



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cutten Elementary School	12-62745-6007736	March 24, 2026	April 6, 2026

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

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

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

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Plan Description

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

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

Schoolwide Program

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

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

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Suspension Rate - Alternate to suspension options include: Time spent in office, reteaching of expectations, restorative meetings, counseling, behavior academies, and community service. ELA - Began implementing Science of Reading strategies into 3rd grade. Continued revising our TIP program with a Science of Reading component. Purchased a new spelling curriculum. Whole school professional development focused on writing, and using our writing curriculum.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	2.48%	2.98%	3.47%	8	9	10
African American	0.62%	0.33%	0.35%	2	1	1
Asian	3.11%	3.31%	4.17%	10	10	12
Filipino	0%	%	%	0		
Hispanic/Latino	12.42%	14.57%	15.97%	40	44	46
Pacific Islander	0.31%	%	%	1		
White	63.35%	62.58%	58.68%	204	189	169
Two or More Races	17.39%	16.23%	17.36%	56	49	50
Not Reported	0.31%	%	%	1		
Total Enrollment				322	302	288

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 3	86	62	69
Grade 4	65	93	66
Grade 5	85	64	92
Grade 6	86	83	61
Total Enrollment	322	302	288

Conclusions based on this data:

1. Enrollment (overall) has declined since 2022-2023.
2. Our Hispanic/Latino percentage has risen from 2022-2023.
3. Our Asian population has increased slightly since 2022-2023

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	88	63	69	88	60	66	88	60	66	100.0	95.2	95.7
Grade 4	65	91	66	65	91	66	65	91	66	100.0	100	100
Grade 5	84	67	90	83	64	89	83	64	89	98.8	95.5	98.9
Grade 6	86	83	60	86	81	59	86	81	59	100.0	97.6	98.3
All Grades	323	304	285	322	296	280	322	296	280	99.7	97.4	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2409.	2411.	2422.	18.18	15.00	21.21	21.59	28.33	25.76	26.14	28.33	28.79	34.09	28.33	24.24
Grade 4	2473.	2464.	2468.	18.46	19.78	25.76	35.38	30.77	25.76	30.77	19.78	24.24	15.38	29.67	24.24
Grade 5	2524.	2511.	2495.	28.92	17.19	13.48	22.89	37.50	26.97	28.92	23.44	38.20	19.28	21.88	21.35
Grade 6	2507.	2536.	2518.	9.30	12.35	8.47	26.74	41.98	35.59	36.05	29.63	32.20	27.91	16.05	23.73
All Grades	N/A	N/A	N/A	18.63	16.22	17.14	26.09	34.80	28.21	30.43	25.00	31.43	24.84	23.99	23.21

3. The overall percentage of students at, near, or above grade level in writing decreased slightly. Teachers will benefit from professional development in writing.

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.91	25.42	16.67	60.23	52.54	60.61	23.86	22.03	22.73
Grade 4	21.54	16.48	24.24	69.23	61.54	60.61	9.23	21.98	15.15
Grade 5	9.76	7.81	12.36	63.41	62.50	49.44	26.83	29.69	38.20
Grade 6	12.79	20.99	15.25	60.47	60.49	69.49	26.74	18.52	15.25
All Grades	14.64	17.63	16.79	62.93	59.66	58.93	22.43	22.71	24.29

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	19.32	22.03	12.12	70.45	55.93	71.21	10.23	22.03	16.67
Grade 4	29.23	17.58	15.15	61.54	67.03	65.15	9.23	15.38	19.70
Grade 5	17.07	10.94	11.24	62.20	73.44	62.92	20.73	15.63	25.84
Grade 6	8.14	18.52	11.86	70.93	65.43	77.97	20.93	16.05	10.17
All Grades	17.76	17.29	12.50	66.67	65.76	68.57	15.58	16.95	18.93

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	19.32	20.34	15.15	65.91	52.54	68.18	14.77	27.12	16.67
Grade 4	20.00	17.58	21.21	70.77	69.23	62.12	9.23	13.19	16.67
Grade 5	13.41	7.81	10.11	62.20	79.69	64.04	24.39	12.50	25.84
Grade 6	13.95	17.28	22.03	60.47	69.14	59.32	25.58	13.58	18.64
All Grades	16.51	15.93	16.43	64.49	68.14	63.57	19.00	15.93	20.00

Conclusions based on this data:

1. The overall percentage of students at or above standard decreased. The District is researching new math curriculum for 2026-2027, and has implemented a math program called NextGen Math as a supplement.
2. The percentage of students at or above the standard in the area of problem solving & modeling/data analysis increased.
3. The overall percentage of 4th graders at, near, and above standard increased from 2023-2024.

**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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5		*	*		*	*		*	*		*	*
6	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
288	44.8%	1.7%	0.7%
Total Number of Students enrolled in Cutten Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	5	1.7%
Foster Youth	2	0.7%
Homeless	8	2.8%
Socioeconomically Disadvantaged	129	44.8%
Students with Disabilities	59	20.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3%
American Indian	10	3.5%
Asian	12	4.2%
Filipino	0	0.0%
Hispanic	46	16%
Two or More Races	50	17.4%
Pacific Islander	0	0.0%
White	169	58.7%

Conclusions based on this data:

1. Our largest student group is White.

School and Student Performance Data

Overall Performance

The 2025 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."



2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Academic Engagement

Chronic Absenteeism



Conditions & Climate

Suspension Rate



Mathematics



English Learner Progress



Conclusions based on this data:

1. Our Chronic Absenteeism is in the yellow. Efforts to improve attendance include classroom incentives, independent study contracts, and parent communication.
2. Our students performed in the orange for ELA. We are working to improve this by implementing the Science of Reading into our classrooms and intervention programs.

