

School Year: **2022-23**



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
Emilie Ritchen Elementary School	56725386110738	June 7, 2022	August 24, 2022

Purpose and Description

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

Schoolwide Program

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

Vision Statement: Emilie Ritchen is a school community of successful, life long learners that embody the characteristics of the OSD student profile.

Mission Statement: We work together to foster responsibility, respect and appreciation for one another, while maintaining high academic and behavioral expectations for all students and staff.

As described within our Vision and Mission Statements, Emilie Ritchen Elementary School is committed to providing the best educational program possible for our students. The quality of our instructional program is a reflection of our highly committed staff. We are dedicated to ensuring Ritchen School is a welcoming, stimulating environment where students are actively involved in their education, while building positive character traits focused on always choosing kindness. Through the shared vision of our staff, parents, and community, our students are challenged to reach their

maximum potential. Our academic focus has centered on building strong foundations in reading, writing, and mathematics. Throughout the 2022-23 school year, Emilie Ritche will emphasize building rigor across all grade levels, while scaffolding instruction to strengthen students' skills on grade-level standards. Students are encouraged and supported to meet their Accelerated Reader trimester goals to build their literacy skills and reach their reading potential. Teachers will also concentrate on building students' writing ability across all core content areas to promote critical thinking and to better equip students with the skills required to meet expectations of state-wide summative assessments. Finally, teachers will continue focusing on implementing Mathematical Mindset strategies across all grade levels, enabling students to build their academic vocabulary and reasoning skills in the area of Mathematics. We feel that this focus will allow our students to become life long learners that embody the characteristics of the OSD student profile.

Our over-arching academic goal is to raise achievement scores for all significant student subgroups. Working together within a Professional Learning Community context, teachers are engaged in ongoing, grade-level collaboration to analyze and discuss formative and summative assessment data so as to:

1. Identify learning targets and objectives from State-approved, Board-adopted curriculum that are aligned to the Common Core State Standards;
2. Inform effective classroom instruction practices;
3. Provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills;
4. Integrate classroom technology (e.g., One-to-One devices, Promethean Boards) to enhance student engagement; and,
5. Develop and implement student support and intervention programs and services for underperforming students.

Utilizing the Response to Instruction and Intervention or Multi-Tiered Systems of Support (MTSS) Model, students are identified through the Coordination of Services Team (CST) and Student Success Team (SST) process to receive intervention. Tier I level intervention services are provided by classroom teachers during Universal Access time and English Language Development. Tier II to Tier III-Level Intervention services are provided by classroom teachers during Universal Access and English Language Development, and by our two Intervention Support Providers (ISPs) in small group settings in ELA and Math, and by our Literacy Intervention Teacher in small group settings.

Aligned to our Strand Focus centered on Science and Technology, classroom teachers will provide science lessons and labs to students utilizing Foss Curricular materials aligned to Next Generation Science Standards (NGSS). Students are also given the opportunity, based on need, to enroll and participate in the Oxnard Scholars after school program to receive additional core instruction, academic enrichment, and study skills support. Our TK program prepares students to enter Kindergarten with the academic and social/emotional skills necessary to ensure school success.

Here at Ritche, we take pride in fostering a safe, positive, and professional learning environment. In order to address our students' social, emotional, and behavioral needs, students are identified through the CST and SST process to receive individual and/or small group counseling services provided by our school counselor. Our progressive discipline matrix assists teachers and administration with clear guidelines for responding to student behavior at both the classroom and school levels. The Positive Behavior Intervention and Support model concentrating on STOIC (Structure, Teach expectations, Observe and monitor, Interact positively, and Correct fluently) guides all staff in providing a proactive and positive approach to managing student behavior both in and out of the classroom.

Our PBIS/School Safety Team meets on an ongoing basis to analyze student discipline data, identify areas of focus, and provide recommendations to school staff in order to strengthen our school's positive learning environment. Weekly Eagle assemblies and monthly awards assemblies will be held to honor and recognize the hard work and positive choices students make by rewarding students with praise, recognition, and incentives. We have also started volleyball, basketball, and dance teams to allow students to showcase their talents in other areas outside of academics. These activities are generating a lot of school spirit and excitement for our students, staff and our parents. One of our dance teams is a ballet folklorico team for whom we have purchased costumes. They will perform at all of our sporting events, awards ceremonies and our ELAC meetings. We also plan on bringing in a petting zoo, ART Trek and Hip Hop Mindset to continue to provide opportunities for our students that make them proud to be soaring Eagles who are excited about coming to school.

