

applicable), Other State, and/or Local.

Amount(s) Source(s)

4,866
17,272
5,000

Title I
3010--1134--A100
Title II Part A: Improving Teacher Quality 4035--5210
LPIE
7510--5210--A100

### Strategy/Activity 15

#### Students to be Served by this Strategy/Activity

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

All Students
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#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

67,535
22,512

170

### Strategy/Activity 16

LCFF	
0000--1102	LCFF
	0000--5635
LCFF - Supplemental	
0001--1102	

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### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

1.16  
Maintain Internet Infrastructure Renew Ridgewood and Cutten network security subscription

### Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

1,600

### Students to be Served by this Strategy/Activity

LCFF

0000--5800--A100

### Strategy/Activity 17

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

All Students

### Strategy/Activity

1.17  
Replace aging / obsolete technology

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding

source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

20,000

Students to be Served by this Strategy/Activity

LCFF  
0000--4400

### Strategy/Activity 18

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

All Students

Strategy/Activity

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

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### 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)

700

Students to be Served by this Strategy/Activity

LCFF - Supplemental  
0001--4450 LCFF

### Strategy/Activity 19

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

All Students

Strategy/Activity

1.19  
Provide tech support

### Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

23,323
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**Students to be Served by this Strategy/Activity**

LCFF  0000--2900--A200
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## Strategy/Activity 20

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

All Students
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Strategy/Activity

<p>1.20 Provide math intervention support principally directed toward unduplicated students who are not meeting or exceeding state and local measures, including home support and parent education at Ridgewood School.</p> <p>a. .20 FTE Ridgewood Certificated Coordinator b. .25 FTE Ridgewood Classified Assistant Coordinator</p>
--

## Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

15,605
9,718

## Annual Review

**SPSA Year Reviewed: 2020-21**

LCFF - Supplemental  0001--1133

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

## ANALYSIS

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

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

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

N/A

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

No changes are expected for this goal.

## Goals, Strategies, & Proposed Expenditures

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

### Goal Subject

Safe and Welcoming Environment

### LEA/LCAP Goal

LCAP Goal #2

## Goal 2

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

### Identified Need

All students will feel safe and welcome at school.

### Annual Measurable Outcomes

Metric/Indicator Baseline/Actual Outcome Expected Outcome

2.1 Suspension /  
expulsion rates

Six students suspended  
an enrollment of 62  
throughout the 2016  
school year: .9%.

Dashboard data reflects  
change from 2013 -  
2014 15 (two schools  
prior to the 2016 20  
Annual Update) All  
597: 1.7%  
medium/orange +.8  
to .9  
Socioeconomically  
disadvantaged 271  
medium/yellow, 30  
students Students with  
disabilities 46: 6.5%  
high/red + 6.5, from  
to 3 students None  
these  
students attended (C  
Ridgewood School:  
to 2017.

Expulsion rate = 0%

2.2 CHKS results

71% response rate  
72 fifth grade student  
reference

2.3 Facility Inspection Tool
2.4 Williams Report
2.5 Custodian staffing levels
2.6 Attendance rates
2.7 Chronic absenteeism rate The CA Dashboard chronic absenteeism rate is to be determined sometime in the future this metric will change

2.8 Parent / guardian participation for all students including unduplicated students and decision making opportunity rates in IEP's, parent conferences, SSC and LCAP meetings
2.9 School meals served

survey data@weste School connectedn (high) 57%; Acader motivation (high) 4 Caring adult relationships (high : High expectations ( 61%; Meaningful participi (high) 10%; Feel sa school 76%; Studer wellbehaved 51%; : treated fairly when school rules 52%; Students treated wi respect 86%
"good" or "excellent standards per FIT r
"no complaints" sta
Maintain 2014-15 s levels

Attendance rate P2: 95.19%	response 35% 100% participation in IEP; LCAP community meeting 20 participants,
Chronic absence 2017 P2: 8.33%	
Parent / Guardian participation rate groups: 98% parent/teacher rate Survey response parent response student	2016-2017 as of Total lunches.....2 Total breakfasts.....