School and Student Performance Data

Academic Performance English Language Arts

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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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>7.6 points below standard</p> <p>Declined 4.7 points</p> <p>278 Students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>51.6 points below standard</p> <p>Declined 16.1 points</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>25.4 points below standard</p> <p>Declined 13.4 points</p> <p>131 Students</p>

School and Student Performance Data

Academic Performance Mathematics

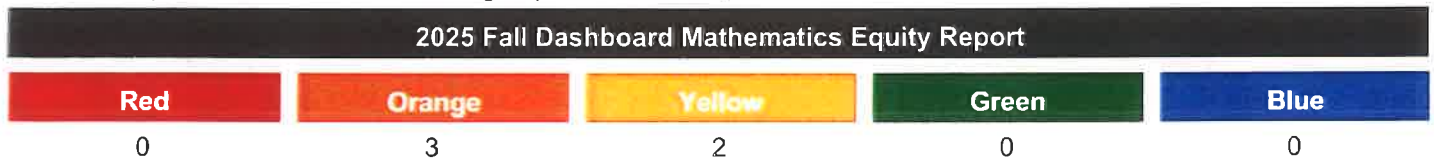
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>16.5 points below standard</p> <p>Declined 8.8 points</p> <p>278 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>45.8 points below standard</p> <p>Increased 15.5 points</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>26.6 points below standard</p> <p>Declined 7.6 points</p> <p>131 Students</p>

School and Student Performance Data

Academic Performance Science

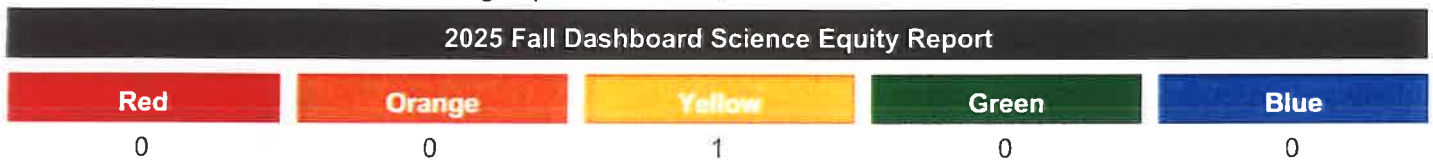
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

<p style="text-align: center;">All Students</p> <div style="text-align: center;">  Yellow </div> <div style="background-color: #e6f2ff; padding: 2px; margin: 5px 0;">53.6 science points</div> <div style="margin: 5px 0;">Declined 8.8 points</div> <div style="text-align: center; margin-top: 10px;">89 Students</div>	<p style="text-align: center;">English Learners</p> <div style="text-align: center;">  No Performance Color </div> <div style="text-align: center; margin-top: 5px;">Fewer than 11 students - No Data for Privacy</div> <div style="text-align: center; margin-top: 5px;">4 Students</div>	<p style="text-align: center;">Long-Term English Learners</p> <div style="text-align: center;">  No Performance Color </div> <div style="text-align: center; margin-top: 5px;">0 Students</div>
<p style="text-align: center;">Foster Youth</p> <div style="text-align: center;">  No Performance Color </div> <div style="text-align: center; margin-top: 5px;">0 Students</div>	<p style="text-align: center;">Homeless</p> <div style="text-align: center;">  No Performance Color </div> <div style="text-align: center; margin-top: 5px;">Fewer than 11 students - No Data for Privacy</div> <div style="text-align: center; margin-top: 5px;">3 Students</div>	<p style="text-align: center;">Socioeconomically Disadvantaged</p> <div style="text-align: center;">  No Performance Color </div> <div style="background-color: #e6f2ff; padding: 2px; margin: 5px 0;">47.7 science points</div> <div style="margin: 5px 0;">Declined 16.3 points</div> <div style="text-align: center; margin-top: 10px;">39 Students</div>

School and Student Performance Data

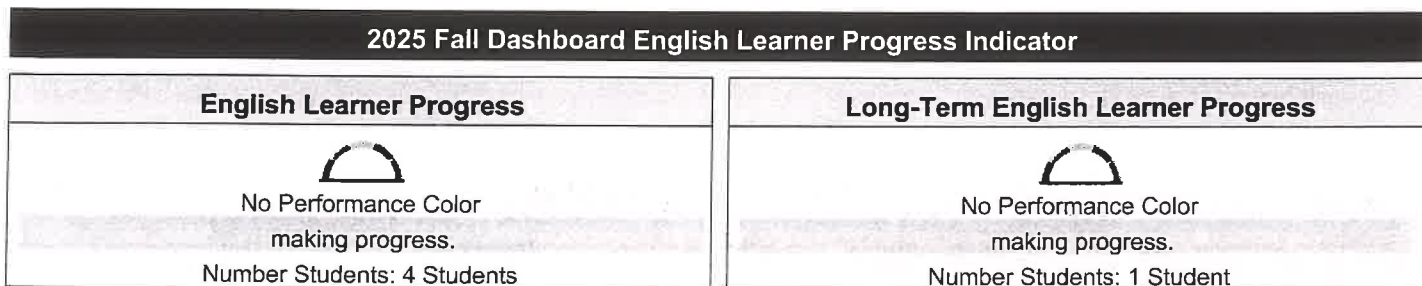
Academic Performance English Learner Progress

The 2025 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.

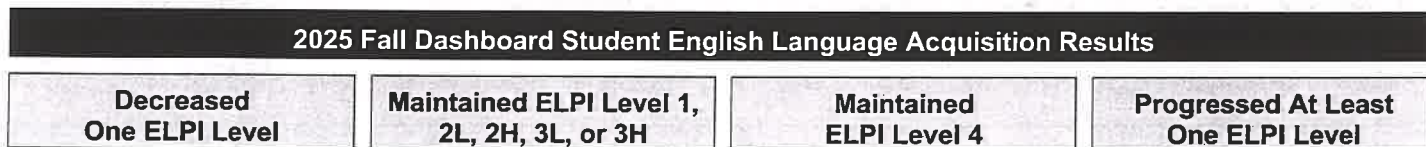
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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



Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

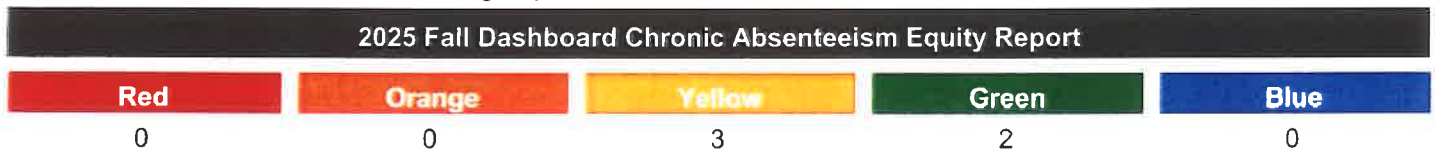
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group																
<table border="1" style="width: 100%; text-align: center;"> <tr style="background-color: #eee;"><th>All Students</th></tr> <tr><td> Yellow</td></tr> <tr style="background-color: #eee;"><td>10.3% Chronically Absent</td></tr> <tr><td>Declined 7.3</td></tr> <tr><td>292 Students</td></tr> </table>	All Students	 Yellow	10.3% Chronically Absent	Declined 7.3	292 Students	<table border="1" style="width: 100%; text-align: center;"> <tr style="background-color: #eee;"><th>English Learners</th></tr> <tr><td> No Performance Color</td></tr> <tr style="background-color: #eee;"><td>Fewer than 11 students - No Data for Privacy</td></tr> <tr><td>6 Students</td></tr> </table>	English Learners	 No Performance Color	Fewer than 11 students - No Data for Privacy	6 Students	<table border="1" style="width: 100%; text-align: center;"> <tr style="background-color: #eee;"><th>Long-Term English Learners</th></tr> <tr><td> No Performance Color</td></tr> <tr style="background-color: #eee;"><td>Fewer than 11 students - No Data for Privacy</td></tr> <tr><td>1 Student</td></tr> </table>	Long-Term English Learners	 No Performance Color	Fewer than 11 students - No Data for Privacy	1 Student	
All Students																
 Yellow																
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<table border="1" style="width: 100%; text-align: center;"> <tr style="background-color: #eee;"><th>Foster Youth</th></tr> <tr><td> No Performance Color</td></tr> <tr style="background-color: #eee;"><td>Fewer than 11 students - No Data for Privacy</td></tr> <tr><td>2 Students</td></tr> </table>	Foster Youth	 No Performance Color	Fewer than 11 students - No Data for Privacy	2 Students	<table border="1" style="width: 100%; text-align: center;"> <tr style="background-color: #eee;"><th>Homeless</th></tr> <tr><td> No Performance Color</td></tr> <tr style="background-color: #eee;"><td>15.4% Chronically Absent</td></tr> <tr><td>Declined 19.9</td></tr> <tr><td>13 Students</td></tr> </table>	Homeless	 No Performance Color	15.4% Chronically Absent	Declined 19.9	13 Students	<table border="1" style="width: 100%; text-align: center;"> <tr style="background-color: #eee;"><th>Socioeconomically Disadvantaged</th></tr> <tr><td> Yellow</td></tr> <tr style="background-color: #eee;"><td>14.2% Chronically Absent</td></tr> <tr><td>Declined 10.3</td></tr> <tr><td>141 Students</td></tr> </table>	Socioeconomically Disadvantaged	 Yellow	14.2% Chronically Absent	Declined 10.3	141 Students
Foster Youth																
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Declined 19.9																
13 Students																
Socioeconomically Disadvantaged																
 Yellow																
14.2% Chronically Absent																
Declined 10.3																
141 Students																

<p>Students with Disabilities</p>  <p>Red</p> <p>10.6% suspended at least one day</p> <p>Increased 4.4%</p> <p>66 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>8.3% suspended at least one day</p> <p>12 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>4.3% suspended at least one day</p> <p>Maintained 0.2%</p> <p>46 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>1.9% suspended at least one day</p> <p>Maintained 0.1%</p> <p>52 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>3.5% suspended at least one day</p> <p>Increased 1.9%</p> <p>172 Students</p>

Conclusions based on this data:

1. While our overall suspension rate is low, homeless students and students with disabilities were suspended at a higher rate. Those students will benefit from Restorative Practices and Behavior Academies.
2. Our students who are Hispanic and Two or More Races maintained their suspension rate this year.
3. Teachers, administrators, and classified staff benefit from Restorative Practices and PBIS training.

M1.4 CAASPP scores-reduce the gaps in achievement. Priority 4.

Met/Exceeded in 2019/20:
ELA
All students: 52%
SED: 43%
SWD: 24%
Hispanic: 38%
White: 56%

Meet/Exceed in 2024:
ELA
All students: 55%
SED: 46%
SWD: 27%
Hispanic: 41%
White: 53%

MATHEMATICS
All students: 43%
SED: 33%
SWD: 26%
Hispanic: 34%
White: 50%

MATHEMATICS
All students: 46%
SED: 36%
SWD: 29%
Hispanic: 37%
White: 53%

Data not available. No testing in the Spring of 2020/21. See local data in M1.2.

Met/Exceed in 2021-2022:
ELA
All students: 56.73%
SED: 46.51%
SWD: 27%
Hispanic: 48.57%
White: 60.81%

Met/Exceed in 2021-2022:
MATHEMATICS
All students: 47.59%
SED: 40.31%
SWD: 38.63%
Hispanic: 40%
White: 52%

Met/Exceed in 2022-2023:
ELA
All students: 44%
SED: 43%
SWD: 34%
Hispanic: 38%
White: 48%

Met/Exceed in 2022-2023:
MATHEMATICS
All students: 43%
SED: 41%
SWD: 45%
Hispanic: 26%
White: 46%

M1.5 CA Dashboard ELA Achievement Rating, grades 3-6: increase by at least 3 points. Priority 4

2020 achievement ratings:
All students: 4.8
SED: -10.4
SWD: -56.7
Hispanic: -15.2
White: 14.1

All students: 10.8
SED: -4.4
SWD: -44.7
Hispanic: -3.2
White: 20.1

Data not available. No testing in the Spring of

Met/Exceeded in 2023:
 SCIENCE
 All students 48%
 SED: 47%
 SWD: 36 %
 Hispanic: N/A
 White: 51%

M1.8 Class size. Priority 4

Class size 24:1 or less, grades TK-3; 28 or less, 4-6

Class size 24:1 or less, grades TK-3; 28 or less, 4-6

M1.9 Percentage of English learner pupils making progress toward English proficiency. Priority 4

ELPAC reporting by state board. Data is suppressed because 10 or fewer students were tested in 2019-2020. In 2020-2021 15 students in program and in 2021-22, 12 students.

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.

ELPAC data shows 71% of the students improved from the 2020-2021 to the 2021-2022 school year.

