2. Overall, we had high absenteeism in almost all areas.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.

2023 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.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
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

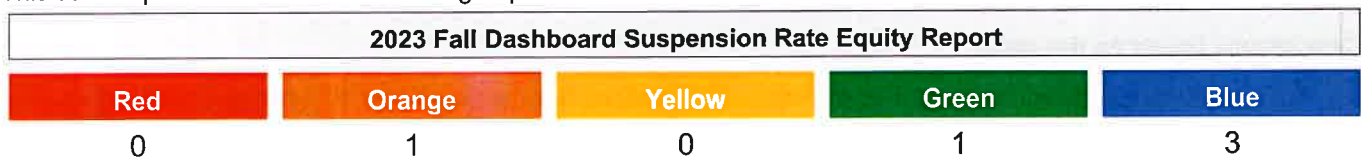
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.6% suspended at least one day Declined Significantly -1.2 331 Students	English Learners Less than 11 Students 8 Students	Foster Youth Less than 11 Students 2 Students
Homeless 7.7% suspended at least one day 13 Students	Socioeconomically Disadvantaged  Green 1.3% suspended at least one day Declined Significantly -2.1 159 Students	Students with Disabilities  Orange 3.1% suspended at least one day Increased 1.1 65 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

<p align="center">African American</p> <p>Less than 11 Students 2 Students</p>	<p align="center">American Indian</p> <p>Less than 11 Students 8 Students</p>	<p align="center">Asian</p> <p>0% suspended at least one day Maintained 0 11 Students</p>	<p align="center">Filipino</p> <p align="center"> No Performance Color 0 Students</p>
<p align="center">Hispanic</p> <p align="center"> Blue</p> <p>0% suspended at least one day Declined -4.9 44 Students</p>	<p align="center">Two or More Races</p> <p align="center"> Blue</p> <p>0% suspended at least one day Declined -3.6 59 Students</p>	<p align="center">Pacific Islander</p> <p>Less than 11 Students 1 Student</p>	<p align="center">White</p> <p align="center"> Blue</p> <p>0% suspended at least one day Maintained 0 206 Students</p>

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 less this year.
3. Teachers 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 Subject

Student Achievement

LEA/LCAP Goal

LCAP Goal #1

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

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	<p>2020 Second trimester results - "progressing" or "met"</p> <p>Reading, 73%</p> <p>Writing, 67%</p> <p>Mathematics, 79%</p> <p>2021 Second Trimester results-"progressing" or 'met'</p> <p>Reading, 71%</p> <p>Writing, 71%</p> <p>Math, 83%</p>	<p>Second trimester results - "progressing" or "met"</p> <p>Maintain Reading, 73%</p> <p>Increase Writing, 70%</p> <p>Maintain Mathematics, 79%</p>
M1.3 A broad course of study provided to all students. Priority 7	100% student access and participation, including unduplicated students and	Maintain 100% student access and participation, including unduplicated students and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
M1.4 CAASPP scores-reduce the gaps in achievement. Priority 4.	<p>students with disabilities, in all areas of study: ELA, math, history/ social science, science, the arts, health, and physical education.</p> <p>Met/Exceeded in 2019/20: ELA All students: 52% SED: 43% SWD: 24% Hispanic: 38% White: 56%</p> <p>MATHEMATICS All students: 43% SED: 33% SWD: 26% Hispanic: 34% White: 50%</p> <p>Data not available. No testing in the Spring of 2020/21. See local data in M1.2.</p>	<p>students with disabilities, in all areas of study: ELA, math, history/social science, science, the arts, health, and physical education.</p> <p>Meet/Exceed in 2024: ELA All students: 55% SED: 46% SWD: 27% Hispanic: 41% White: 53%</p> <p>MATHEMATICS All students: 46% SED: 36% SWD: 29% Hispanic: 37% White: 53%</p>
M1.5 CA Dashboard ELA Achievement Rating, grades 3-6: increase by at least 3 points. Priority 4	<p>2019/20 achievement ratings: 22 All students: 4.8 SED: -10.4 SWD: -56.7 Hispanic: -15.2 White: 14.1</p> <p>Data not available. No testing in the Spring of 2021. See local data in M1.2.</p>	<p>All students: 10.8 SED: -4.4 SWD: -44.7 Hispanic: -3.2 White: 20.1</p>
M1.6 CA Dashboard Mathematics Achievement Rating, grades 3-6. Priority 4	<p>2019/20 achievement ratings: All students: -11.3 SED: -29.1 SWD: -68.1 Hispanic: -34.6 White: -1.7</p> <p>Data not available. No</p>	<p>All students: -5.3 SED: -23.1 SWD: -62.1 Hispanic: -28.6 White: 4.3</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	testing in the Spring of 2021/22. See local data in M1.2.	
M1.7 5th grade Science California Science Test scores. Priority 4	<p>Met/Exceeded in 2019/20: All students 36.14% SED: 27.03% SWD: 13.34% Hispanic: 28.57% White: 44.23%</p> <p>Data not available. No testing in the Spring of 2020/21.</p>	<p>Meet/Exceed in 2024: All students 42% SED: 33% SWD: 19% Hispanic: 35% White: 50%</p>
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	<p>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.</p> <p>ELPAC data shows 71% of the students improved from the 2020-2021 to the 2021-2022 school year.</p>	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	<p>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%</p> <p>Students' HFZ (2021-2022): Aerobic Capacity: 81.7% Body Composition:</p>	<p>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%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Not taken this year Abdominal Strength: 90.3% Trunk Extension Strength: 100% Upper Body Strength: 66.7% Flexibility: 91.4%</p>	
<p>M1.11 Implementation of State Standards and Professional Development by certificated staff. Priority 2.</p>	<p>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.</p> <p>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.</p>	<p>a) Increase implementation by .10 each year in each content area. b) Maintain two full days of professional development for each teacher.</p>
<p>M1.12 Arts integration self reported staff survey. Priority 2, 7</p>	<p>Baseline scores to be determined</p> <p>2021-2022 a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: VAPA 3.68</p>	<p>Desired outcome for 2023-24 will be identified when baseline is determined.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.1 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; \$500 per classroom

