

School Year:

2024-25

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ridgway High (Continuation)	49709204935607	05/15/2024	06/26/2024

Contact Person: Donna Garibaldi Candelaria
Position: Principal
Phone Number: 7078903770
Address: 325 Ridgway Ave.
 Santa Rosa, CA 95401
E-mail Address: dgaribaldi@srcs.k12.ca.us

Plan Description

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

Schoolwide Program
Not applicable

Briefly describe the school’s plan for effectively meeting the ESSA requirements (for CSI or ATSI, as applicable) in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

not applicable

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The RHS department chairs serve as the school leadership team along with the principal and assistant principal. The school leadership team reviewed and revised the 2024 SPSA on 5/15/24. The school leadership team facilitated a review of the 2023 SPSA and a review of the new 2024 SPSA on 5/15/23. The school site council also reviewed and approved the 2024 SPSA, 4/17/24 and 5/8/24. Both our School Site Council and ELA parents are interested in career exploration and assistance enrolling at the junior College.

Resource Inequities – Required for CSI / ATSI

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

N/A

Comprehensive Needs Assessment

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.

There are areas that need significant improvement that have been identified and are being addressed by the SPSA and the WASC mid-year visit report. Through the WASC self-study process, staff and other stakeholders have identified that there are three key critical learner needs: 1. Academic achievement scores on the CASSPP for all students and all numerically significant subgroups need to increase to correspond with (a) demonstrated levels of achievement on other assessments and (b) demographically similar schools. Particular attention needs to be paid to all students who are not proficient; however, particular attention needs to be paid to specific subgroups. 2. Interventions need to be further developed to support students who are not yet proficient. 3. ALL students who are performing below grade level, on multiple assessments (Summative ELA, Summative MATH, CAST Science & ELPAC), need additional support. All SPSA goals are aligned to support student and staff needs.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	2.8%	1.63%	1.29%	8	4	3
African American	2.1%	0.81%	2.58%	6	2	6
Asian	1.4%	2.85%	2.58%	4	7	6
Filipino	0.7%	0.41%	0.86%	2	1	2
Hispanic/Latino	70.5%	65.04%	71.24%	201	160	166
Pacific Islander	1.1%	2.03%	0.86%	3	5	2
White	17.5%	21.95%	17.17%	50	54	40
Multiple/No Response	3.9%	5.28%	3.43%	11	13	8
Total Enrollment				285	246	233

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 10	2	1	
Grade 11	57	38	43
Grade 12	226	207	190
Total Enrollment	285	246	233

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	49	34	45	17.2%	13.8%	19.3%
Fluent English Proficient (FEP)	115	107	114	40.4%	43.5%	48.9%
Reclassified Fluent English Proficient (RFEP)	0	102	111	0.0%	75.0%	71.2%

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
233	56.2	19.3	0.9
Total Number of Students enrolled in Ridgway High (Continuation).	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	45	19.3
Foster Youth	2	0.9
Homeless	4	1.7
Socioeconomically Disadvantaged	131	56.2
Students with Disabilities	72	30.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	2.6
American Indian	3	1.3
Asian	6	2.6
Filipino	2	0.9
Hispanic	166	71.2
Two or More Races	8	3.4
Pacific Islander	2	0.9
White	40	17.2

Conclusions based on this data:

- In general, the demographic data for the students enrolled at RHS reflects the overall demographics of SRCS because RHS serves students from all 5 comprehensive high schools.

2. English Learners made up 19.3% of RHS' enrollment which is lower than the district's overall percentage of English Learners at 18.3%. SED students made up 30.9% of RHS' enrollment which is also lower than the district's overall percentage of SED students at 56.2%. Homeless students made up 1.7% of RHS' enrollment which is higher than the district's overall percentage of homeless students at .8%. African American students made up 2.6% of RHS' enrollment which is higher than the district's overall percentage of African American students at 1.9%. Asian students made up 2.6% of RHS' enrollment which is lower than the district's overall percentage of Asian students at 5%. Filipino students made up .9% of RHS' enrollment which is lower than the district's overall percentage of Filipino students at 1%. White students made up 17.2% of RHS' enrollment which is lower than the district's overall percentage of White students at 28.9%.
3. Foster Youth made up .9% of RHS' enrollment which is higher than the district's overall percentage of Foster Youth at .6%. Students with Disabilities made up 30.9% of RHS' enrollment which is significantly higher than the district's overall percentage of Students with Disabilities at 15.8%. American Indian students made up 1.3% of RHS' enrollment which is higher than the district's overall percentage of American Indian students at .8%. Hispanic students made up 71.2% of RHS' enrollment which is significantly higher than the district's overall percentage of Hispanic students at 57.5%. Students who identify as Two or More Races made up 3.4% of RHS' enrollment which is higher than the district's overall percentage of students who identify as Two or More Races at 4.3%. Pacific Islander students made up .9% of RHS' enrollment which is higher than the district's overall percentage of Pacific Islander students at .7%.