ELPAC data suppressed because 10 fewer students were tested in 2022-23.

M1.10 Grade 5 physical fitness scores. Priority 8

Students' HFZ (2018 -19):
 Aerobic Capacity: 66.3%
 Body Composition: 61.6%
 Abdominal Strength: 89.5%
 Trunk Extension Strength: 96.5%
 Upper Body Strength: 47.7%
 Flexibility: 86.0%

Students' HFZ:
 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%

Students' HFZ (2021-2022):
 Aerobic Capacity: 81.7%
 Body Composition: Not taken this year
 Abdominal Strength: 90.3%
 Trunk Extension Strength: 100%
 Upper Body Strength: 66.7%
 Flexibility: 91.4%

Students' HFZ (2022-2023):
 100 % Participation
 Aerobic Capacity: 64%
 Body Composition: Not taken this year
 Abdominal Strength: 75%
 Trunk Extension Strength: 93%
 Upper Body Strength: 46%
 Flexibility: 80%

M1.11 Implementation of State Standards and Professional Development by certificated staff. Priority 2.

2019-2020
 a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates:
 EngLangArts: 4.14,
 EngLangDev 2.62,
 Math 4.10,
 NGSScience 4.10,

a) Increase implementation by .10 each year in each content area.
 b) Maintain two full days of professional development for each teacher.

M1.13 Participation rates in music opportunities. Priority 2, 7	Implementation of the Standards indicates: VAPA 3.67 100% students receiving music instruction.	Maintain 100% of students receiving music instruction.
M 1.14 English learner access to the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency. Priority 2	All English learner pupils have access to the CCSS and ELD standards, aligned to current adopted curriculum: Engage National Geographic ELA, Fountas & Pinnell, and Rosetta Stone.	Maintain full access to the CCSS and ELD standards for English learner pupils.

Strategies/Activities

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

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.15	c. administrator d. curriculum and materials 1.15 Devices for Student Groups Provide devices / apps for unduplicated count students to support classroom learning and TIP. a. Purchase 50 Chromebooks for loan to unduplicated students b. Hotspot subscriptions to provide Internet connectivity for unduplicated students.	All Students	5,950.00 LCFF
1.17	1.17 Leadership Team Evaluate, monitor, and modify formative and summative multiple measures assessment tools; facilitate high quality professional development; and research state standards curriculum and instruction to support effective teaching and student achievement. a. Leadership Team Stipend b. Assessment tools (Fountas & Pinnell benchmark kits, STAR Reading and Math, etc.) c. Professional development presenter fees, materials, subscriptions, and registration fees	All Students	25,000.00
1.18	1.18 Library Staffing Staff libraries for increased access for students, staff, and families. a. 1.50 FTE Library tech / aide b. Supplies c. Professional Development d. Certificated Librarian services through contract with HERC	All Students	98,556.00 LCFF
1.19	1.19 Language Development Support Provide instructional materials for English Learners, Re-designated Fluent English-speaking, and students with language deficits as determined by individual need. a. ELPAC coordinator b. Instructional materials	All Students	11,000.00 LCFF
1.20	1.20 Classroom Funds Support student learning with classroom funds. a. Provide teachers with a yearly allowance.	All Students	15,000.00

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe and Welcoming Environment

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #2

Identified Need

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

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

Annual Measurable Outcomes

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

Students well behaved 52%;
Students treated fairly when break
school rules 64%;
Students treated with respect 96%
Reference survey data@wested.org

Parents responding positively to the
following:
School safety: 94%
Connectedness: 98%
Staff responding positively to the
following:
School safety: 96%
Connectedness: 100%

Students treated fairly when break
school rules 70%;
Students treated with respect 96%

Parents responding positively to the
following:
School safety: 94%
Connectedness: 98%

Staff responding positively to the
following:
School safety: 96%
Connectedness: 100%

2021/2022

Reference survey data@wested.org
Data collected every other year.

2022-23

68% response rate
(58 of 85 fifth grade students)
School connectedness 79%;
Academic motivation 86%;
Caring adult relationships 79%;
High expectations 86%;
Meaningful participation 44%;
Feel safe at school 86%;
Students well behaved 50%;
Students treated fairly when break
school rules 64%;
Students treated with respect 83%
Reference survey data@wested.org
2021-2022

Parents responding positively to
school safety and connectedness on
the LCAP survey.
Staff responding positively to the
following:
School connectedness: 88.3%

2023-24

53% response rate (35 of 67 fifth grade
students)
School connectedness 79%;
Academic motivation 86%;
Caring adult relationships 82%;
High expectations 88%;
Meaningful participation 52%;
Feel safe at school 91%;
Students well behaved 52%;
Students treated fairly when break
school rules 61%;
Students treated with respect 88%
Reference survey data@wested.org
Parent/Staff responding positively to
school safety and connectedness on
the LCAP survey.
School Safety: 97%
Connectedness: 96%
Staff responding positively to the
following:

Parent / Guardian participation rates, all groups:
 Parent/teacher conference rate:98%
 Parent survey/input responses: 41 % on LCAP Input survey
 Student survey responses (3rd-6th): 211 (66%)
 Participation in IEPs: 100%
 LCAP community meeting: used 1 LCAP specific meeting, school site council and board meetings as input meetings this year.
 School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil.

M2.9 School meals served. Priority 5

School meals served at 2020 P2:
 Total lunches.....26,283
 Total breakfasts....6,028

Maintain or increase school meals served at 2020 P2:
 Total lunches.....26,283
 Total breakfasts.....6,028

School meals served at 2021 P2:
 Total lunches.....52,414
 Total breakfasts.....8,691

School meals served at 2023 P2:
 Total lunches.....51,385
 Total breakfasts.....18,819
 Afterschool Program Snack...7,501

School meals served at 2024 P2:
 Total lunches.....47,537
 Total breakfasts.....21,541
 Afterschool Program Snack...10,227

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.

All classrooms and common spaces at both schools have safe and adequate heating and ventilation.