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,354,779.00	LCFF 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.2 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
92,392.00	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.3 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
522,421.00	Special Education

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.4 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
130,790.00	Special Education

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.5 Instructional Aides
Maintain instructional aides in every classroom to support all students 2.5 hours daily.
a. 9.375 FTE instructional aides

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
263,389.00	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.6 Instructional Aide Support

Instructional aides to provide support specifically for unduplicated student groups

- a. .75 FTE Instructional aides

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

6,345.00

LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.7 GATE Services

Provide GATE services, grades 4 through -6

- a. 0.30 FTE Teacher
- b. Materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

20,204.00

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.8 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

134,765.00

LCFF

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.9 Music Education

Provide music instruction to all students.

- a. .75 FTE certificated music teacher
- b. Materials and supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

72,763.00

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
23,088.00	LCFF

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 1.11 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
00.00	

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 1.12 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

43,440.00

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.13 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)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

55,472.00

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.14 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
183,202.00	

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.15 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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,950.00	LCFF

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

00.00	
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Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.17 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

25,000.00

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.18 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

98,556.00

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.19 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
11,000.00	LCFF

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.20 Classroom Funds
Support student learning with classroom funds.
a. Provide teachers with a yearly allowance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,000.00	

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

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

Strategy/Activity 1.16 The outdoor learning space was not completed as price was estimated far below the actual installation cost needed to comply with DSA requirements.

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

Strategy/Activity 1.16 Outdoor learning space will not be installed.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Safe and Welcoming Environment

LEA/LCAP Goal

LCAP Goal #2

Goal 2

Ensure a 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.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
M2.1 Suspension / expulsion rates Priority 6	<p>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%</p> <p>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%</p>	<p>Maintain or decrease all student suspension rate from .8%.</p> <p>All student groups suspension rate maintained or declined from baseline</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
M2.2 School Safety and Connectedness of students, staff, and parents. Priority 6	<p>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%; 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</p> <p>Parents responding positively to the following: School safety: 94% Connectedness: 98% Staff responding positively to the following: School safety: 96% Connectedness: 100%</p> <p>2021/2022 Reference survey data@wested.org Data collected every other year.</p>	<p>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%; Students well behaved 70%; Students treated fairly when break school rules 70%; Students treated with respect 96%</p> <p>Parents responding positively to the following: School safety: 94% Connectedness: 98%</p> <p>Staff responding positively to the following: School safety: 96% Connectedness: 100%</p>
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%.	Maintain or increase attendance rate at P2 96%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Attendance rate at 2021 P2: 95.54%.	
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 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	<p>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.</p> <p>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</p>	<p>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.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	one parent of unduplicated pupil.	
M2.9 School meals served. Priority 5	<p>School meals served at 2020 P2: Total lunches.....26,283 Total breakfasts....6,028</p> <p>School meals served at 2021 P2: Total lunches.....52,414 Total breakfasts.....8,691</p>	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	<p>Replace 9 unit heaters at Ridgewood School and 13 at Cutten School. Install ventilation systems and thermostats.</p> <p>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.</p>	All classrooms and common spaces at both schools have safe and adequate heating and ventilation.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.1 Social Work and/or Behavioral Services
Provide school social work and/or behavioral services.
a. .80 FTE School Social Worker

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
87,793.00	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.2 Social Work Services to Unduplicated Count Students
 Focus school social work services on unduplicated count students.
 a. 1.0 FTE Certificated School Social Worker

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
85,964.00	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.3 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

12,000.00

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.4 Heating and Ventilation Upgrade

Replace unit heaters with mini-split electrical and ventiation 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

297,958.00

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.5 Maintenance/Custodial Staff and Resources

Provide adequate maintenance/custodial staff and resources.

a. 3.92 FTE Maintenance/custodial staff

b. Supplies

c. Repairs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

397,451.00

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.6 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

30,000

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.7 Facility Deferred Maintenance

Plan for deferred maintenance projects.

- a. Cutten School Fencing
- b. Cutten kitchen improvements
- c. Cutten Community building remodel

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

00.00

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.8 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,000.00

LCFF

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.9 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

124,181.00

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.10 Enhance School Meal Program

a. District contribution

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

00.00

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.11 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

53,769.00

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2-.12 Decrease Suspension Rate

a. .10 FTE Social Worker

b. Incentives

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

11,975.00

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.13 Decrease Chronic Absenteeism

a. .10 FTE School Social Worker

b. Parent education

c. Materials

d. Incentives

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

13,025.00

LCFF

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.14 Bus transportation service for Low -Income Students.