School and Student Performance Data

Overall Performance







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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  Orange	Suspension Rate  Orange
Mathematics  Orange	Chronic Absenteeism  No Performance Color	
English Learner Progress  Yellow		
College/Career Very Low		

Conclusions based on this data:

1. ELA scores have increased from 200.4 points below standard in 2022 to 188.5 points below standard in 2023. Math scores have decreased from 229.4 points below standard in 2022 to 258.2 points below standard in 2023.
2. The 2023 graduation rate decreased slightly from 84% in 2022 to 82.7% in 2023.
3. In 2023 5.2% of all students were suspended at least once. 4.7% of Hispanic students were suspended at least once. 4.9% of SED students were suspended at least once. 6.9% of English Learners were suspended at least once. 3.2% of Students with Disabilities were suspended at least once. 5.9% of White students were suspended at least once.
In 2022, 2.6% of students were suspended at least once. 2.8% of Hispanic students were suspended at least once. 3.9% of SED students were suspended at least once. 3.8% of English Learners were suspended at least once. 2.2% of Students with Disabilities were suspended at least once. 3.7% of White students were suspended at least once.

School and Student Performance Data

Academic Performance English Language Arts

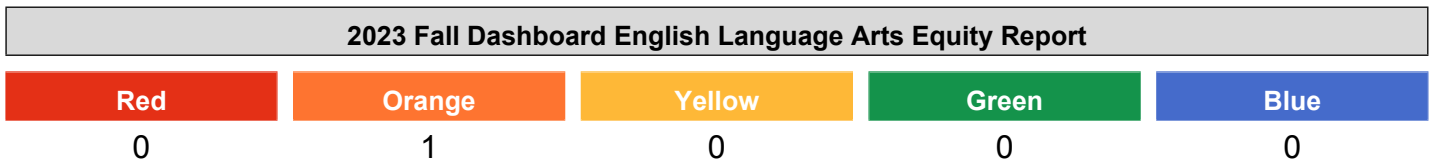
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>188.5 points below standard</p> <p>Increased Significantly +43.4 points</p> <p>39 Students</p>	<p>English Learners</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>195.3 points below standard</p> <p>Increased +12.6 points</p> <p>27 Students</p>	<p>Students with Disabilities</p> <p>Less than 11 Students</p> <p>6 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 0 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 186.5 points below standard Increased Significantly +95.8 points 30 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 5 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 5 Students	Less than 11 Students 4 Students	157.1 points below standard Decreased -12 points 11 Students

Conclusions based on this data:

1. ELA scores have increased slightly from 200.4 points below standard in 2022 to 188.5 points below standard in 2023.
2. Hispanic students' scores have increased from 243.2 points below standard in 2022 to 186.5 points below standard in 2023.
3. SED students' scores have decreased significantly from 181.5 points below standard in 2022. to 195.3 points below standard 2023.

School and Student Performance Data

Academic Performance Mathematics

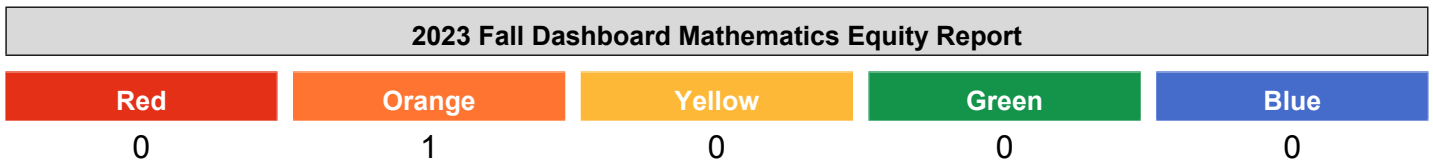
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>258.2 points below standard</p> <p>Increased Significantly +30.6 points</p> <p>39 Students</p>	<p>English Learners</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>263.6 points below standard</p> <p>Increased +12.7 points</p> <p>27 Students</p>	<p>Students with Disabilities</p> <p>Less than 11 Students</p> <p>6 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 0 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 262.2 points below standard Increased Significantly +53.2 points 30 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 5 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 5 Students	Less than 11 Students 4 Students	235.2 points below standard Maintained -1.9 points 11 Students

Conclusions based on this data:

1. Math scores have decreased from 229.4 points below standard in 2022 to 258.2 points below the standard in 2023.
2. Hispanic students' scores have decreased significantly from 242.5 points below standard in 2022 to 262.2 points below the standard in 2023.
3. SED students' scores have decreased significantly from 225.3 points below standard in 2022 to 263.6 points below the standard in 2023.