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.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Social Work and/or Behavioral Services Provide school social work and/or behavioral services. a. .80 FTE School Social Worker	All Students	87,793.00
2.2	2.2 Social Work Services to Unduplicated Count Students Focus school social work services on unduplicated count students.	All Students	85,964.00 LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.10	2.10 Enhance School Meal Program a. District contribution	All Students	00.00
2.11	2.11 Bus Transportation Provide bus transportation within the district, and field trip transportation. a. 0.75 FTE bus drivers b. 0.10 FTE business manager c. Fuel, parts for repair d. Vehicle maintenance	All Students	53,769.00
2.12	2-.12 Decrease Suspension Rate a. .10 FTE Social Worker b. Incentives	All Students	11,975.00
2.13	2.13 Decrease Chronic Absenteeism a. .10 FTE School Social Worker b. Parent education c. Materials d. Incentives	All Students	13,025.00 LCFF
2.14	2.14 Bus transportation service for Low -Income Students. Provide a safe and reliable means of transportation to and from school for low-income students. a. .75 FTE Bus driver	All Students	188,106.00 LCFF
2.15	2.15 Student Council Maintain fifth and sixth grade Student Council at Cutten. a. Advisor stipend b. Materials & supplies c. Field trips	All Students	1,705.00
2.16	2.16 Career Exploration and Cultural Events to Build School Connections. Provide services to support parents/guardians of unduplicated student groups to build connectedness through career exploration and cultural events and to encourage attendance of school events. a. Event fees b. Supplies	All Students	2,500.00 LCFF
2.17	2.17 Attendance and Parent Education Support Provide opportunities for parent and school partnership to improve attendance and parent involvement through a systems approach. a. .20 FTE Administrator	All Students	21,228.00 LCFF
2.18	2.18 Counseling Services 1:1 counseling services for identified students a. 0.65 FTE classified counselor	All Students	6,200.00

Annual Review

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
---------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

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

Expenditures by Budget Reference

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

Expenditures by Budget Reference and Funding Source

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

Expenditures by Goal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

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

Attested:

Principal, Darcie Rutter on

SSC Chairperson, Tina Standish on



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ridgewood Elementary School	12-62745-6007744	March 24, 2026	April 6, 2026

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

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

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

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Plan Description

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

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

Schoolwide Program

Additional Targeted Support and Improvement

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

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

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	2.08%	3.09%	3.08%	5	8	8
African American	0%	%	%	0		
Asian	3.33%	4.25%	5.00%	8	11	13
Filipino	0%	%	%	0		
Hispanic/Latino	17.5%	18.15%	18.46%	42	47	48
Pacific Islander	0.83%	0.39%	1.15%	2	1	3
White	62.08%	60.23%	59.23%	149	156	154
Two or More Races	13.75%	13.51%	13.08%	33	35	34
Not Reported	0.42%	0.39%	%	1	1	
Total Enrollment				240	259	260

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			39
Kindergarten	107	83	68
Grade 1	69	77	76
Grade 2	64	67	77
Total Enrollment	240	259	260

Conclusions based on this data:

1. Enrollment (overall and subgroups) has remained steady from the 2023-2024 school year.
2. Kindergarten enrollment maintained, 1st grade decreased by one, and 2nd grade increased slightly.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades									

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Conclusions based on this data:

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

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	6	7	7
1	*	*	*	*	*	*	*	*	*	*	4	*
2	*	*	*	*	*	*	*	*	*	*	*	4
All Grades										8	12	12

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	16.67	0.00	*	33.33	50.00	*	33.33	50.00	*	16.67	0.00	*	12	12

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	16.67	16.67	*	50.00	58.33	*	25.00	16.67	*	8.33	8.33	*	12	12

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	16.67	27.27	*	50.00	54.55	*	33.33	18.18	*	12	11

Conclusions based on this data:

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

2. 51.5% of our students are socioeconomically disadvantaged.

School and Student Performance Data

Academic Performance English Language Arts

The 2025 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 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>47.8 points below standard</p> <p>Declined 29.1 points</p> <p>77 Students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Long-Term English Learners</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>

School and Student Performance Data

Academic Performance Mathematics

The 2025 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 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>38.8 points below standard</p> <p>Declined 30.1 points</p> <p>77 Students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Long-Term 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>Yellow</p> <p>15.4% Chronically Absent</p> <p>Declined 4.1</p> <p>52 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>15.4% Chronically Absent</p> <p>Declined 11.9</p> <p>13 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>10.4% Chronically Absent</p> <p>Declined 18.8</p> <p>48 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>8.1% Chronically Absent</p> <p>Declined 16.2</p> <p>37 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>White</p>  <p>Green</p> <p>5.6% Chronically Absent</p> <p>Declined 9.4</p> <p>162 Students</p>

Conclusions based on this data:

1. As a school site our chronic absenteeism is has declined 12 points. Ridgewood is now in the green for absenteeism.
2. Students with disabilities (15.4% Chronically Absent) and Hispanic students (10.4 % Chronically Absent) has declined. Both areas are still in the Yellow.
3. School is using support strategies, SART and SARB process to increase attendance.

School and Student Performance Data

Conditions & Climate Suspension Rate

The 2025 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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Green 0.7% suspended at least one day Declined 0.4% 274 Students	<p>English Learners</p>  No Performance Color 0% suspended at least one day Maintained 0% 15 Students	<p>Long-Term English Learners</p>
<p>Foster Youth</p>  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	<p>Homeless</p>  No Performance Color 5% suspended at least one day Increased 5% 20 Students	<p>Socioeconomically Disadvantaged</p>  Green 0.7% suspended at least one day Declined 0.6% 150 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 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Achievement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #1

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
M1.1 Number of highly qualified teachers and appropriate teacher assignments. Priority 1, 2	100% highly qualified, appropriate teacher assignments.	Maintain 100% highly qualified, appropriate teacher assignments.
M1.2 Local multiple measures of student achievement. Priority 8	2020 Second Trimester results - "progressing" or "met" Reading, 73% Writing, 67% Mathematics, 79% 2021 Second Trimester results-"progressing" or 'met' Reading, 71% Writing, 71% Math, 83% 2022-2023 Second Trimester results-"progressing" or 'met' Reading, 66% Writing, 71% Math, 82%	Second trimester results - "progressing" or "met" Maintain Reading, 73% Increase Writing, 70% Maintain Mathematics, 79%
M1.3 A broad course of study provided to all students. Priority 7	100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history/ social science, science, the arts, health, and physical education.	Maintain 100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history/social science, science, the arts, health, and physical education.
M1.4 CAASPP scores-reduce the gaps in achievement. Priority 4.	Met/Exceeded in 2019/20: ELA	Meet/Exceed in 2024: ELA

M1.6 CA Dashboard Mathematics Achievement Rating, grades 3-6. Priority 4

2019/20 achievement ratings:
All students: -11.3
SED: -29.1
SWD: -68.1
Hispanic: -34.6
White: -1.7

All students: -5.3
SED: -23.1
SWD: -62.1
Hispanic: -28.6
White: 4.3

Data not available. No testing in the Spring of 2021/22. See local data in M1.2.