Provide a safe and reliable means of transportation to and from school for low-income students.

a. .75 FTE Bus driver

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

188,106.00

Source(s)

LCFF

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.15 Student Council

Maintain fifth and sixth grade Student Council at Cutten.

a. Advisor stipend

b. Materials & supplies

c. Field trips

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,705.00

Source(s)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.16 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,500.00

LCFF

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.17 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

21,228.00

LCFF

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.18 Counseling Services
1:1 counseling services for identified students

a. 0.65 FTE classified counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6,200.00	

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

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

N/A

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

No changes are expected for this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 3

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

--

LEA/LCAP Goal

--

Goal 5

--

Identified Need

--

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

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

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	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
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Goal 1
Goal 2

5,058,556.00
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
Jen Code	Classroom Teacher
Melissa Seymour	Classroom Teacher
Nadine Seghetti	Classroom Teacher
Kim Goodman	Other School Staff
Diana Baclagan	Parent or Community Member
Carissa Carsey	Parent or Community Member
Nancy Corran	Parent or Community Member
Sean Galt	Parent or Community Member
Lauren Hansen	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, Lauren Hansen 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 process.

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific, Measurable, Achievable, Realistic, 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.

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

School Year: 2023-24



Single Plan for Student Achievement (SPSA) Template

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

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

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement

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

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

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

- 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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Throughout the school year a variety of surveys and meetings are used to collect educational partner input. These include LCAP surveys and meetings with parents/guardians/community members and staff.

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

Classroom Observations

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

Regular, unannounced, informal observations are made weekly throughout the campus. Formal, scheduled observations for the purpose of evaluations are made annually for certificated staff that have been with the district for one or two years. And bi-annually for certificated staff who have been with the district for three or more years. Certificated staff with more than ten years in the district may be evaluated once every five years.

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Local Multiple Measures

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

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

Each fall, Multiple Measure results from the previous year are reviewed by grade level teams to identify areas of strength and need.

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff meet the following highly qualified teachers requirements:

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

Evidence-based educational practices to raise student achievement

Evidence-based practices aimed at raising student achievement include:

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

Parental Engagement

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

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

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

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

Funding

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

Services funded by categorical funds to support underperforming students include:

- Maintaining appropriate class sizes (24:1 in grade TK-2)
- Classroom instructional aides in every classroom (TK-2)
- Multiple intervention programs and supports utilizing research-based materials and assessments

Fiscal support (EPC)

Not applicable since no budget items exceeded 10% revision.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Annual review and update of the SPSA is based on results from LCAP 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.

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	3.1%	2.95%	2.08%	8	7	5
African American	0.4%	0.42%	0%	1	1	0
Asian	3.1%	4.22%	3.33%	8	10	8
Filipino	%	%	0%		0	0
Hispanic/Latino	13.9%	16.88%	17.5%	36	40	42
Pacific Islander	%	0.42%	0.83%		1	2
White	62.3%	59.07%	62.08%	162	140	149
Multiple/No Response	17.3%	16.03%	13.75%	45	38	33
Total Enrollment				260	237	240

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	82	82	107
Grade 1	95	63	69
Grade 2	81	92	64
Grade 3	0		
Total Enrollment	260	237	240

Conclusions based on this data:

1. Enrollment (overall and subgroups) has declined slightly from the 2020-2021 school year.
2. COVID may have influenced this data.
3. Kindergarten increased and 2nd grade decreased significantly.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	7	8	4	2.7%	3.4%	1.7%
Fluent English Proficient (FEP)	4	8	4	1.5%	3.4%	1.7%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
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			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	

Writing Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	

Listening Demonstrating effective communication skills										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	

Research/Inquiry Investigating, analyzing, and presenting information										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	

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)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
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					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
K	*	*	*	*	*	*	*	*	*	*	*	6	
1	*	*	*	*	*	*	*	*	*	*	*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades											8	4	8

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

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

School and Student Performance Data

Student Population

The 2023 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.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
240	44.2	1.7	0.4
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	4	1.7
Foster Youth	1	0.4
Homeless	10	4.2
Socioeconomically Disadvantaged	106	44.2
Students with Disabilities	33	13.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	5	2.1
Asian	8	3.3
Hispanic	42	17.5
Two or More Races	33	13.8
Pacific Islander	2	0.8
White	149	62.1

Conclusions based on this data:

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

School and Student Performance Data

Overall Performance

The 2023 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."



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Red	Suspension Rate Orange
Mathematics Yellow		

Conclusions based on this data:

1. Students in grades TK-2 do not participate in CAASPP testing.
2. Chronic Absenteeism is a concern.
3. Using incentive programs to help increase attendance.

School and Student Performance Data

Academic Performance English Language Arts

The 2023 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.

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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 number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>23.1 points below standard Decreased Significantly -20.6 points</p> <p>64 Students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>0 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<p>African American</p>  <p>No Performance Color 0 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>	<p>Asian</p>  <p>No Performance Color 0 Students</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>
<p>Hispanic</p>  <p>No Performance Color 0 Students</p>	<p>Two or More Races</p>  <p>No Performance Color 0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color 0 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

<p>Current English Learner</p> <p>0 Students</p>	<p>Reclassified English Learners</p> <p>0 Students</p>	<p>English Only</p> <p>0 Students</p>
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Conclusions based on this data:

- The percentage for all students decreased 20.6 points.