School and Student Performance Data

Academic Performance English Learner Progress

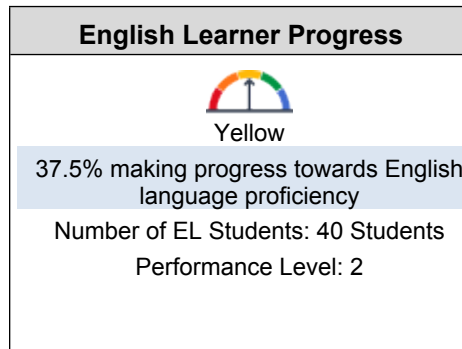
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8	13	0	13

Conclusions based on this data:

1. RHS' English Learner Progress rate towards making English language proficiency was 22.2% in 2022 and increased to 37.5% in 2023.
2. In 2022 27.8% of English Learners at level 1, 2L, 2H, 3L or 3H maintained the same ELPI level. That rate increased in 20223 to 38.2%.

School and Student Performance Data

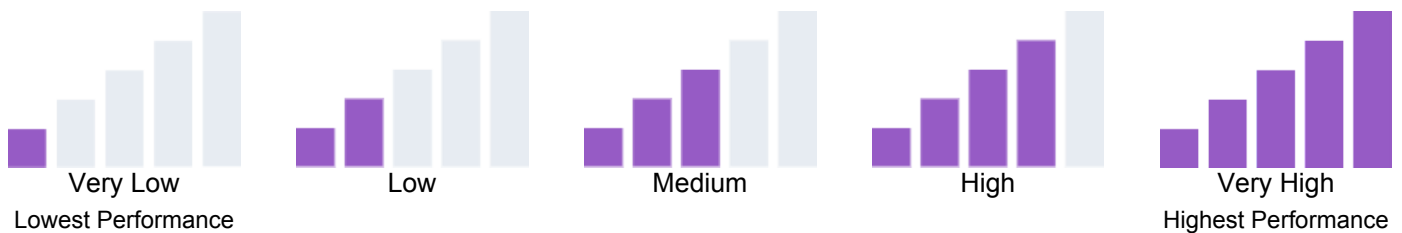
Academic Performance College/Career Report

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

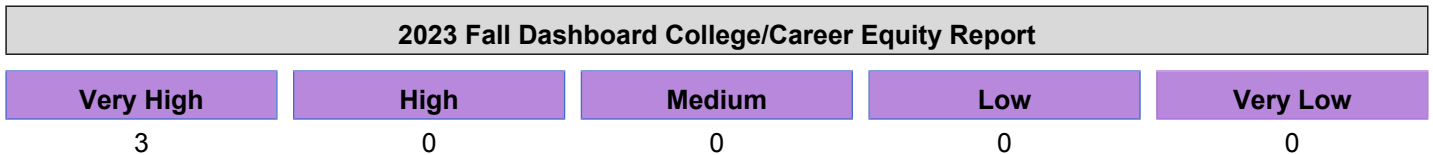
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