2022 achievement ratings:
All students: -10.5
SED: -25.1
SWD: -36.4
Hispanic: -26.1
White: -.8

2023 achievement ratings:
All students: -12
SED: -17.4
SWD: -17.3
Hispanic: -25.6
White: -8.5

M1.7 5th grade Science California Science Test scores. Priority 4

Met/Exceeded in 2019/20:
SCIENCE
All students 36.14%
SED: 27.03%
SWD: 13.34%
Hispanic: 28.57%
White: 44.23%

Meet/Exceed in 2024:
All students 42%
SED: 33%
SWD: 19%
Hispanic: 35%
White: 50%

Data not available. No testing in the Spring of 2020/21.

Met/Exceeded in 2022:
SCIENCE
All students 29.45%
SED: 18.50%
SWD: 8.36%
Hispanic: 18.26%
White: 44.25%

Met/Exceeded in 2023:
SCIENCE
All students 48%
SED: 47%
SWD: 36 %
Hispanic: N/A
White: 51%

M1.8 Class size. Priority 4

Class size 24:1 or less, grades TK-3; 28 or less, 4-6

Class size 24:1 or less, grades TK-3; 28 or less, 4-6

M1.9 Percentage of English learner pupils making progress toward English proficiency. Priority 4

ELPAC reporting by state board. Data is suppressed because 10 or fewer students were tested in 2019-2020. In 2020-2021 15 students in program and in 2021-22, 12 students.

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.

Implementation of the Standards indicates:
 EngLangArts: 3.93
 EngLangDev 3.33,
 Math 4.46,
 NGSScience 2.93,
 Hist/Soc Science 2.13
 b). 5 full days o
 fprofessionaldevelopment by each
 teacher

2023-24
 a). Teacher survey on a scale of 0-5
 where 5 indicates Full, Sustainable
 Implementation of the
 Standards indicates:
 EngLangArts: 4.05
 EngLangDev 2.94,
 Math 4.78,
 NGSScience 3.17
 Hist/Soc Science 2.67
 b). 5 full days of
 professionaldevelopment by each
 teacher

<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 2022-23 a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: VAPA 3.53 2023-24 a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: VAPA 3.67</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>

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 Teacher Assignment	All Students	3,354,779.00

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.10	<ul style="list-style-type: none"> a. .75 FTE certificated music teacher b. Materials and supplies 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.	All Students	23,088.00 LCFF
1.11	<ul style="list-style-type: none"> a. .25 FTE certificated music teacher 1.11 Next Generation Science Standards Implement Next Generation Science Standards. <ul style="list-style-type: none"> a. Purchase NGSS curriculum materials b. Provide training to implement new curriculum c. Provide substitutes for teacher team collaboration 	All Students	00.00
1.12	1.12 Arts Education Integrate and strengthen arts instruction across the curriculum. <ul style="list-style-type: none"> a. Hire a part time 0.5 FTE arts instructor b. Provide professional development c. Participate in arts collaborative with the COE 	All Students	43,440.00
1.13	1.13 Technology and Infrastructure Ensure that the District's technology and infrastructure are maintained and up to date. <ul style="list-style-type: none"> a. Maintain 0.80 FTE District Technology Coordinator b. Replace obsolete and aging devices c. Provide IT support for infrastructure (consultant) 	All Students	55,472.00
1.14	1.14 Summer School Provide summer school to under-performing students to mitigate learning loss. <ul style="list-style-type: none"> a. certificated staff b. classified staff c. administrator d. curriculum and materials 	All Students	183,202.00
1.15	1.15 Devices for Student Groups Provide devices / apps for unduplicated count students to support classroom learning and TIP. <ul style="list-style-type: none"> a. Purchase 50 Chromebooks for loan to unduplicated students b. Hotspot subscriptions to provide Internet connectivity for unduplicated students. 	All Students	5,950.00 LCFF
1.16			00.00
1.17	1.17 Leadership Team Evaluate, monitor, and modify formative and summative multiple measures assessment tools; facilitate high quality professional development; and research state standards curriculum and instruction to support effective teaching and student achievement. <ul style="list-style-type: none"> a. Leadership Team Stipend b. Assessment tools (Fountas & Pinnell benchmark kits, STAR Reading and Math, etc.) 	All Students	25,000.00

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe and Welcoming Environment

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #2

Identified Need

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

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

Annual Measurable Outcomes

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

Students well behaved 52%;
Students treated fairly when break
school rules 64%;
Students treated with respect 96%
Reference survey data@wested.org

Parents responding positively to the
following:
School safety: 94%
Connectedness: 98%
Staff responding positively to the
following:
School safety: 96%
Connectedness: 100%

Students treated fairly when break
school rules 70%;
Students treated with respect 96%

Parents responding positively to the
following:
School safety: 94%
Connectedness: 98%

Staff responding positively to the
following:
School safety: 96%
Connectedness: 100%

2021/2022

Reference survey
data@wested.org
Data collected every
other year

2022-23

68% response rate
(58 of 85 fifth grade students)
School connectedness 79%;
Academic motivation 86%;
Caring adult relationships 79%;
High expectations 86%;
Meaningful participation 44%;
Feel safe at school 86%;
Students well behaved 50%;
Students treated fairly when break
school rules 64%;
Students treated with respect 83%
Reference survey data@wested.org
2021-2022

Parents responding positively to
school safety and connectedness on
the LCAP survey.
Staff responding positively to the
following:
School connectedness: 88.3%

2023-24

53% response rate (35 of 67 fifth grade
students)
School connectedness 79%;
Academic motivation 86%;
Caring adult relationships 82%;
High expectations 88%;
Meaningful participation 52%;
Feel safe at school 91%;
Students well behaved 52%;
Students treated fairly when break
school rules 61%;
Students treated with respect 88%
Reference survey data@wested.org
Parent/Staff responding positively to
school safety and connectedness on
the LCAP survey.
School Safety: 97%
Connectedness: 96%

Parent survey/input responses: 41 %
 on LCAP Input survey
 Student survey responses (3rd-6th):
 211 (66%)
 Participation in IEPs: 100%
 LCAP community meeting: used 1
 LCAP specific meeting, school site
 council and board meetings as input
 meetings this year.
 School Site Council membership: 5
 parents (full representation) with one
 parent of unduplicated pupil.