School and Student Performance Data

Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

The 2023 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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

<p align="center">All Students</p> <p align="center"> Yellow</p> <p align="center">1 points below standard Decreased -5.5 points</p> <p align="center">64 Students</p>	<p align="center">English Learners</p> <p align="center"> No Performance Color</p> <p align="center">0 Students</p>	<p align="center">Foster Youth</p> <p align="center"> No Performance Color</p> <p align="center">0 Students</p>
<p align="center">Homeless</p> <p align="center"> No Performance Color</p> <p align="center">0 Students</p>	<p align="center">Socioeconomically Disadvantaged</p> <p align="center"> No Performance Color</p> <p align="center">0 Students</p>	<p align="center">Students with Disabilities</p> <p align="center"> No Performance Color</p> <p align="center">0 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

<p align="center">African American</p> <p align="center"> No Performance Color</p> <p align="center">0 Students</p>	<p align="center">American Indian</p> <p align="center"> No Performance Color</p> <p align="center">0 Students</p>	<p align="center">Asian</p> <p align="center"> No Performance Color</p> <p align="center">0 Students</p>	<p align="center">Filipino</p> <p align="center"> No Performance Color</p> <p align="center">0 Students</p>
<p align="center">Hispanic</p> <p align="center"> No Performance Color</p> <p align="center">0 Students</p>	<p align="center">Two or More Races</p> <p align="center"> No Performance Color</p> <p align="center">0 Students</p>	<p align="center">Pacific Islander</p> <p align="center"> No Performance Color</p> <p align="center">0 Students</p>	<p align="center">White</p> <p align="center"> No Performance Color</p> <p align="center">0 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only
0 Students	0 Students	0 Students

Conclusions based on this data:

1. The performance for all students has decreased 5.5 points.

School and Student Performance Data

Academic Performance English Learner Progress

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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.

2023 Fall Dashboard English Learner Progress Indicator
English Learner Progress making progress towards English language proficiency Number of EL Students: 3 Students Performance Level: No Performance Level

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.

2023 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

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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."

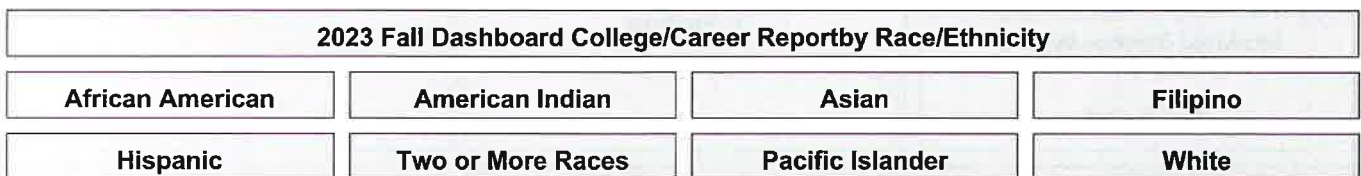
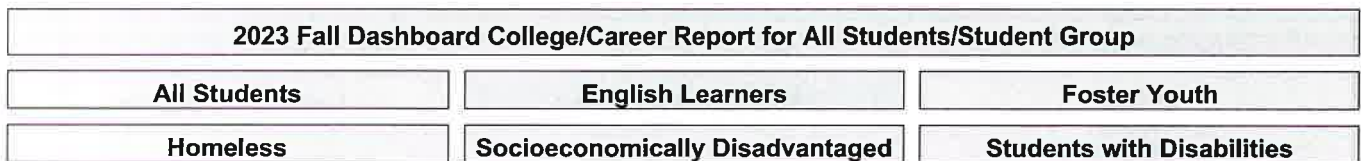
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



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.



Conclusions based on this data:

1. No data available.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

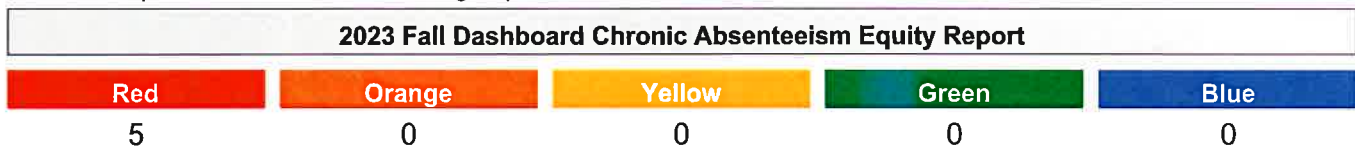
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>24.7% Chronically Absent Increased Significantly 10.6</p> <p>247 Students</p>	<p>English Learners</p> <p>45.5% Chronically Absent</p> <p>0</p> <p>11 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>36.4% Chronically Absent Increased 11.4</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>29.4% Chronically Absent Increased 10.7</p> <p>119 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>42.1% Chronically Absent Increased 16</p> <p>38 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 6 Students	Less than 11 Students 8 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 38.6% Chronically Absent Increased 17.2 44 Students	 Red 20.6% Chronically Absent Increased 15.6 34 Students	Less than 11 Students 2 Students	 Red 22.4% Chronically Absent Increased Significantly 8.9 152 Students

Conclusions based on this data:

1. As a school site our chronic absenteeism is high at 24.7%, up 10.6 % from last year.
2. Students with disabilities (42.1% Chronically Absent) and Hispanic students (38.6% Chronically Absent) are identified for Additional Targeted Support and Improvement in chronic absenteeism. COVID and other illnesses are affecting attendance.
3. School is using support strategies, the SART and SARB process to increase attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 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.