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

- 2.1  
Provide school social work and/or behavioral services
- a. .50 FTE School Social Worker
  - b. .375 FTE Temporary 1:1 Aide

### Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)



19,159	<b>Students to be Served by this Strategy/Activity</b> LCFF 1000-1999: Certificated Personnel Salaries 0000--1205 1000-1999
14,963	Special Education 2000-2999: Classified Personnel Salaries 6500--2132 2000-2999

## Strategy/Activity 2

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

All Students
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### Strategy/Activity

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

## Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

61,586	<b>Students to be Served by this Strategy/Activity</b> LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 0001--1205--A200 1000-1999
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## Strategy/Activity 3

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

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All Students
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### Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

2,432	LCFF 1000-1999: Certificated Personnel Salaries 0000--1132 1000-1999
8,512	LCFF 1000-1999: Certificated Personnel Salaries 0000--1133 1000-1999
2,000	LCFF 2000-2999: Classified Personnel Salaries 0000--5210 5000-5999
2,500	LCFF 2000-2999: Classified Personnel Salaries 0000--2100 2000-2999

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

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

All Students
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Strategy/Activity

2.4 Administer the CHKS
----------------------------

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

180

LCFF

4000-4999: Books And Supplies

0000--4391-A200 4000-4999

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

2.5

Provide adequate maintenance/custodial staff and resources

a. 3.92 FTE Maintenance/Custodial Staff

b. Supplies

c. Repairs

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

325,304

LCFF

1000-1999: Certificated Personnel

Salaries 0000--2213; 0000--2214

1000-1999

50,000

LCFF

4000-4999: Books And Supplies

0000--4374; 0000--4381 4000-4999

2,000

LCFF

4000-4999: Books And Supplies

0000--4384; 0000--4389 4000-4999

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

2.6

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

- a. Classroom Supplies
- b. Classroom Desks

**Proposed Expenditures for this Strategy/Activity**

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

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Amount(s) Source(s)

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

20,000

LCFF  
4000-4999: Books And Supplies  
0000--4310-A200 4000-4999

20,000

LCFF  
4000-4999: Books And Supplies  
0000--4421 4000-4999

**Strategy/Activity 7**

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

All Students

**Strategy/Activity**

- a. Flooring replacement
- b. Cutten School exterior painting
- c. Paving - resurfacing & repair jobs
- d. Cutten Community building remodel
- e. Cutten kitchen improvements

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

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

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

	0000--5800-A200 5800
--	----------------------

## Strategy/Activity 8

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

All Students
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Strategy/Activity

2.8

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

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

500	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies 0015--4310--2000 4000-4999
500	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 0001--5800 5800
1,000	LCFF - Supplemental 4000-4999: Books And Supplies 0001--4310 4000-4999

**Strategy/Activity 9**

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

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

All Students

**Strategy/Activity**

2.9

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

- a. SchoolWise mass notification system
- b. School Wise student information system
- c. 1.29 FTE school secretary -support for all school functions; frequently first point of

community contact (exclusive of salary attributed to transportation & cafeteria)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

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

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.10 Enhance school meal program

### Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

27,371	Students to be Served by this Strategy/Activity LCFF None Specified 0000--7616
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## Strategy/Activity 11

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

All Students
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### Strategy/Activity

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

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

## Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

65,041	7,200
11,233	<b>Strategy/Activity 12</b> <b>Students to be Served by this Strategy/Activity</b> LCFF 2000-2999: Classified Personnel Salaries 0210--2203 2000-2999
6,270	
	LCFF 2000-2999: Classified Personnel



Salaries 0210--2304 2000-2999	LCFF 5000-5999: Services And Other Operating Expenditures 0210--5634 5000-5999
LCFF 4000-4999: Books And Supplies 0210--4365; 0210--4362 4000-4999	

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

All Students
--------------

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

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

#### Students to be Served by this Strategy/Activity

	0000--4310--A200 4000-4999
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#### Strategy/Activity 13

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

All Students
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Strategy/Activity

2.13

Decrease chronic absenteeism

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

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

### Strategy/Activity 14

#### Students to be Served by this Strategy/Activity

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

All Students

**Strategy/Activity**

2.14 Bus transportation service for low-income students.

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**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

68,680

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

LCFF  
None Specified  
0001--8980

**Strategy/Activity 15**

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

All Students

**Strategy/Activity**

2.15  
Implement fifth and sixth grade Student Council at Cutten.

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

1,000

750

250	LCFF 4000-4999: Books And Supplies 0000--4310--A200 4000-4999
<b>Strategy/Activity 16</b> <b>Students to be Served by this Strategy/Activity</b>	LCFF 5000-5999: Services And Other Operating Expenditures 0000--5801--A200 5000-5999
LCFF 1000-1999: Certificated Personnel Salaries 0000--1150 1000-1999	
(Identify either All Students or one or more specific student groups)	
All Students	

Strategy/Activity

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2.16 Provide services to support parents/guardians of unduplicated student groups to build connectedness through career exploration and cultural events and to encourage attendance of school events.  a. Event fees b. Supplies
--

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

2,000	<b>Strategy/Activity 17</b> <b>Students to be Served by this Strategy/Activity</b>
	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 0001--5800 5800
500	

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

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

All Students

**Strategy/Activity**

2.17

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

- a. Supplies
- b. Child care

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

500

LCFF  
4000-4999: Books And Supplies  
0000--4310--A200 4000-4999

500

LCFF  
2000-2999: Classified Personnel  
Salaries 0000--2100--A200 2000-2999

**Strategy/Activity 18**

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

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

All Students

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding

source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

10,000

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

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

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

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

N/A

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

No changes are expected for this goal.