In order for students to achieve their fullest potential, we know that parental involvement is a critical factor to ensure students' educational success. Our English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC), in coordination with our Outreach Coordinator, and our extracurricular dance and sports programs offer and encourage parents to become active participants in their children's education by participating in the meaningful and productive opportunities offered. The school's Parent Involvement Policy provides clear guidelines for parents to serve as volunteers in classroom and school activities.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

Ongoing data from both formal and informal classroom observations conducted weekly in Preschool through 5th grades throughout the school year assisted with the development of the goals, actions, and services highlighted throughout the School Plan for Student Achievement. Analysis of this classroom observational data highlighted the need for improved, systemic, purposeful, and evidence-based collaboration; an increased number of common formative assessment benchmarks to more closely progress monitor student achievement; an emphasis on academic writing across all core subject areas; and continued focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem solving skills in the area of Mathematics.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The school utilizes data from both formative (Star 360 Early Literacy/Reading/Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, and curriculum-embedded assessments) and summative (CAASPP, ELPAC) assessments at critical points throughout the school year to modify instruction based on Common Core State Standards in order to improve student achievement outcomes for all significant student subgroups.

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

Within a Professional Learning Community context, grade-level teams will collaborate frequently to analyze data from both formative (Star 360 Early Literacy/Reading/Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, and curriculum-embedded assessments) and summative (CAASPP, ELPAC) assessments to monitor student achievement and identify key learning targets within the Common Core State Standards to target and modify instruction. Ongoing monitoring of summative and formative assessment data will also enable grade-level teams to identify, through the Coordination of Services Team (CST) and Student Success Team (SST) process, students in need of intensive, evidence-based small group intervention provided by the classroom teacher and/or the Intervention Support Providers (ISPs) during Universal Access time or during before or after school tutoring, and small group support by our Literacy Intervention Teacher.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors, Managers and TOSAs (Teachers on Special Assignment) who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services, Educational Technology and Equity and Family and Community Engagement. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers (2 in the summer before school starts and 1 in the fall). Professional development was provided in the following areas: instructional content, planning for DLI instruction, culturally responsive grading and equity, special education assessment and TK instruction.

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

Working together within a Professional Learning Community context, teachers are part of ongoing, grade-level collaborative teams that analyze and discuss formative and summative assessment data from state and local assessments in order to: 1. Identify learning targets and objectives from State-approved, Board-adopted curriculum that are aligned to the Common Core State Standards; 2. Inform effective classroom instruction practices; 3. Provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills; 4. Better integrate classroom technology (e.g., One-to-One devices, Promethean Boards) to enhance student engagement; and, 5. Develop and implement student support and intervention programs and services for underperforming students.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

Through frequent, ongoing, and evidence-based collaboration, teachers are able to identify underperforming students in need of targeted intervention services. Utilizing the Multi-Tier System of Supports model, specific and aligned intervention strategies are provided to underperforming students at the Tier I, II, and III levels. Students' progress and response to these intervention strategies are closely monitored through the use of pre and post-assessment data during six week long rounds of intensive intervention. Tier I students not meeting the expected outcomes for one round of a six week intervention will then be referred to the Coordination of Services Team (CST) process and will then receive Tier II level intervention for an additional six weeks. Students not meeting the expected outcomes from Tier II level intervention will then be referred to the Success Study Team (SST) process and will then receive Tier III level intervention. Students who still do not demonstrate adequate progress after having receive Tier I, II, and III level intensive intervention may be referred for Special Education assessment if it is suspected that a student has a learning disability that is interfering with the student's ability to perform at grade-level standards.

Evidence-based educational practices to raise student achievement

Classroom teachers integrate evidence-based educational practices to raise student achievement outcomes for all students. These practices may include, but are not limited to, the provision of clearly articulated learning goals based on Common Core State Standards, integrating depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards, use of scaffolding to connect students' prior knowledge and current ability levels to grade-level standard expectations, the provision of immediate feedback to students, reteaching of core subject matter based on formative assessment data, facilitation of student collaboration and peer modeling strategies, and teachers' belief of every student's ability to achieve success on grade-level Common Core State Standards.

Parental Engagement

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

Ritchen Elementary provides several opportunities throughout the school year to strengthen partnerships with family, school, district, and community stakeholders to assist under-achieving students. Throughout the year, parents will be invited to attend Parent/Teacher Conferences to collaborate with their child and their child's teacher to review achievement data and identify strategies for improving student success. Parents will also be encouraged to attend Student Success Team meetings if their child has been identified as significantly below grade-level standards or is exhibiting significant needs in social, emotional, and/or behavioral areas. Parent training and education will be coordinated and provided by the school's Outreach Coordinator to improve parents' ability to support their children's learning. Fiscal resources provided by the Ritchen Elementary PTA will assist in supporting standards-based field trips, providing supplemental instructional resources for classroom teachers, and supporting the Eagle Dollar Store, Awards Assemblies, and the annual Accelerated Reader Carnival to provide academic incentives and reward students for meeting their learning goals.