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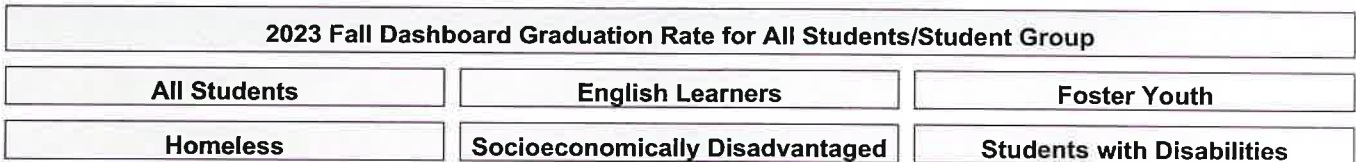
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

1. Data not available.

School and Student Performance Data

Conditions & Climate Suspension Rate

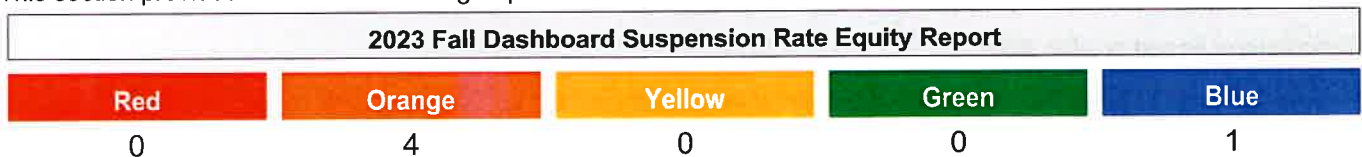
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>1.6% suspended at least one day</p> <p>Increased 1.2 249 Students</p>	<p>English Learners</p> <p>0% suspended at least one day</p> <p>12 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 1 Student</p>
<p>Homeless</p> <p>0% suspended at least one day</p> <p>Maintained 0 11 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 1.7 119 Students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>2.6% suspended at least one day</p> <p>Increased 0.5 38 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

<p align="center">African American</p> <p>Less than 11 Students 1 Student</p>	<p align="center">American Indian</p> <p>Less than 11 Students 6 Students</p>	<p align="center">Asian</p> <p>Less than 11 Students 9 Students</p>	<p align="center">Filipino</p> <p align="center"> No Performance Color 0 Students</p>
<p align="center">Hispanic</p> <p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 44 Students</p>	<p align="center">Two or More Races</p> <p align="center"> Orange</p> <p>2.9% suspended at least one day</p> <p>Increased 2.9 34 Students</p>	<p align="center">Pacific Islander</p> <p>Less than 11 Students 2 Students</p>	<p align="center">White</p> <p align="center"> Orange</p> <p>2% suspended at least one day</p> <p>Increased 1.3 153 Students</p>

Conclusions based on this data:

1. The rating for all students and the white rating is in the orange.
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 Subject

Student Achievement

LEA/LCAP Goal

LCAP Goal #1

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

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	<p>2020 Second Trimester results - "progressing" or "met" Reading, 73% Writing, 67% Mathematics, 79%</p> <p>2021 Second Trimester results-"progressing" or 'met' Reading, 71% Writing, 71% Math, 83%</p>	<p>Second trimester results - "progressing" or "met" Maintain Reading, 73% Increase Writing, 70% Maintain Mathematics, 79%</p>
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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
M1.4 CAASPP scores-reduce the gaps in achievement. Priority 4.	<p>Met/Exceeded in 2019/20: ELA All students: 52% SED: 43% SWD: 24% Hispanic: 38% White: 56%</p> <p>MATHEMATICS All students: 43% SED: 33% SWD: 26% Hispanic: 34% White: 50%</p> <p>Data not available. No testing in the Spring of 2020/21. See local data in M1.2.</p>	<p>Meet/Exceed in 2024: ELA All students: 55% SED: 46% SWD: 27% Hispanic: 41% White: 53%</p> <p>MATHEMATICS All students: 46% SED: 36% SWD: 29% Hispanic: 37% White: 53%</p>
M1.5 CA Dashboard ELA Achievement Rating, grades 3-6: increase by at least 3 points. Priority 4	<p>2019/20 achievement ratings: 22 All students: 4.8 SED: -10.4 SWD: -56.7 Hispanic: -15.2 White: 14.1</p> <p>Data not available. No testing in the Spring of 2021. See local data in M1.2.</p>	<p>All students: 10.8 SED: -4.4 SWD: -44.7 Hispanic: -3.2 White: 20.1</p>
M1.6 CA Dashboard Mathematics Achievement Rating, grades 3-6. Priority 4	<p>2019/20 achievement ratings: All students: -11.3 SED: -29.1 SWD: -68.1 Hispanic: -34.6 White: -1.7</p> <p>Data not available. No testing in the Spring of 2021/22. See local data in M1.2.</p>	<p>All students: -5.3 SED: -23.1 SWD: -62.1 Hispanic: -28.6 White: 4.3</p>
M1.7 5th grade Science California Science Test scores. Priority 4	<p>Met/Exceeded in 2019/20: All students 36.14%</p>	<p>Meet/Exceed in 2024: All students 42% SED: 33%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>SED: 27.03% SWD: 13.34% Hispanic: 28.57% White: 44.23%</p> <p>Data not available. No testing in the Spring of 2020/21.</p>	<p>SWD: 19% Hispanic: 35% White: 50%</p>
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	<p>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.</p> <p>ELPAC data shows 71% of the students improved from the 2020-2021 to the 2021-2022 school year.</p>	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	<p>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%</p> <p>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%</p>	<p>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%</p>
M1.11 Implementation of State Standards and Professional Development by certificated staff. Priority 2.	<p>2019-2020 a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable</p>	a) Increase implementation by .10 each year in each content area.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>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.</p> <p>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.</p>	<p>b) Maintain two full days of professional development for each teacher.</p>
<p>M1.12 Arts integration self reported staff survey. Priority 2, 7</p>	<p>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</p>	<p>Desired outcome for 2023-24 will be identified when baseline is determined.</p>
<p>M1.13 Participation rates in music opportunities. Priority 2, 7</p>	<p>100% students receiving music instruction.</p>	<p>Maintain 100% of students receiving music instruction.</p>
<p>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</p>	<p>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.</p>	<p>Maintain full access to the CCSS and ELD standards for English learner pupils.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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; \$500 per classroom