## Budget Summary

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

### Budget Summary

Description Amount

Total Funds Provided to the School Through the Consolidated Application Total Federal Funds Provided to the School from the LEA for CSI Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$
\$5,559,158.00

## Other Federal, State, and Local Funds

\$318,132

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.

this school: \$322,633.00

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

Subtotal of additional federal funds included for

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

	Special Education
State or Local Programs	
LCFF	Subtotal of state or local funds included for this
	school: \$5,236,525.00 Total of federal, state,
LCFF - Supplemental	and/or local funds for this school: \$5,559,158.00
Lottery: Instructional Materials	
LPIE	
Parent-Teacher Association (PTA)	

Allocation (\$)
\$4,385,358.00
\$428,063.00

\$12,000.00
\$17,643.00
\$500.00

\$392,961.00

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## Budgeted Funds and Expenditures in this Plan

The tables below are

provided to help the school track expenditures as they relate to funds budgeted to the school. **Funds**

### Budgeted to the School by Funding Source

#### Funding Source Amount Balance Expenditures by Funding Source

##### Funding Source Amount

LCFF
LCFF - Supplemental
Lottery: Instructional Materials
LPIE
Parent-Teacher Association (PTA)
Special Education
Title I
Title II Part A: Improving Teacher Quality

##### Expenditures by Budget

##### Reference

4,385,358.00
428,063.00
12,000.00
17,643.00
500.00
392,961.00
289,361.00



33,272.00

### Budget Reference Amount

1000-1999: Certificated Personnel Salaries
2000-2999: Classified Personnel Salaries
4000-4999: Books And Supplies
5000-5999: Services And Other Operating Expenditures
5800: Professional/Consulting Services And Operating Expenditures
None Specified

2,781,545.00
445,609.00
188,351.00
115,200.00
345,950.00
36,000.00
96,051.00

## Expenditures by Budget Reference and Funding Source

### Budget Reference Funding Source Amount

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	4000-4999: Books And Supplies	
	5000-5999: Services And Other Operating Expenditures	
		1000-1999: Certificated Personnel Salaries
1000-1999: Certificated Personnel Salaries		
	5800: Professional/Consulting Services And Operating Expenditures	4000-4999: Books And Supplies
2000-2999: Classified Personnel Salaries		
	None Specified	5000-5999: Services And Other Operating

Expenditures
4000-4999: Books And Supplies
2000-2999: Classified Personnel Salaries

LCFF
LCFF
LCFF
LCFF - Supplemental
LCFF - Supplemental
LCFF - Supplemental
LCFF - Supplemental
Lottery: Instructional Materials
LPIE
Parent-Teacher Association (P
Special Education
Special Education
Title I
Title II Part A: Improving Teacher Quality

Title II Part A: Improving Teacher Quality
481,701.00
2,767,545.00
374,023.00
173,388.00
113,200.00
343,450.00
36,000.00
96,051.00
352,477.00
71,586.00
1,500.00
2,500.00
12,000.00
17,643.00

**Expenditures by Goal**

LCFF
LCFF
LCFF
LCFF
LCFF
LCFF

500.00
377,998.00

14,963.00
289,361.00

19,272.00
14,000.00

Goal 1
Goal 2

#### Goal Number Total Expenditures

4,331,997.00
1,227,161.00

## School Site Council Membership

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

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

#### Name of Members Role

August Deshais
Kaycee Cook
Katrin Lemmon
Annette Sligh
Susie Smelser

Diana Baclagan
Karen Bazzano
Nancy Corran
Sean Galt
Amber Syvertson

Principal	Parent or Community Member
Classroom Teacher	Parent or Community Member
Classroom Teacher	Parent or Community Member
Classroom Teacher	Parent or Community Member
Other School Staff	Parent or Community Member

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

## Recommendations and Assurances

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

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: **Signature Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