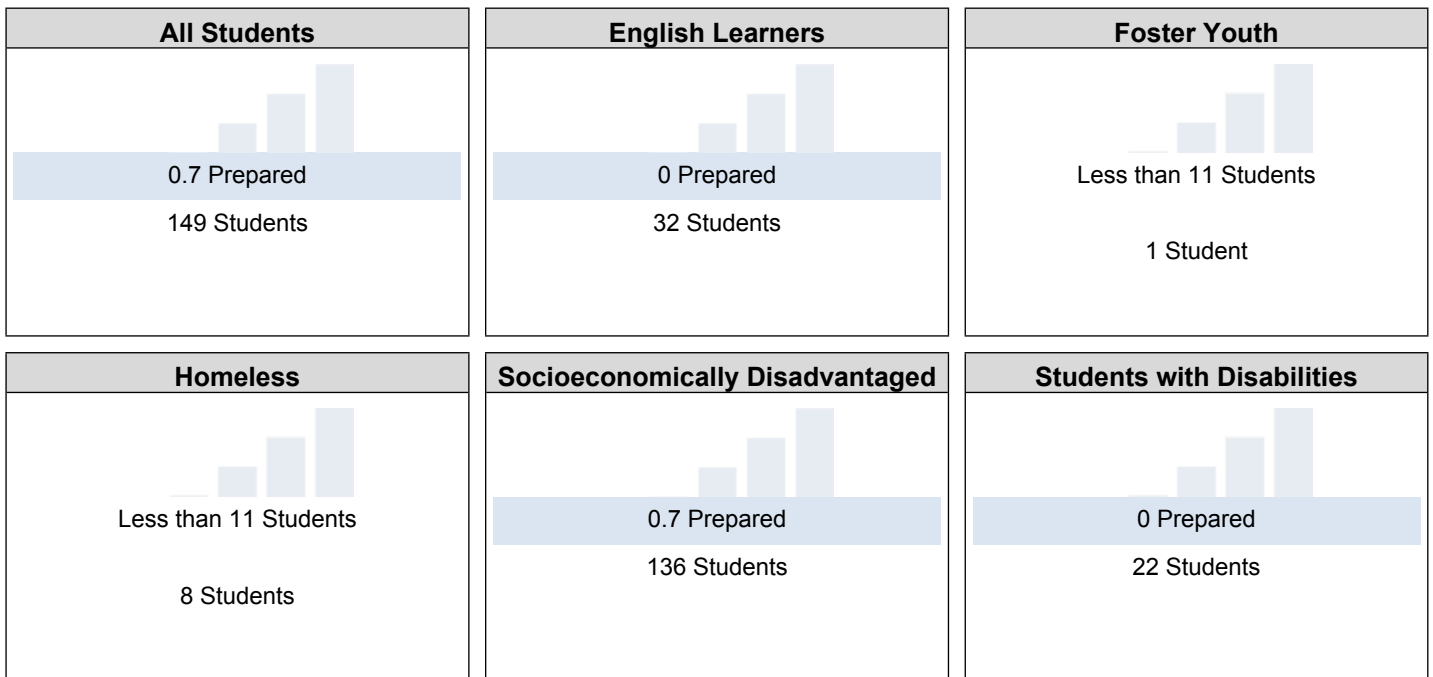


This section provides number of student groups in each level.

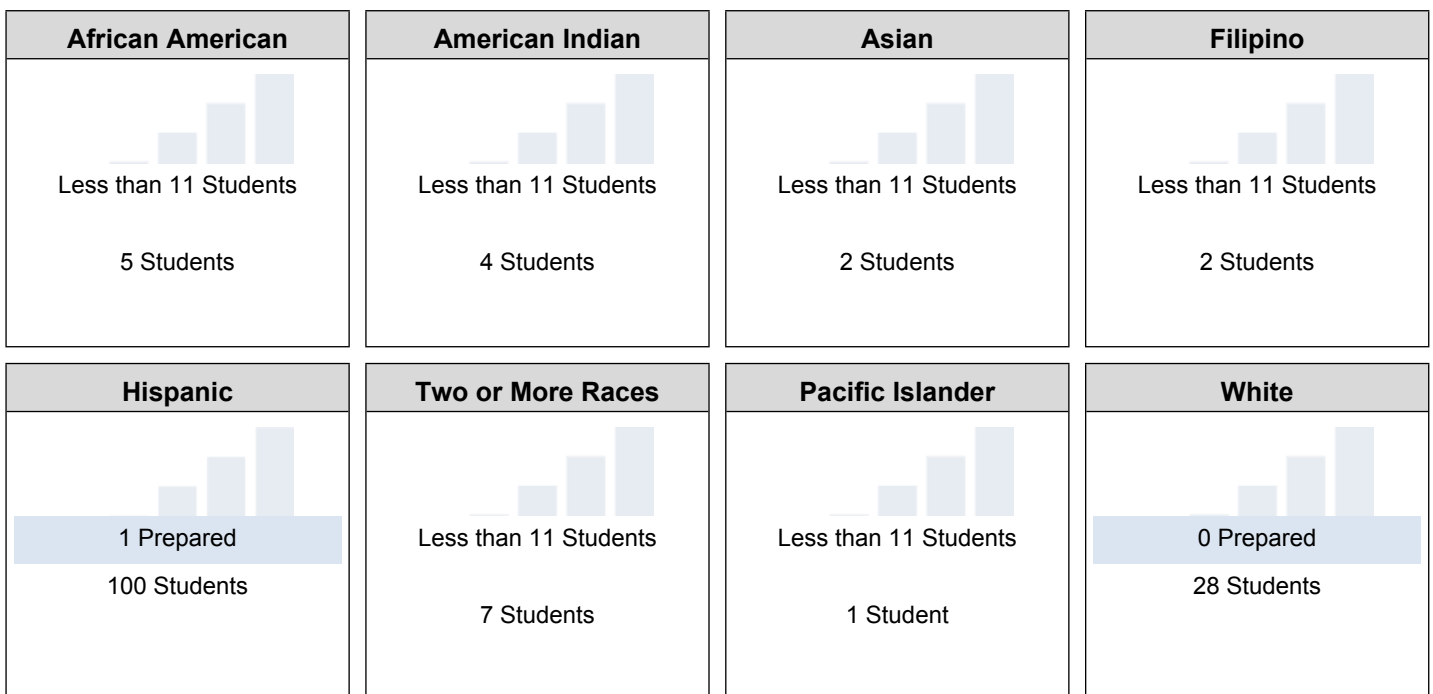


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

- No data was reported for 2022. In 2023 .7% of all students were placed in the prepared level on the College and Career indicator.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