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3,354,779.00

LCFF
1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.2 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

92,392.00

LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.3 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

522,421.00

Source(s)

Special Education

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.4 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

130,790.00

Source(s)

Special Education

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.5 Instructional Aides

Maintain instructional aides in every classroom to support all students 2.5 hours daily.

a. 9.375 FTE instructional aides

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

263,389.00

Source(s)

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.6 Instructional Aide Support

Instructional aides to provide support specifically for unduplicated student groups

a. .75 FTE Instructional aides

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,345.00

Source(s)

LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.7 GATE Services

Provide GATE services, grades 4 through -6

a. 0.30 FTE Teacher

b. Materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

20,204.00

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.8 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

134,765.00

LCFF

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.9 Music Education

Provide music instruction to all students.

- a. .75 FTE certificated music teacher
- b. Materials and supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
72,763.00	

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
23,088.00	LCFF

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.11 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

00.00

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.12 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

43,440.00

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.13 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)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
55,472.00	

Strategy/Activity 14

Students to be Served by this Strategy/Activity
 (Identify either All Students or one or more specific student groups)
 All Students

Strategy/Activity
1.14 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
183,202.00	

Strategy/Activity 15

Students to be Served by this Strategy/Activity
 (Identify either All Students or one or more specific student groups)
 All Students

Strategy/Activity
1.15 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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,950.00	LCFF

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

00.00	
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Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.17 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
25,000.00	

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.18 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

98,556.00

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

English Language Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

11,000.00

LCFF

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.20 Classroom Funds

Support student learning with classroom funds.

a. Provide teachers with a yearly allowance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

15,000.00

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

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

Strategy/Activity 1.16 The outdoor learning space was not completed as price was estimated far below the actual installation cost needed to comply with DSA requirements.

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

Strategy/Activity 1.16 Outdoor learning space will not be installed.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Safe and Welcoming Environment

LEA/LCAP Goal

LCAP Goal #2

Goal 2

Ensure a 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.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
M2.1 Suspension / expulsion rates Priority 6	<p>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%</p> <p>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%</p>	<p>Maintain or decrease all student suspension rate from .8%.</p> <p>All student groups suspension rate maintained or declined from baseline.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
M2.2 School Safety and Connectedness of students, staff, and parents. Priority 6	<p>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%; Feel safe at school 92%; Students well behaved 52%; Students treated fairly when break school rules 64%; Students treated with respect 96%</p> <p>Reference survey data@wested.org</p> <p>Parents responding positively to the following: School safety: 94% Connectedness: 98%</p> <p>Staff responding positively to the following: School safety: 96% Connectedness: 100%</p> <p>2021/2022</p> <p>Reference survey data@wested.org Data collected every other year.</p>	<p>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%; Students well behaved 70%; Students treated fairly when break school rules 70%; Students treated with respect 96%</p> <p>Parents responding positively to the following: School safety: 94% Connectedness: 98%</p> <p>Staff responding positively to the following: School safety: 96% Connectedness: 100%</p>
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%.	Maintain or increase attendance rate at P2 96%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>M2.7 Chronic absenteeism rate. Priority 5</p>	<p>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%</p>	<p>Chronic absence rate at 2020 P2: 7%. Chronic absence rate for Hispanic and SwD at 2024 P2: 9%</p>
<p>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</p>	<p>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.</p>	
<p>M2.9 School meals served. Priority 5</p>	<p>School meals served at 2020 P2:</p>	<p>Maintain or increase school meals served at 2020 P2:</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Total lunches.....26,283 Total breakfasts....6,028 School meals served at 2021 P2: Total lunches.....52,414 Total breakfasts.....8,691	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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.1 Social Work and/or Behavioral Services
 Provide school social work and/or behavioral services.
 a. .80 FTE School Social Worker

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

87,793.00

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.2 Social Work Services to Unduplicated Count Students
Focus school social work services on unduplicated count students.
a. 1.0 FTE Certificated School Social Worker

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

85,964.00

LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.3 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

12,000.00

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.4 Heating and Ventilation Upgrade

Replace unit heaters with mini-split electrical and ventiation 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

297,958.00

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.5 Maintenance/Custodial Staff and Resources

Provide adequate maintenance/custodial staff and resources.

- a. 3.92 FTE Maintenance/custodial staff
- b. Supplies
- c. Repairs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

397,451.00

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.6 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

30,000

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.7 Facility Deferred Maintenance

Plan for deferred maintenance projects.