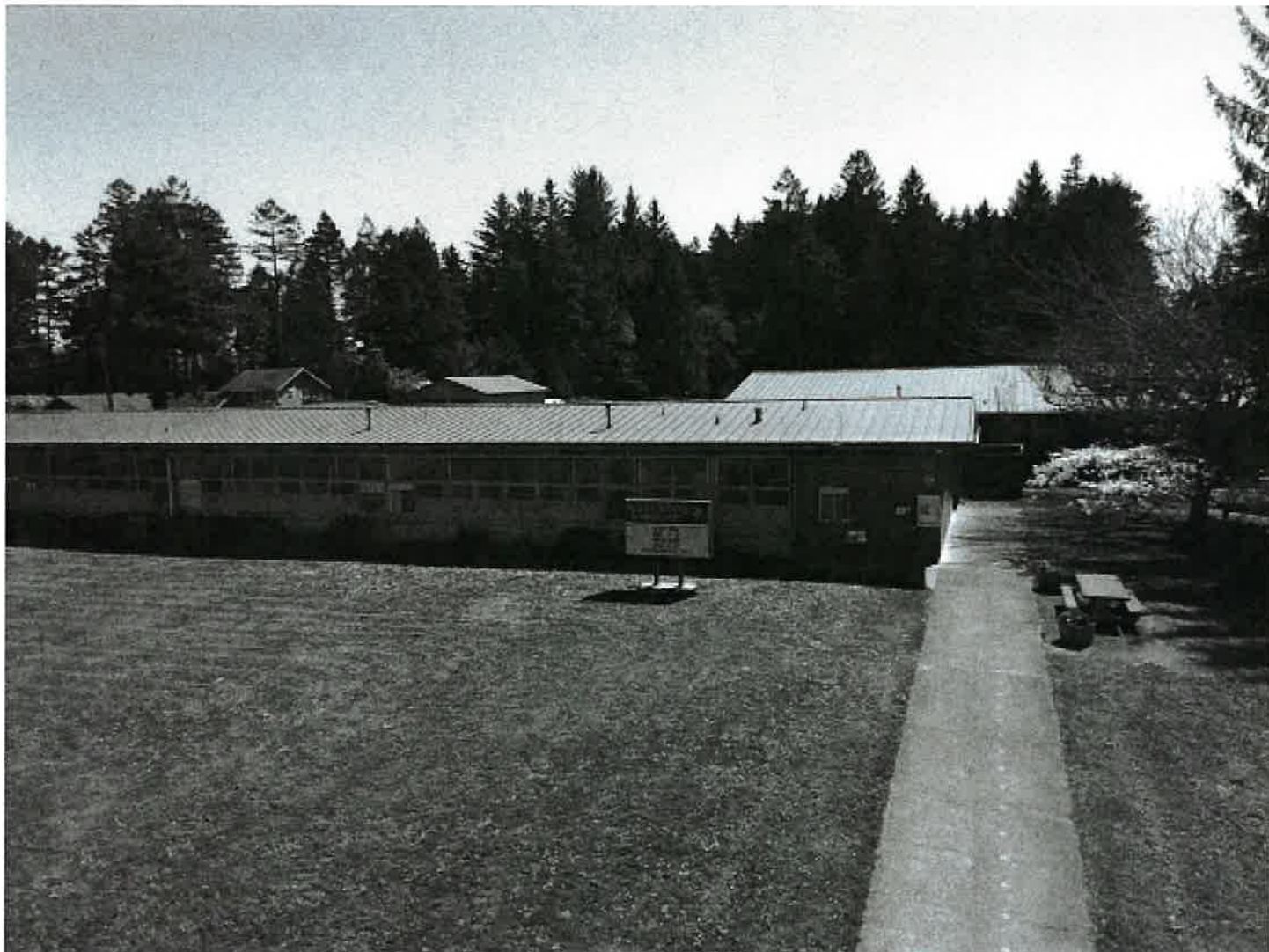
This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Becky MacQuarrie on
SSC Chairperson, Sean Galt on

School Year:

2021-22



## Single Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ridgewood Elementary School	12-62745-6007744	January 18, 2022	February 14, 2022

### Purpose and Description



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

Schoolwide Program

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

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

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

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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



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

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

## **Classroom Observations**

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

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

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

## **Analysis of Current Instructional Program**

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

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

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

## **Standards, Assessment, and Accountability**

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

### Local Multiple Measures

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

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

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

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

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

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff meet the following highly qualified teachers requirements:

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

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

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

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

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

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

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

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

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

## Teaching and Learning

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

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

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

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

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

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

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

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

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

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

## Opportunity and Equal Educational Access

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

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

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

School Plan for Student Achievement (SPSA) Page 6 of 53 Ridgewood Elementary School

#### 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.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

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

School Plan for Student Achievement (SPSA) Page 7 of 53 Ridgewood Elementary School

## 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 aearning loss
2. Support eocial-emotional learning
3. Professional development in mathematics
4. Increased academic enrichment oportunities

School Plan for Student Achievement (SPSA) Page 8 of 53 Ridgewood Elementary School

## School and Student Performance Data

### Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	2.11%	2.72%	3.1%	6	8	8
African American	0.35%	0.34%	0.4%	1	1	1
Asian	2.11%	2.72%	3.1%	6	8	8
Filipino	%	0%	%		0	
Hispanic/Latino	11.93%	11.9%	13.9%	34	35	36
Pacific Islander	%	0%	%		0	

White	64.21%	65.65%	62.3%	183	193	162
Multiple/No Response	19.3%	16.67%	17.3%	55	49	45
Total Enrollment				285	294	260

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	112	122	82
Grade 1	83	84	95
Grade 2	90	88	81
Grade 3			2
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	285	294	260

### Conclusions based on this data:

1.