M2.9 School meals served. Priority 5

School meals served at 2020 P2:
 Total lunches.....26,283
 Total breakfasts....6,028

School meals served at 2021 P2:
 Total lunches.....52,414
 Total breakfasts.....8,691

School meals served at 2023 P2:
 Total lunches.....51,385
 Total breakfasts.....18,819
 Afterschool Program Snack...7,501

School meals served at 2024 P2:
 Total lunches.....47,537
 Total breakfasts.....21,541
 Afterschool Program Snack...10,227

Maintain or increase school meals
 served at 2020 P2:
 Total lunches.....26,283
 Total breakfasts.....6,028

M2.10 Ventilation and heating in
 classrooms. Priority 1

Replace 9 unit heaters at Ridgewood
 School and 13 at Cutten School. Install
 ventilation systems and thermostats.

2021 Replaced 9 unit heaters at
 Ridgewood School and in the process
 of installing 13 at Cutten School. 9
 ventilation systems and thermostats
 fully installed at Ridgewood and 13 at
 Cutten.

All classrooms and common spaces at
 both schools have safe and adequate
 heating and ventilation.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Social Work and/or Behavioral Services Provide school social work and/or behavioral services. a. .80 FTE School Social Worker	All Students	87,793.00
2.2	2.2 Social Work Services to Unduplicated Count Students Focus school social work services on unduplicated count students. a. 1.0 FTE Certificated School Social Worker	All Students	85,964.00 LCFF
2.3	2.3 School Climate Team and PBIS Maintain district-wide Positive Behavior Support System - PBIS. a. Facilitator stipend	All Students	12,000.00

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	d. vehicle maintenance		
2.12	2.-12 Decrease suspension rate a. .10 Social Worker b. Incentives	All Students	11,975.00
2.13	2.13 Decrease Chronic Absenteeism a. .10 FTE School Social Worker b. Parent education c. Materials d. Incentives	All Students	13,025.00 LCFF
2.14	2.14 Bus transportation service for Low -Income Students. Provide a safe and reliable means of transportation to and from school for low-income students. a. .75 FTE Bus driver	All Students	188,106.00 LCFF
2.15	2.15 Student Council Maintain fifth and sixth grade Student Council at Cutten. a. Advisor stipend b. Materials & supplies c. Field trips	All Students	1,705.00
2.16	2.16 Career Exploration and Cultural Events to Build School Connections. Provide services to support parents/guardians of unduplicated student groups to build connectedness through career exploration and cultural events and to encourage attendance of school events. a. Event fees b. Supplies	All Students	2,500.00 LCFF
2.17	2.17 Attendance and Parent Education Support Provide opportunities for parent and school partnership to improve attendance and parent involvement through a systems approach. a. .20 FTE Administrator	All Students	21,228.00 LCFF
2.18	2.18 Counseling Services 1:1 counseling services for identified students a. 0.65 FTE classified counselor	All Students	6,200.00

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
---------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
---------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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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
Goal 1	5,058,556.00
Goal 2	1,335,855.00

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

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

Attested:

Principal, Annette Sligh on

SSC Chairperson, Tina Standish on

AUTHORIZATION FOR FISCAL YEAR: _____

CS-1

DATE: _____, 20____ **SCHOOL DISTRICT** _____

WARRANT DISTRIBUTION AUTHORIZATION

Please complete and return to Humboldt County Office of Education's Business Office.

Please check appropriate box(es).

PAYROLL

Will pick up when ready

Names of persons authorized to pick up payroll warrants:

Becky MacQuarrie
Vanessa Carrillo-Salas

Please list an after hours emergency number: _____

Mail all payroll to: *Individual's Name* _____
(Postage cost to be reimbursed to HCOE)

Other (specify) _____

COMMERCIAL WARRANTS

Will pick up when ready

Please list emergency number: _____

Courier

Mail all APY warrants to: *Individual's Name* _____
(Postage cost to be reimbursed to HCOE)

Mail all VOL DED warrants to: *Individual's Name* _____
(Postage cost to be reimbursed to HCOE)

Other (specify) _____

DISTRICT AUTHORIZATION

Superintendent or Trustee _____

Return to HCOE Business Office



Price Quote

100 S. Mill Ave
 Suite 1700
 Tempe, AZ 85281
 377-725-4257

Date 6/16/2021
Quote No. Q-27260
Acct. No. 12223070
Total 58,166.8
Pricing Expires 12/13/2021

Cutten Elementary School District
 4182 Walnut Drive
 Eureka CA 95503
 United States