- a. Cutten School Fencing
- b. Cutten kitchen improvements
- c. Cutten Community building remodel

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

00.00

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.8 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000.00	LCFF

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.9 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
124,181.00	

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.10 Enhance School Meal Program

- a. District contribution

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
00.00	

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.11
Provide bus transportation within the district, and field trip transportation
a. 0.75 FTE bus drivers
b. 0.10 FTE business manager
c. Fuel, parts for repair
d. vehicle maintenance

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
53,769.00	

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
11,975.00	

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.13 Decrease Chronic Absenteeism
 a. .10 FTE School Social Worker
 b. Parent education
 c. Materials
 d. Incentives

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
13,025.00	LCFF

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.14 Bus transportation service for Low -Income Students.
 Provide a safe and reliable means of transportation to and from school for low-income students.
 a. .75 FTE Bus driver

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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188,106.00

LCFF

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.15 Student Council

Maintain fifth and sixth grade Student Council at Cutten.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,705.00

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.16 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,500.00

LCFF

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.17 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

21,228.00

LCFF

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.18 Counseling Services

1:1 counseling services for identified students

a. 0.65 FTE classified counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

6,200.00

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

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

N/A

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

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% chronically absent) and Suspension (SwD 2.2% and Hispanic 0% 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 25%. Given that the overall 'All' student performance level was in the low category with a 14% rate for chronic absenteeism (34 students), the school is focusing on attendance. Already, during the 2022-2023 school year, it should be noted that attendance is improving. Our percentage of absenteeism is currently at 7.28%. The school is using PBIS strategies to reinforce desired behavior and evidence-based interventions such as check-in check-out 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 Subject

LEA/LCAP Goal

Goal 3

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

--

LEA/LCAP Goal

--

Goal 4

--

Identified Need

--

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

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

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	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
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Goal 1
Goal 2

5,058,556.00
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
Jen Code	Classroom Teacher
Melissa Seymour	Classroom Teacher
Nadine Seghetti	Classroom Teacher
Kim Goodman	Other School Staff
Diana Baclagan	Parent or Community Member
Carissa Carsey	Parent or Community Member
Nancy Corran	Parent or Community Member
Sean Galt	Parent or Community Member
Lauren Hansen	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
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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, Lauren Hansen 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 process.

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

**BOARD OF TRUSTEES
BOARD MEETING MINUTES
March 11, 2024 6pm
Ridgewood Commons
2060 Ridgewood Drive Cutten, CA 95503**

1.0 CALL TO ORDER/FLAG SALUTE Meeting called to order at 6:02pm. Board members in attendance: Dennis Reinholtsen , Mary DeWald, and Beth Johnson. Flag Salute.

2.0 CONSENT AGENDA- Consent to agenda motioned by Andy Sundquist seconded by Beth Johnson. Motion carried 3-0

- 2.1 Approval of Minutes-February 11, 2024
- 2.2 Approval of Warrants and Payroll
- 2.3 Approval of Cutten Elementary School District Transportation Plan 2024
- 2.4 Approval of Total Compensations Systems, Inc., Contract GASB 74/75
- 2.5 Acceptance of 2 Certificated Resignations

3.0 VISITOR COMMENTS ON NON-AGENDA ITEMS- No Comments
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- April carnival, founders night awards went great, planter for Audrea Filbey memorial was planted at RW
- 4.2 School Site Council- Following week from meeting will be approving plan for schools
- 4.3 HBTA Report- Report by Mike Richards - Memorial for Audrea Filbey was wonderful and honored her well. Conferences started which made teachers start thinking of new report cards needed since HCOE is getting rid of the report cards they have been using.
- 4.4 Principal's Report- Darci reported on learning in the brain training attended on sparking motivation to learn, absenteeism ideas to reduce chronic illness attendance. Also the NAEP random testing for 4th graders done at Cutten. Basketball session ended and science fair awards will be presented at the end of the month. Annette reported on TK/K orientation that happened and the great turnout. Breakfast with books at RW went great as well. New gate for RW to be installed soon.
- 4.5 Enrollment/New Student Registration update 2024-2025- Becky reported that registration is still at 561 projection for total enrollment.
- 4.6 LCAP- Becky reported that not much feedback was received in person, just a few responses. Will be trying to get more information as school events come up. Online survey possibly to be sent out.