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

## School and Student Performance Data

### Student Enrollment



## English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	9	7	7	3.2%	2.4%	2.7%
Fluent English Proficient (FEP)	0	4	4	0.0%	1.4%	1.5%
Reclassified Fluent English Proficient (RFEP)	0	3	0	0.0%	33.3%	0.0%

### Conclusions based on this data:

1.

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

School Plan for Student Achievement (SPSA) Page 11 of 53 Ridgewood Elementary School

## School and Student Performance Data

## ELPAC Results

<b>ELPAC Summative Assessment Data</b> <b>Number of Students and Mean Scale Scores for All Students</b>												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	4	*
2	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*			*			*			*	4	8

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
			17- 17- 17-												

			17- 17-												
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
			17- 17- 17- 17- 17-												
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
									-21 -21 -21						



									-21 -21						
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for

the 2019-2020 school year, thus no data is available to report for this year.

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<b>Reading Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

<b>Writing Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

**Conclusions based on this data:**

1.

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

## School and Student Performance Data

### Student Population

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

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

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

#### 2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
260	44.6	2.7	3.5

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school

diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English

Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

#### 2019-20 Enrollment for All Students/Student Group

Student Group	Total	Percentage
---------------	-------	------------

English Learners 7 2.7 Foster Youth 9 3.5 Homeless 11 4.2 Socioeconomically Disadvantaged 116 44.6

Students with Disabilities 32 12.3

#### Enrollment by Race/Ethnicity

Student Group	Total	Percentage
---------------	-------	------------

African American 1 0.4 American Indian or Alaska Native 8 3.1 Asian 8 3.1 Filipino Hispanic 36 13.8 Two or More Races 45 17.3 Native Hawaiian or Pacific Islander White 162 62.3 Conclusions based on this data:

Student groups and race/ethnicity percentages remained largely unchanged.

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School Plan for Student Achievement (SPSA) Page 16 of 53 Ridgewood Elementary School