Payment Term	Contract Start	Contract End
Net 30	8/17/2026	6/18/2027

Site	Description	Comments	End Date	Qty
Cutten Elementary School District	Imagine IM CA Student Workbook Set - Grade 6		06/18/2027	67
	Imagine IM CA Student Workbook Set - Grade 5		06/18/2027	76
	Imagine IM CA Student Workbook Set - Grade 4		06/18/2027	76
	Imagine IM CA Student Workbook Set - Grade 3		06/18/2027	76
	Imagine IM CA Student Workbook Set - Grade 2		06/18/2027	76
	Imagine IM CA Student Workbook Set - Grade 1		06/18/2027	76
	Imagine IM CA Student Workbook Set - Grade K		06/18/2027	58
	Imagine IM CA Teacher Resource Bundle - Grade 6		06/18/2027	3
	Imagine IM CA Teacher Guide Classroom Set - Grade 5		06/18/2027	3
	Imagine IM CA Teacher Guide Classroom Set - Grade 4		06/18/2027	3
	Imagine IM CA Teacher Guide Classroom Set - Grade 3		06/18/2027	4
	Imagine IM CA Teacher Guide Classroom Set - Grade 2		06/18/2027	4
	Imagine IM CA Teacher Guide Classroom Set - Grade 1		06/18/2027	4
	Imagine IM CA Teacher Guide Classroom Set - Grade K		06/18/2027	3
	Imagine IM Centers Kit - Grade 5		06/18/2027	3
	Imagine IM Centers Kit - Grade 4		06/18/2027	3
	Imagine IM Centers Kit - Grade 3		06/18/2027	4
	Imagine IM Centers Kit - Grade 2		06/18/2027	4
	Imagine IM Centers Kit - Grade 1		06/18/2027	4
	Imagine IM Centers Kit - Grade K		06/18/2027	3
	Imagine IM Manipulative Kit - Grade 6		06/18/2027	3
	Imagine IM Manipulative Kit - Grade 5		06/18/2027	3
	Imagine IM Manipulative Kit - Grade 4		06/18/2027	3
	Imagine IM Manipulative Kit - Grade 3		06/18/2027	4
	Imagine IM Manipulative Kit - Grade 2		06/18/2027	4
	Imagine IM Manipulative Kit - Grade 1		06/18/2027	4
	Imagine IM Manipulative Kit - Grade K		06/18/2027	3
	Imagine IM CA Teacher Resource Pack Classroom Set - Grade 5		06/18/2027	3
	Imagine IM CA Teacher Resource Pack Classroom Set - Grade 4		06/18/2027	3



Cutten School District
Habitational Package
2026/2027 Proposal

<p>Liability Exclusions</p>	<p>Mold Asbestos Lead-based paint/lead hazards Assault and battery Animal, reptile or insect liability Swimming pools and hot tubs Trampolines Habitability violations Employment related practices Independent contractors Products and completed operations Personal and advertising injury Punitive damages Nuclear energy liability Tenant liability Vacant land liability Cosmetic roof damage Intentional acts by insureds or tenants Pollution Earth movement Water damage Neglect/wear and tear War Nuclear energy liability Inherent vice Vandalism, theft or malicious mischief if property is vacant >60 days</p>
<p>Subjectivities</p>	
<p>D-1 - Surplus Lines Disclosure Loss Warranty Letter Completed carrier application Confirm property schedule data</p>	

IMPORTANT NOTICE:

- 1. The insurance policy that you are applying to purchase is being issued by an insurer that is not licensed by the State of California. These companies are called "nonadmitted" or "surplus line" insurers.**
- 2. The insurer is not subject to the financial solvency regulation and enforcement that apply to California licensed insurers.**
- 3. The insurer does not participate in any of the insurance guarantee funds created by California law. Therefore, these funds will not pay your claims or protect your assets if the insurer becomes insolvent and is unable to make payments as promised.**
- 4. The insurer should be licensed either as a foreign insurer in another state in the United States or as a non-United States (alien) insurer. You should ask questions of your insurance agent, broker, or "surplus line" broker or contact the California Department of Insurance at the toll-free number 1-800-927-4357 or internet website www.insurance.ca.gov. Ask whether or not the insurer is licensed as a foreign or non-United States (alien) insurer and for additional information about the insurer. You may also visit the NAIC's internet website at www.naic.org. The NAIC - National Association of Insurance Commissioners - is the regulatory support organization created and governed by the chief insurance regulators in the United States.**
- 5. Foreign insurers should be licensed by a state in the United States and you may contact that state's department of insurance to obtain more information about that insurer. You can find a link to each state from this NAIC internet website: https://naic.org/state_web_map.htm.**
- 6. For non-United States (alien) insurers, the insurer should be licensed by a country outside of the United States and should be on the NAIC's International Insurers Department (IID) listing of approved nonadmitted non-United States insurers. Ask your agent, broker, or "surplus line" broker to obtain more information about that insurer.**
- 7. California maintains a "List of Approved Surplus Line Insurers (LASLI)."**

LOSS WARRANTY LETTER

During the last five years, we warrant that as respects to the insurance being applied for:

1. I/we have not sustained a loss.
2. We have not had a claim made against us.
3. We have not been denied coverage or had coverage cancelled by an insurance company.
4. We have no knowledge or reason to anticipate a claim or loss.

If my business is less than five (5) years old, the above reference warranty applies to work performed through all my prior business entities whether as an owner or an employee. The undersigned applicant understands and agrees that all of the statements, information and responses provided in the application for this policy are material to the risk sought to be insured, and that the entirety of the information provided in the application forms a basis for the insurer to provided the requested insurance, and that said insurance is provided in reliance on such material representations.

I understand that this warranty will be incorporated into the insurance contract.

Partner, Officer, Principal, or Owner

Title

Signature of Partner, Officer, Principal, or Owner

Date

Warranty; The purpose of this no loss letter is to assist in the underwriting process information contained herein is specifically relied upon in determination of insurability. The undersigned, therefore warrants that the information contained herein is true and accurate to the best of his/her knowledge, information and belief. This no loss letter shall be the basis of any insurance that may be issued and will be a part of such policy. It is understood that any misrepresentation or omission shall constitute grounds for immediate cancellation of coverage and denial of claims, if any. It is further understood that the applicant and or affiliated company is under a continuing obligation to immediately notify his/her underwriter through his/her broker of any material alteration of the information given



CLAIMS

Date of loss	Address of property that had the loss	Type of loss	Amount paid	Description of loss	Open or closed
					Select one
					Select one
					Select one
					Select one

DECLARATION

The answers given in this application are correct to the best of my knowledge. I understand that these answers will form part of a policy that is subsequently offered. I also understand that any false statement may void the insurance in its entirety or result in a claim being denied.

Any person who knowingly and with intent to defraud any insurance company or other person files an application for insurance containing any materially false information, or conceals for the purpose of misleading information concerning any fact material thereto commits a fraudulent insurance act, which is a crime and subjects the person to criminal and civil penalties

(Not applicable in CO, HI, NE, OH, OK, OR, VT)

SIGNATURES

INSUREDS SIGNATURE

DATE

RETAIL AGENTS SIGNATURE

DATE

THANK YOU FOR YOUR BUSINESS