5.0 CORRESPONDENCE

- 5.1 CSBA Voting Materials- No voting
- 5.2 CSBA-The Brown Act Book

6.0 INFORMATION / POSSIBLE ACTION ITEMS

- 6.1 Discussion/Consider Certification of 2023 -2024 Second Interim Report- Motioned by Beth Johnson seconded by Andy Sundquist. Motion Carried 3-0
- 6.2 Discussion/Consider Acceptance of District Certification of Corrective Actions for 2022 - 2023 Audit- Motioned by Andy Sundquist seconded by Beth Johnson. Motion Carried 3-0.
- 3-0.
- 6.3 Discussion/Consider Acceptance of 2022 – 2023 Independent Financial and Compliance Audit Report- Motioned by Andy Sundquist seconded by Beth Johnson. Motion Carried 3-0.
- 6.4 Discussion/Consider Approval of 2024 – 2025 School Calendar with Addition of 2 Early Release Days for Students- Motioned by Beth Johnson seconded by Andy Sundquist. Motion Carried 3-0
- 6.5 Discussion on Tentative Certificated Staffing Options for 2024– 2025- Enrollment projection shows 2% more for enrollment so Option 2 seems most ideal
- 6.6 Discussion/Consider Possible Action on Resolution 2023-01 Regarding Reduction in Certificated Workforce (1.0 FTE). Not moved
- 6.7 Discussion/Consider Approval of a 1.0 FTE Certificated Art Teacher Position beginning in the 2024-2025 School Year Using Art & Music Funds- and Discussion on Art and Music Plan- Motioned by Andy Sundquist seconded by Beth Johnson. Motion Carried 3-0.
- 6.8 Discussion/Consider Approval of a 1.0 FTE School Psychologist Position beginning in the 2024-2025 School Year- Motioned by Beth Johnson seconded by Andy Sundquist. Motion Carried 3-0.
- 6.9 Discussion/Consider Approval of Summer School/ASP Schedule 2024- Motioned by Andy Sundquist seconded by Beth Johnson. Motion Carried 3-0.
- 6.10 Consideration of and Possible Action on Resolution 2024 –02 Regarding Classified Reduction in WorkForce (4.2 hours Layoff)- Motioned by Beth Johnson seconded by Andy Sundquist. Motion Carried 3-0
- 6.11 Consider Approval of the Agreement for Architectural Services With Quattrocchi Kwok Architects-ELOP (ASP) Ridgewood Portable- Motioned by Andy Sundquist seconded by Beth Johnson. Motion Carried 3-0.
- 6.12 Consider Approval of the Agreement for SHN Consulting Engineers & Geologists \$7000 Survey -ELOP (ASP) Ridgewood Portable- Motioned by Andy Sundquist seconded by Beth Johnson. Motion Carried 3-0.
- 6.13 Consider Approval of the Agreement with Mobile Modular \$187,462.09 -ELOP (ASP) Ridgewood Portable- Motioned by Andy Sundquist seconded by Beth Johnson. Motion Carried 3-0.
- 6.14 Consider Approval of Representative to CSBA's Delegate Assembly- None

7.0 SUPERINTENDENT REPORT- Teacher of the year nomination for our very own Joe Kencke with HCOE

8.0 BOARD MEMBER COMMENTS / COMMUNICATION- Thanks for the skittles, Beth Johnson thanking Mike Richards for all the help provided to Audrea Filbeys family.

9.0 CLOSED SESSION- Meeting adjourned at 7:29pm

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

*9.1 CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)
Agency Negotiator: May DeWald
Unrepresented Employee: Cutten Principal*

9.2 CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)
Agency Negotiator: Mary DeWald
Unrepresented Employee: Ridgewood Principal

9.3 CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)
Agency Negotiator: Mary DeWald
Unrepresented Employee: Superintendent

9.4 PUBLIC EMPLOYEE-DISCIPLINE/DISMISSAL/RELEASE (GC § 54957).

10. **RECONVENE TO OPEN SESSION-7:40pm**
Report of Action Taken

9.3 During the previous closed session the Board acted to increase Superintendent salary by 2% for the 2024-25 school year from \$122, 298 to \$ 124,743.96.

9.4 During the previous closed session, the Board acted to authorize the District Superintendent, or designee, to notify 1 F.T.E temporary certificated employees School Psychologists, pursuant Education Code section 44954(b), that they will not be reemployed for the 2024-2025 school year. Andy Sundquist motioned, Beth Johnston seconded, All were in favor

11. **ADJOURNMENT -7:43pm**

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

**Projected 2024-2025 Tentavie
Cutten/Ridgewood Staffing and Enrollment**

OPTION A		w/SDC in totals gen ed	
SDC	Tom Veeh	11	
TK	Amy Chastain	17	34
	Nadine Seghetti	17	
K	Stacy Gabbert	16	66
	Katrin Lemmon	16	
	Melissa Seymour	17	
1	Liz Escutia	17	85
	Jaime Felmelee	24	
	Dani Henricks	24	
1	Chara Troyer	24	85
		24	
1	Joe Kencke	13	81
2		9	
2	Mike Richards	24	81
	Bethany Ibbitson	24	
	Suzanne Rice	24	
3	Harriet Watson	23	71
	Lindsay Watkins	24	
	Tina Standish	24	
4	Jen Code	22	67
	Jaime Hague	22	
	Tracy Benbow	23	
5	Coach Bon	27	94
	Shandi	27	
	Marybeth Stokes	27	
5	Kacie Cooke	13	65
6		11	
6	Brandee Mitchell	27	65
	Andrea Yip	27	

PROJECTED TOTAL 563

OPTION B		w/SDC in totals gen ed	
SDC	1	11	
TK	1	17	34
	2	17	
K	1	22	66
	2	22	
	3	22	
1	1	21	85
	2	21	
	3	21	
	4	22	
2	1	20	81
	2	20	
	3	20	
	4	21	
3	1	23	71
	2	24	
	3	24	
4	1	22	67
	2	22	
	3	23	
5	1	27	94
	2	27	
	2	27	
5	1	13	65
6		11	
6	1	27	65
	2	27	

Prop 28 Arts and Music 2023-24 Budget

[Prop 28 FAQ](#)

School Site: Cutten Elementary School
Allocation: 83,039

80% of the funding goes to staff for arts and music instruction. Staff is defined as employed by the district.

20% may be used for training, supplies, materials, and arts educational partnership programs.

Object	Description	Budget
1xxx	Certificated Salaries	59,638
2xxx	Classified Salaries	
3xxx	Benefits	23,401
4xxx	Materials & Supplies	
5xxx	Services & Other Operating Expenses	
Total:		\$83,039

		Requirements
Salary budget:	100%	80% Minimum
Non-salary budget:	%	20% or less
Total Budgeted:	83,039%	100%

Plans for Spending

1.0 FTE Credentialed Art Teacher