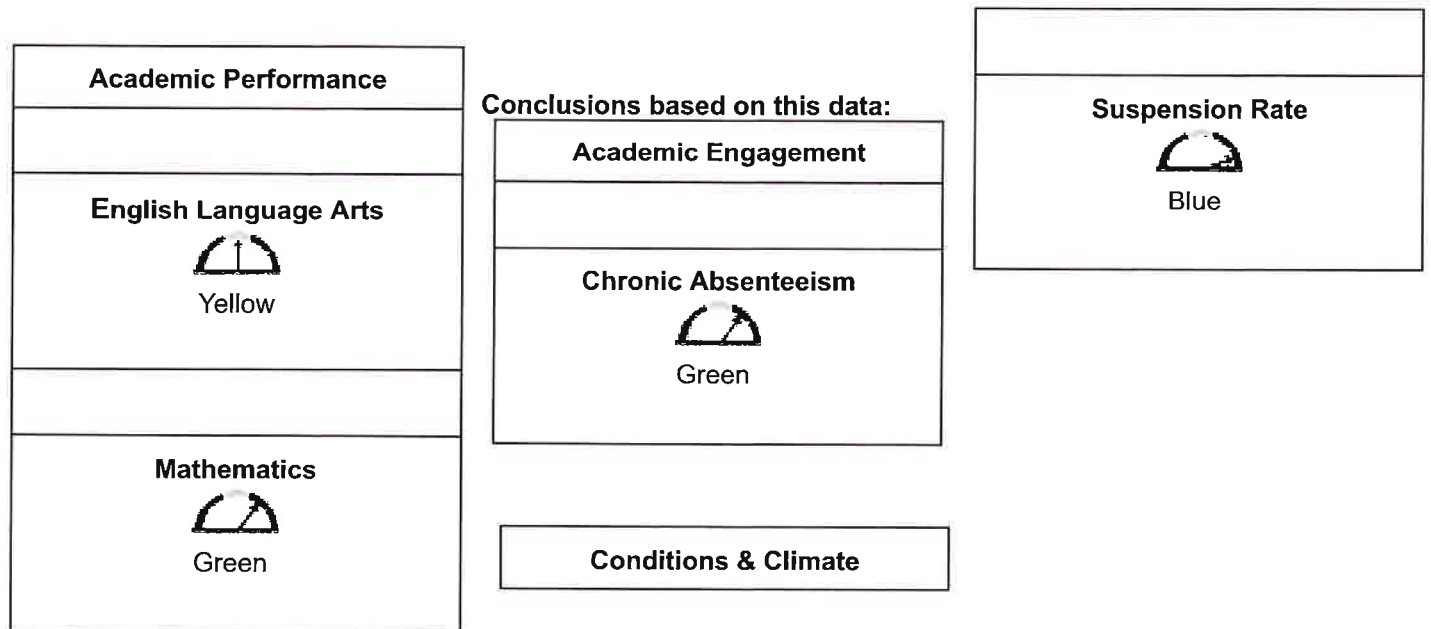
## School and Student Performance Data

### Overall Performance

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

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

#### 2019 Fall Dashboard Overall Performance for All Students



1.

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

Data not updated since 2018 - 2019 school year

2.

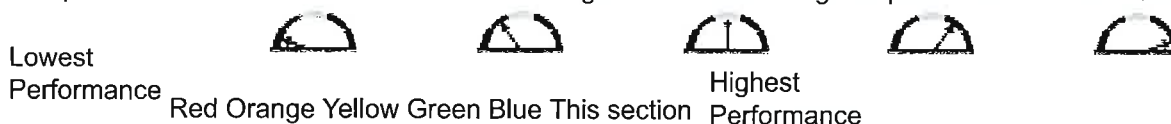
## School and Student Performance Data

### Academic Engagement Chronic Absenteeism

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

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

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



provides number of student groups in each color.

#### 2019 Fall Dashboard Chronic Absenteeism Equity Report









0 0 2 2 0

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









#### 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

 Green 8.1 Declined -2.3 296	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Socioeconomically Disadvantaged</b>  Yellow 13.8 Declined -4.3 145	<b>Students with Disabilities</b>  No Performance Color 17.2 Declined -7.8 29
<b>English Learners</b>		

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### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<b>Hispanic</b>  Yellow 13.5 Declined -7.7 37	<b>Two or More Races</b>  Green 7.3 Declined -2.3 55	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>White</b>  Green 7.9 Declined -0.7 189

## Conclusions based on this data:

1.

The California School Dashboard was last updated in Fall 2019.

School Plan for Student Achievement (SPSA) Page 19 of 53 Ridgewood Elementary School






# School and Student Performance Data

## Conditions & Climate Suspension Rate

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

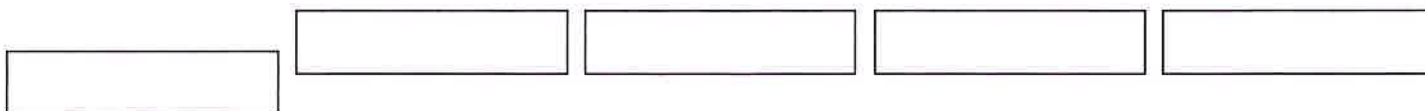
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance      Highest Performance  
Red Orange Yellow Green Blue This section Performance

provides number of student groups in each color.