1. Chronic absenteeism indicator data not available or applicable for this school.

School and Student Performance Data

Academic Engagement Graduation Rate

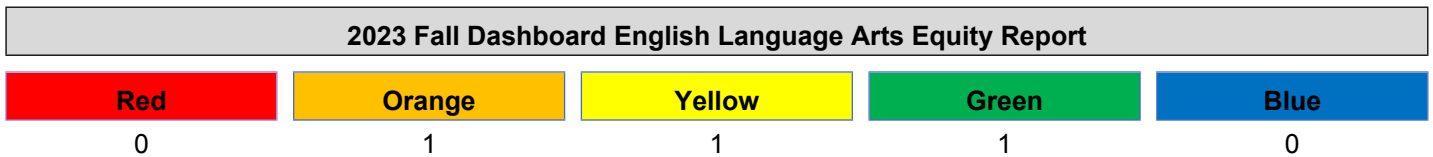
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Orange 82.7% graduated Decreased -1.4 156 Students	English Learners Green 91.7% graduated Increased 3.8 36 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 9 Students	Socioeconomically Disadvantaged Yellow 83.2% graduated Maintained 0.4 143 Students	Students with Disabilities 66.7% graduated Decreased Significantly -14 24 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 4 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 <p>Orange</p> <p>80.2% graduated</p> <p>Decreased Significantly -7.7</p> <p>106 Students</p>	Less than 11 Students 7 Students	Less than 11 Students 1 Student	<p>89.7% graduated</p> <p>Increased Significantly 26.3</p> <p>29 Students</p>

Conclusions based on this data:

1. The overall graduation rate for RHS has decreased slightly since 2022 from 84% to 82.7% in 2023.
2. The graduation rate for English Learners has increased slightly from 87.9% in 2022 to 91.7 in 2023.
3. The graduation rate for Hispanic students has declined slightly from 87.9% in 2022 to 80.2% in 2023.

School and Student Performance Data

Conditions & Climate Suspension Rate

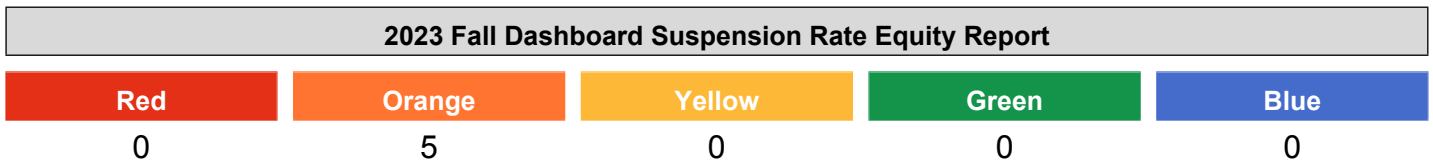
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>5.2% suspended at least one day</p> <p>Increased 2.5 385 Students</p>	<p>English Learners</p> <p>Orange</p> <p>6.9% suspended at least one day</p> <p>Increased 3.1 72 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 5 Students</p>
<p>Homeless</p> <p>Less than 11 Students 8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>4.9% suspended at least one day</p> <p>Increased 1.1 244 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>3.2% suspended at least one day</p> <p>Increased 1 94 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 6 Students	Less than 11 Students 10 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 <p align="center">Orange</p> <p>4.7% suspended at least one day</p> <p align="center">Increased 1.9 276 Students</p>	<p>9.1% suspended at least one day</p> <p align="center">Increased 9.1 11 Students</p>	Less than 11 Students 3 Students	 <p align="center">Orange</p> <p>5.9% suspended at least one day</p> <p align="center">Increased 2.2 68 Students</p>

Conclusions based on this data:

1. The overall suspension rate for RHS has increased from 2.6% in 2022 to 5.2 in 2023.
2. The suspension rate for Hispanic students has increased since 2022 from 2.8% to 4.7% in 2023..
3. The suspension rate for SED students has increased 3.9% in 2022 to 4.9 in 2023.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	112	137	122	0	97	109	0	97	109	0.0	70.8	89.3
All Grades	112	137	122	0	97	109	0	97	109	0.0	70.8	89.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2485.	2457.		4.12	0.00		12.37	10.09		30.93	27.52		52.58	62.39
All Grades	N/A	N/A	N/A		4.12	0.00		12.37	10.09		30.93	27.52		52.58	62.39

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		6.19	0.92		54.64	53.21		39.18	45.87
All Grades		6.19	0.92		54.64	53.21		39.18	45.87

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		3.09	1.83		38.14	31.19		58.76	66.97
All Grades		3.09	1.83		38.14	31.19		58.76	66.97

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		6.19	2.75		74.23	66.97		19.59	30.28
All Grades		6.19	2.75		74.23	66.97		19.59	30.28

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		6.19	0.92		64.95	55.96		28.87	43.12
All Grades		6.19	0.92		64.95	55.96		28.87	43.12

Conclusions based on this data:

1. A significant percentage of students need intensive support to master grade level ELA standards.
2. Demonstrating effective communication skills is the area of greatest strength for RHS students with 74.23% performing At or Near Standard.
3. Producing clear and purposeful writing is the area of greatest weakness for RHS students with 58.76% performing Below Standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	112	144	122	0	100	110	0	100	109	0.0	69.4	90.2
All Grades	112	144	122	0	100	110	0	100	109	0.0	69.4	90.2

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2429.	2398.		0.00	0.00		1.00	0.00		10.00	3.67		89.00	96.33
All Grades	N/A	N/A	N/A		0.00	0.00		1.00	0.00		10.00	3.67		89.00	96.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00	0.00		15.00	5.50		85.00	94.50
All Grades		0.00	0.00		15.00	5.50		85.00	94.50

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00	0.00		54.00	44.04		46.00	55.96
All Grades		0.00	0.00		54.00	44.04		46.00	55.96

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00	0.00		57.00	49.54		43.00	50.46
All Grades		0.00	0.00		57.00	49.54		43.00	50.46

Conclusions based on this data:

1. A significant percentage of students need intensive support to master grade level Math standards.

2. Demonstrating ability to support mathematical conclusions is the greatest are of strength for RHS students with 57% performing At or Near Standard.
3. Applying mathematical concepts and procedures is the greatest are of weakness for RHS students with 85% performing Below Standard.