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

Ritchen Elementary will continue to prioritize parent involvement during the 2022-23 school year. Parent representatives on the School Site Council, English Language Advisory Committee, and Parent Teacher Association are elected on an annual or biennial basis. School or district-adopted bylaws govern the protocols and decision-making process for each of these committees to ensure annual goals and fiscal spending is centered on student success. Throughout the 2022-23 school year, the school staff, community, and governance stakeholder groups will continue to monitor the actions identified to support the SPSA goals and to determine the school's effectiveness of meeting these goals. School Site Council and the English Language Advisory Committee meet monthly to discuss and monitor the school's progress towards meeting the SPSA goals, as well as to review the implementation of supports, programs, and services identified within the SPSA. The Principal will meet with classroom teachers and other school personnel on a weekly basis to analyze and monitor student achievement data in order to improve curriculum, instruction, and assessment results.

Funding

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

Analysis of current and longitudinal student achievement data guides the development of school goals and strategies to further increase achievement outcomes for all students, while also informing the identification, selection, and implementation of categorically funded services to enable underperforming students to meet grade-level Common Core State Standards. At Ritchen Elementary, categorical funding from Title I and Title III is utilized to support student intervention and enrichment programs aligned with meeting the needs of underperforming students. Specifically, categorical funding is used to provide intensive, small group intervention before, during, and after the instructional day to students identified as not meeting grade-level standards and/or learning goals. Funding also supports standards and evidence-based teacher collaboration focused on analyzing and monitoring student achievement data to inform classroom and school-wide instructional programs and practices.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Emilie Ritchen Elementary School governance stakeholder groups were involved in the development of the School Plan for Student Achievement. School Site Council met on June 7th to analyze 2019-20 summative, 2020-21 formative and current 2021-22 formative student achievement data to align categorical funding to students' academic and social/emotional/behavioral needs. In addition, School

Site Council acknowledged the input provided by school staff to support the development of the three SPSA goals and objectives focused on setting high academic standards in ELA and Math, providing social emotional support and fostering a positive and safe school climate, and increasing parent and family engagement. Similarly, the English Language Advisory Committee met on June 3rd and provided recommendations to the School Site Council, particularly in the areas of parent and family engagement and building English Learners' language proficiency skills to ensure academic success. The school's Parent Teacher Association was also involved in supporting the development of the SPSA by aligning the PTA budget and activities to support the overall goals identified within the SPSA.

Resource Inequities

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

Due to the fact that we were unable to find a qualified employee to fill our Independent Support Provider position, we were unable to run part of our tier two intervention plan.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	1.68%	1.5%	%	10	8	
Asian	1.68%	1.7%	%	10	9	
Filipino	1.51%	2.0%	%	9	11	
Hispanic/Latino	87.08%	88.1%	%	519	479	
Pacific Islander	0%	%	%	0		
White	7.05%	5.2%	%	42	28	
Multiple/No Response	1.01%	1.7%	%	6	9	
	Total Enrollment			596	544	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	98	77	
Grade 1	92	74	
Grade 2	97	97	
Grade 3	116	91	
Grade 4	96	115	
Grade 5	97	90	
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	596	544	

Conclusions based on this data:

From 2018 to 2019, there have been only two significant subgroups of students (30 or more students) at Ritche Elementary: Hispanic/Latino and White. The percent of total of enrollment for each of these two significant subgroups has remained consistent during this time. Last year, our White population dipped down to 28 students.

Based on analysis of student enrollment by grade level between 2018 and 2020, total enrollment has decreased by 68 students. Current Kinder through 5th grade enrollment for the 2021-22 school year is 491 not including Ritchen Elementary's Preschool program. This reflects a further decrease of student enrollment since the 2018-19 school year. As a result, Ritchen Elementary school staff will continue to monitor changes in student enrollment and the impact these changes have on the programs and support services provided at each grade-level.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	249	207	169	40.7%	34.7%	31.10%
Fluent English Proficient (FEP)	32	54	52	5.2%	9.1%	9.60%
Reclassified Fluent English Proficient (RFEP)	27	42	29	9.9%	16.9%	5.30%

Conclusions based on this data:

Based on analysis of English Learner enrollment at Ritche Elementary for the 2020-21 school year, 31.1% of Ritche Elementary's total student population were English Learners. An additional 14.0% of Ritche Elementary total student population during the 2020-21 school year was made up of students who had been redesignated as Reclassified Fluent English Proficient students. The sum of these two student group enrollment percentages was close to half of Ritche Elementary's total student population in the 2020-21 school year. As a result, Ritche Elementary will continue to provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills throughout the instructional day.