### 2019 Fall Dashboard Suspension Rate Equity Report



0 1 0 1 2

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

### 2019 Fall Dashboard Suspension Rate for All Students/Student Group

#### All Students



Blue

0.3

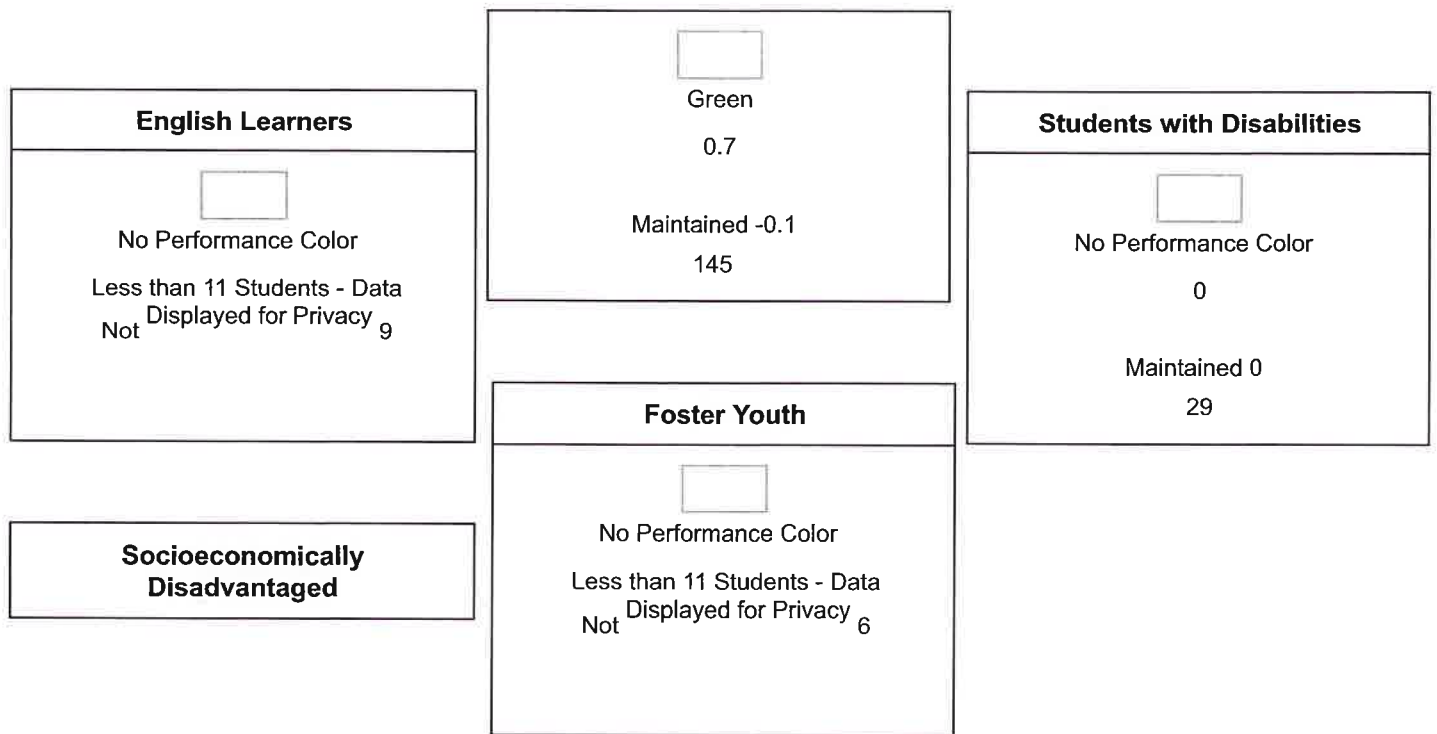
Maintained 0  
297

#### Homeless



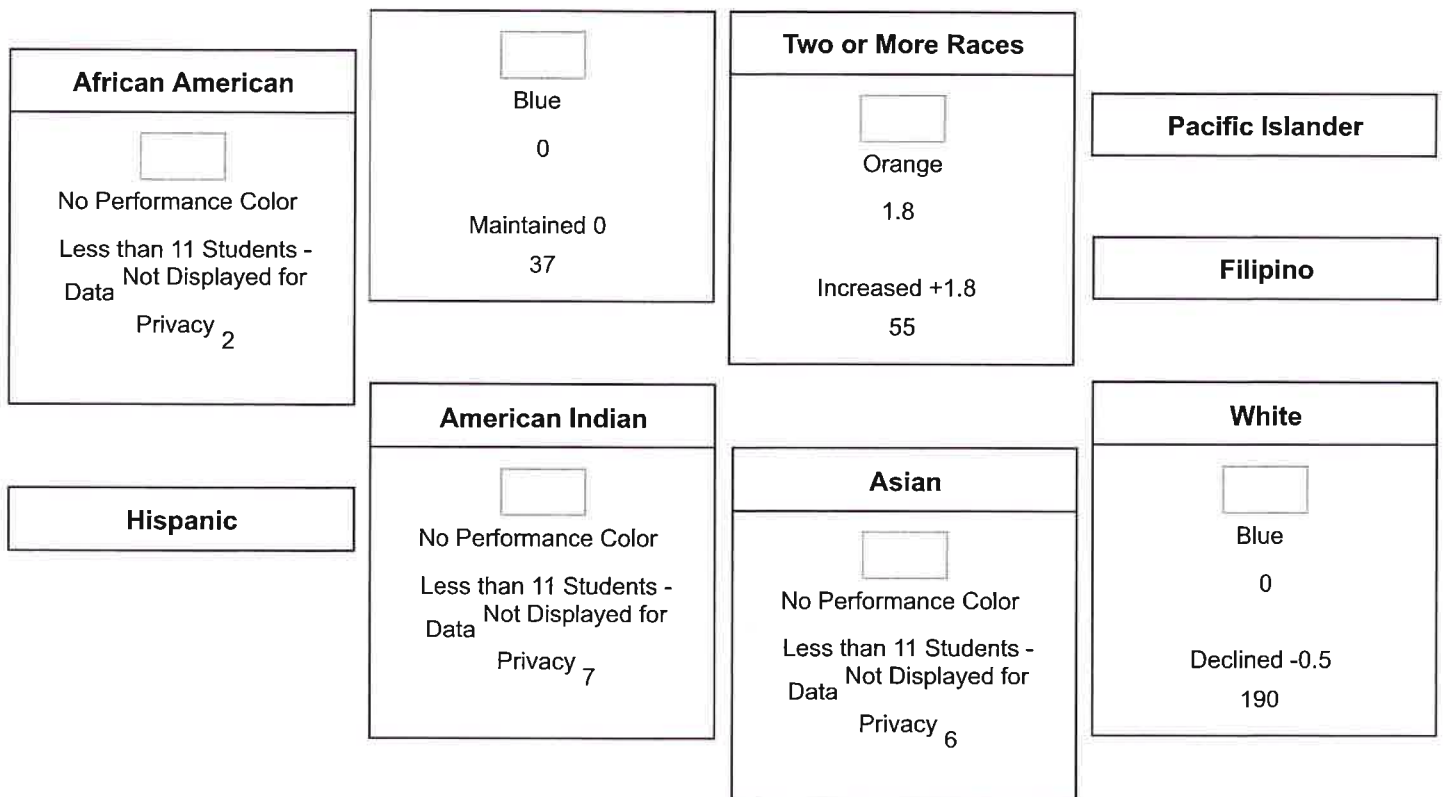
No Performance Color

Less than 11 Students - Data  
Not Displayed for Privacy 5



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### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

### 2019 Fall Dashboard Suspension Rate by Year

2017



Conclusions based on this data:

2018
0.3

0.3

2019
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1.

The California School Dashboard was last updated in Fall 2019.

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## Goals, Strategies, & Proposed Expenditures

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

### Goal Subject

Student Achievement

### LEA/LCAP Goal

LCAP Goal #1

### Goal 1

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

### Identified Need

All student will be proficient in all content areas.

### Annual Measurable Outcomes

Metric/Indicator Baseline/Actual Outcome Expected Outcome

1.1 Number of highly  
qualified teachers /  
appropriate teacher  
assignments

1.2 Local multiple measures  
of student achievement  
Second trimester scores  
best possible indicator at the  
time the LCAP must be  
written; not indicative of the  
student achievement at  
year's end meeting exit  
standards

1.3 A broad course of study provided to all students	unduplicated student students with disabilities all areas of study: English, math, history/social science, the arts, health and physical education reflected in progress summaries
	CAASPP 2015-16 Met/Exceeded 2014-15 47% ELA 40% Math Dashboard All students Low/yellow 8.5 pts
1.4 CAASPP scores	
100% highly qualified appropriate teaching assignments	
2017 multiple reports indicated progress 2nd trimester “progressing” or reading, 69%; math, 57%, math, 70%	
100% student and participation including	

1.5 5th grade Science California Science Test scores
1.6 Class size