School and Student Performance Data

2023 Fall Dashboard Summary Data Points

The tables below are a summary of the 2023 Fall Dashboard data by student group.

Demographic Percentages								
The total number of students enrolled on Fall Census Day in the local educational agency or school as reported in the California Longitudinal Pupil Achievement Data System (CALPADS).								
Total Enrollment	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
233	56.2	30.9	19.3	1.7	0.9	71.2	17.2	2.6

Chronic Absenteeism Percentages								
The Chronic Absenteeism state indicator shows how many students were absent for 10 percent or more of the total instructional school days each student was expected to attend. Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at https://dq.cde.ca.gov/dataquest/ .								
All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American

Suspension Percentages								
The Suspension Rate state indicator shows the percentage of students who were suspended for at least one cumulative day in a given school year.								
All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
5.2% suspended at least one day	4.9% suspended at least one day	3.2% suspended at least one day	6.9% suspended at least one day			4.7% suspended at least one day	5.9% suspended at least one day	

Math Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for mathematics. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
258.2 points below standard	263.6 points below standard					262.2 points below standard		

ELA Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for English Language Arts/Literacy. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
188.5 points below standard	195.3 points below standard					186.5 points below standard		

Goals, Strategies/Activities, and Expenditures

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

LEA/LCAP Goal

SRCS will provide student-centered teaching and learning opportunities by increasing programs and services that maximize student growth toward meeting or exceeding standards with an emphasis in the areas of English Language Arts and Math.

Goal 1

Will provide student-centered teaching and learning opportunities by increasing programs and services that maximize student growth toward meeting or exceeding standards with an emphasis in the areas of English Language Arts and Math. Will be m

Identified Need

All students.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

MAP assessment data, CAASPP data, progress report and final grades.

The ELA CAASPP baseline score from 2023 is 200.4 points below standard, or "very low." The Math CAASPP baseline score from 2023 is 229.4 points below standard, or "very low."

Decrease the number of points below standard from "very low" to "low" in both ELA and Math.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

To increase reading proficiency in all subject areas, students will engage in reading a variety of source materials to enhance learning. To accomplish this, teachers will do instructional rounds observing other classes focused on lesson flow professional development focussed on cultural relevant sustaining pedagogy.

Monitoring Effectiveness

How will this activity be monitored during the year?

Classroom observations, MAP assessments scores and CAASPP scores.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000.00

0500 - Supplemental
4200 - Books - Other than Textbooks
Alternative text books or novels to support Ethnic Studies based curriculum

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, Socio- economically disadvantaged and Special Education

Strategy/Activity

Provide academic support for identified students, including first generation, EL, socio-economically disadvantaged. Allowing for and planning to have common assessment accommodations for students including, test retaking to demonstrate learning and allowing students to show mastery in multiple ways.

Monitoring Effectiveness

How will this activity be monitored during the year?

Data analysis of 2023 MAP scores and CASSPP scores for incoming students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3724.80	0500 - Supplemental 4312 - Software Supplemental, academic interventions and supports, software, licenses, workbooks and subscriptions
1000.00	0500 - Supplemental 1112 - Teacher Extended Day provide additional support/ tutoring

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide additional hands on experience for all students in the community (field-trips/ internships/ job coaching)

Monitoring Effectiveness

How will this activity be monitored during the year?

Classroom observations, MAP assessment scores and CAASPP scores. Student work samples will also be examined during common planning time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000.00	0500 - Supplemental 5832 - Field Trip Transportation Bus / transportation
500.00	0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc) Field-trip costs
500.00	0500 - Supplemental 5832 - Field Trip Transportation

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Activity 1 was adjusted from focusing reading in SSR in English to increase reading in all subject areas. Activities 2 and 3 proved to be beneficial to students and will be continued.

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

The budget for the activities have changed slightly. \$1000.00 was switched from activity 1 to activity 2 to allocate for software that recently was funded by the district and now will need to be funded by the site.

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.

The outcomes and metric to measure the goals are the same with hopes to increase the percentage of teachers using the MAP assessment.

Goals, Strategies/Activities, and Expenditures

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

LEA/LCAP Goal

SRCS, in partnership with our community, commits to developing safe, inclusive, culturally responsive learning environments to promote social-emotional wellness and address the physical needs of students, families, and staff.