1.7 English learner redesignation CELDT
1.8 NGSS materials purchase & implementation
1.9 5th grade physical fitness scores

1.10 Professional  
development registration /  
attendance  
records

1.11 Participation rates in  
arts opportunities

3 Socioeconomically  
disadvantaged:  
Low/yellow 32.1 po  
below level 3  
Hispanic: low/orange  
30.6 points below le  
3 Math  
Dashboard All stud  
Low/yellow 17.7 po  
below level 3  
Socioeconomically  
disadvantaged: Low  
42.1 points below le  
Hispanic: Low/red 4  
points below level 3

California Science  
no longer exists. CAST  
baseline set in 2018

Class size 24:1 or less  
grades TK-3 28 or less

13 EL students, of  
which 10 were reclassified in  
of 2018, using the  
summative ELPAC  
assessment

NGSS pilot purchase and to determine Science curriculum meet district's needs	the California Standards the ELA/ELD Framework Next Generation Science Standards
74% met six of standards	100% students received music instruction
95%+ certificated participating in professional development re	

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students
--------------

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

2,767,545	
	14,000

	Title II Part A: Improving Teacher
18,000	Quality 4035--5800

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

LCFF
0000--1133--A100

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

All Students
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## Strategy/Activity

1.2 Provide Tier 2 RTI / Targeted Intervention Program (TIP) 0.10 FTE coordinator Program oversight and training, providing research--based curriculum and assessment 1:1 or small group direct instruction.
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## 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.

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### Amount(s) Source(s)

7,803
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### Students to be Served by this Strategy/Activity

LCFF
0000--1133--A100

## Strategy/Activity 3

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

All Students
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