Goal 2

Improve school climate and culture by providing opportunities for student voice, participation, and ownership of learning while challenging and supporting students in their personal academic growth.

Identified Need

All students

Annual Measurable Outcomes

Metric/Indicator

Panorama, youth Truth data and empathy interviews.

Baseline/Actual Outcome

Baseline Panorama data from spring 2023 is disaggregated by the percent of respondents who report "favorable" scores in the following categories supportive relationships (77%), classroom effort (64%), challenging feelings (51%), self-efficacy (45%), and positive feelings (44%). Baseline Youth Truth data from January 2024 is disaggregated by the proportion of positive ratings for each survey theme: Engagement (56%), Relationships (44%), Culture (42%), Academic Challenge (57%), Belonging (32%), and College & Career Readiness (37%).

Expected Outcome

Increase the percent, by 5%, of respondents who report favorable scores in all categories of the Panorama survey and increase the proportion of positive ratings in all categories on the Youth Truth survey by 5%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Develop common language, for structured classroom expectations and lesson flow to encourage growth mindset to foster a sense of belonging, self confidence, agency, and advocacy for all students.

Monitoring Effectiveness

How will this activity be monitored during the year?

Classroom observations, Panorama and Youth Truth results.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,000.00	0500 - Supplemental 1xxx – FTE Certificated Salaries counselor, teacher extra duty pay
1000.00	3010 - Title I 2913 – Classified Extra Duty (Childcare-parent engagement) classified, extra duty pay

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

students will be celebrated with quarterly incentive programs and graduation celebration materials and supplies

Monitoring Effectiveness

How will this activity be monitored during the year?

Classroom observations, Panorama and Youth Truth results.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4,000.00

0500 - Supplemental
4300 – Materials/Supplies (Consumables, snacks for parent meetings)
certificates, cap and gown, diploma covers, graduation necessities etc..

4689.71

0500 - Supplemental
4316 – Food – Ind-District Meetings
graduation expenses for Ridgway Fest to celebrate students

500.00

0500 - Supplemental
5800 – Other Services (Consultants; Field Trip Admissions, etc)
graduation expenses for Ridgway Fest to celebrate students (photo Booth)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent/community involvement is essential to student belonging and achievement (educational meeting, after school tutoring / mentoring) multi-cultural activities.

Monitoring Effectiveness

How will this activity be monitored during the year?

Classroom observations, Panorama and Youth Truth results. Student feedback after fireldtrips and industry tours.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1967.73	3010 - Title I 4300 – Materials/Supplies (Consumables, snacks for parent meetings)
1795.21	3010 - Title I 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Pilot alternatives to traditional back to school night by and creating a community resource evening and quarterly enrollment meetings.

Monitoring Effectiveness

How will this activity be monitored during the year?

Data analysis of the participation rate in the past back to School Night and Open House events, Panorama and Youth Truth data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	3010 - Title I 5901 - Postage

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Improve the functionality and increase the leaning space in the multi purpose room with flexible furniture so that is can be used for parent and student meetings to increase parent participation.

Monitoring Effectiveness

How will this activity be monitored during the year?

Participation rates and parent meetings will be monitored and analyzed

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000.00

0500 - Supplemental
4400 - Equipment (under \$5,000)
Furniture/ supplies for multi-purpose room.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Strategy 4 was replaced because it was achieved, and electives were added based on student interest. Strategy 7 was achieved, and the College and Career Center now has flexible furniture and appropriate technology. Ridgway has seen the benefit of parent involvement and hands-on explorations such as field trips and industry tours, those goals will remain and be built upon. There are fewer activities since 2 of the activities' goals were achieved, and activities 5 and 6 were combined.

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

Additional funds were allocated to Activity 1 to support quarterly enrollment meetings and meetings with students and families individually to foster a sense of belonging, agency, and self-advocacy. The budget in Activity 2 was increased to support the growing number of graduates and positive student feedback on quarterly incentive programs. The budget in Activity 3 was increased to support family meetings and classroom consumables. Since 2 of the activities were achieved there were additional funds to support activity 3.

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.

All measurements and metrics served useful in the past year and will remain.

Goals, Strategies/Activities, and Expenditures

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

LEA/LCAP Goal

SRCS commits to providing high quality relevant staff development that promotes professional growth and collaboration to increase student achievement.

Goal 3

To offer continuous professional development including alternative assessment procedures, social emotional instruction, culturally relevant and sustaining pedagogy for teachers, staff, and admin to collaborate and observe through Instructional rounds focusing on classroom lesson flow and expectations and culturally relevant and sustaining pedagogy.

Identified Need

All Students

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Staff surveys regarding the effectiveness of professional learning. Youth Truth data for staff.

Youth Truth data from January 2024 is disaggregated by the proportion of positive ratings for each survey theme: Engagement (77%), Relationships (90%), Culture (73%), School Safety (73%), Professional Development & Support (45%).

Increase or maintain the proportion of positive ratings in all categories on the Youth Truth staff survey by at least 5%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

we will provide all staff opportunities to further engage students in career exploration opportunities and English Language enhancement opportunities including events to grow family engagement .

Monitoring Effectiveness

How will this activity be monitored during the year?

Staff surveys regarding the effectiveness of professional learning, Youth Truth and Panorama results.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000.00

3010 - Title I
1112 - Teacher Extended Day
Instructional rounds, tutoring , enrollment meetings

1,000.00

3010 - Title I
5800 – Other Services (Consultants; Field Trip Admissions, etc)

3,000.00

3010 - Title I
5832 - Field Trip Transportation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Release time for instructional rounds and professional development for all teachers

Monitoring Effectiveness

How will this activity be monitored during the year?

Staff surveys regarding the effectiveness of professional learning, Youth Truth and Panorama results.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000.00	3010 - Title I 1122 - Teacher Release Time Coverage for ALD teachers for training / instructional rounds
1,000.00	3010 - Title I 4316 – Food – Ind-District Meetings Team building events that support positive school culture for all staff and students
3,000.00	3010 - Title I 5817 - Online Computing Services / Software Licenses Minga app, student engagement platform that integrates student ID cards, hall passes, school communications etc. Smore Newsletter for weekly communication. Triton security sensors.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

For students to be successful in the classroom setting necessary materials and supplies will be provided

Monitoring Effectiveness

How will this activity be monitored during the year?

Grades, youth Truth, Panorama, staff and student feedback on effectiveness of materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
11,000.00	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Each teacher is to receive \$600.00 for all classroom supplies that promote student engagement
2000.00	3010 - Title I 4200 - Books - Other than Textbooks Alternative text books or novels to support ALD classes.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Goal three was changed to support teachers with professional development activities.

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

Money was allocated to support professional development, instructional rounds and field trips to support professional learning and hands on learning actives.

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.

Teacher and student feedback on actives is the major metrics along with data analysis on grades.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$57,177.45
Total Federal Funds Provided to the School from the LEA for Title I	\$

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
3010 - Title I	\$21,262.94

Subtotal of additional federal funds included for this school: \$21,262.94

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

State or Local Programs	Allocation (\$)
0500 - Supplemental	\$35,914.51

Subtotal of state or local funds included for this school: \$35,914.51

Total of federal, state, and/or local funds for this school: \$57,177.45

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

0500 - Supplemental

35,914.51

3010 - Title I

21,262.94

Expenditures by Budget Reference

Budget Reference

Amount

1112 - Teacher Extended Day

6,000.00

1122 - Teacher Release Time

1,000.00

1xxx – FTE Certificated Salaries

7,000.00

2913 – Classified Extra Duty (Childcare-parent engagement)

1,000.00

4200 - Books - Other than Textbooks

3,000.00

4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings

12,795.21

4300 – Materials/Supplies (Consumables, snacks for parent meetings)

5,967.73

4312 - Software

3,724.80

4316 – Food – Ind-District Meetings

5,689.71

4400 - Equipment (under \$5,000)	1,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	2,000.00
5817 - Online Computing Services / Software Licenses	3,000.00
5832 - Field Trip Transportation	4,500.00
5901 - Postage	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1112 - Teacher Extended Day	0500 - Supplemental	1,000.00
1xxx – FTE Certificated Salaries	0500 - Supplemental	7,000.00
4200 - Books - Other than Textbooks	0500 - Supplemental	1,000.00
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	0500 - Supplemental	11,000.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	0500 - Supplemental	4,000.00
4312 - Software	0500 - Supplemental	3,724.80
4316 – Food – Ind-District Meetings	0500 - Supplemental	4,689.71
4400 - Equipment (under \$5,000)	0500 - Supplemental	1,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	0500 - Supplemental	1,000.00
5832 - Field Trip Transportation	0500 - Supplemental	1,500.00
1112 - Teacher Extended Day	3010 - Title I	5,000.00
1122 - Teacher Release Time	3010 - Title I	1,000.00
2913 – Classified Extra Duty (Childcare-parent engagement)	3010 - Title I	1,000.00

4200 - Books - Other than Textbooks	3010 - Title I	2,000.00
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	3010 - Title I	1,795.21
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	3010 - Title I	1,967.73
4316 – Food – Ind-District Meetings	3010 - Title I	1,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	3010 - Title I	1,000.00
5817 - Online Computing Services / Software Licenses	3010 - Title I	3,000.00
5832 - Field Trip Transportation	3010 - Title I	3,000.00
5901 - Postage	3010 - Title I	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,724.80
Goal 2	22,452.65
Goal 3	27,000.00

School Site Council Membership

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

Donna Garibaldi School Principal

Julie Peteritch, Ramon Ramirez Classroom Teachers

Lucero Garcia Other School Staff

Juanna Perez Parent or Community Members

Ruby Gasper Secondary Students

Name of Members

Role

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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 5/15/2024.

Attested:



Principal, Donna Candelaria on 5/12/2024



SSC Chairperson, Lucero Garcia M. on 5/15/2024

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies/Activities, and Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019