School and Student Performance Data

Star Early Literacy

Emilie Ritchen Elementary School											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade K	47	8	17%	6	13%	4	9%	29	62%	4	784
Grade 1	64	15	23%	7	11%	14	22%	28	44%	3	815
Grade 2	17	5	29%	6	35%	5	29%	1	6%	2	857

Conclusions based on this data:

61% of our Kinders in the 21-22 school year were at/above benchmark. This means that are current first graders should be able to take the STAR Reading test during the 2022-23 school year and we can expect to see a lot of growth from this cohort. 50% of the first graders were at or above benchmark during the 21-22 school year. This means that almost half of our second graders this year should be able to take the STAR Reading test and we can expect a lot of growth form this cohort also. As for our second graders, 16 out of 17 were not at or above benchmark. We will monitor this group closely and target them from interventions at the beginning of the school year.

School and Student Performance Data

Star Reading

Emilie Ritche Elementary School											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	69	24	35%	17	25%	16	23%	12	17%	2	914
Grade 3	88	37	42%	20	23%	20	23%	11	13%	2	944
Grade 4	77	35	45%	16	21%	16	21%	10	13%	1	978
Grade 5	93	33	35%	26	28%	21	23%	13	14%	2	1018

Conclusions based on this data:

55.1% of second graders, 44.7% of third graders, and 37.1% of fourth graders were on watch or at/above benchmark during the 21-22 school year. This tell us that our current third, fourth and fifth graders should show a lot of growth this school year. This data also helps us identify the students that are in need of urgent intervention that will receive tier 1 intervention during UA time.

School and Student Performance Data

Star Math

Emilie Ritche Elementary School											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	62	12	19%	22	35%	24	39%	4	6%	2	851
Grade 2	67	19	28%	25	37%	15	22%	8	12%	2	911
Grade 3	89	38	43%	24	27%	19	21%	8	9%	2	944
Grade 4	75	26	35%	29	39%	15	20%	5	7%	2	987
Grade 5	91	49	54%	23	25%	15	16%	4	4%	1	1021

Conclusions based on this data:

77.1% of our first graders, 55.2% of our second graders, 49.4% of third graders and 46.7% of fourth graders were at/above benchmark during the 21-22 school year. This tell us that our current second through fifth grade students should show a lot of growth this school year. This data also helps us identify the students that are in need of urgent intervention that will receive tier 1 intervention during UA time.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	90	101	91	89	99	91	88	99	91	98.9	98	100
Grade 4	82	89	84	81	89	84	81	89	84	98.8	100	100
Grade 5	112	91	100	112	89	100	112	89	100	100	97.8	100
All Grades	284	281	275	282	277	275	281	277	275	99.3	98.6	275

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

2019-20 Data:

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

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	2377.	2390.	2376	9.09	10.10	10.0	17.05	17.17	16.0	25.00	31.31	21.0	48.86	41.41	53.0
Grade 4	2425.	2425.	2437	18.52	14.61	19.0	9.88	16.85	19.0	16.05	20.22	19.0	55.56	48.31	43.0
Grade 5	2439.	2463.	2485	7.14	6.74	16.0	17.86	24.72	30.0	24.11	25.84	17.0	50.89	42.70	37.0
All Grades	N/A	N/A	N/A	11.03	10.47	15.0	15.30	19.49	21.6	22.06	25.99	19.0	51.60	44.04	44.3

2019-20 Data:

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

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	9.09	13.13		44.32	44.44		46.59	42.42	
Grade 4	17.28	13.48		39.51	47.19		43.21	39.33	
Grade 5	8.04	14.61		41.07	40.45		50.89	44.94	
All Grades	11.03	13.72		41.64	44.04		47.33	42.24	

2019-20 Data:

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

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	9.09	10.10		30.68	44.44		60.23	45.45	
Grade 4	16.05	8.99		38.27	56.18		45.68	34.83	
Grade 5	11.61	8.99		38.39	51.69		50.00	39.33	
All Grades	12.10	9.39		35.94	50.54		51.96	40.07	

2019-20 Data:

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

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	10.23	13.13		63.64	62.63		26.14	24.24	
Grade 4	7.41	8.99		62.96	66.29		29.63	24.72	
Grade 5	4.46	7.87		53.57	62.92		41.96	29.21	
All Grades	7.12	10.11		59.43	63.90		33.45	25.99	

2019-20 Data:

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

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	12.50	7.07		45.45	56.57		42.05	36.36	
Grade 4	12.35	10.11		49.38	48.31		38.27	41.57	
Grade 5	14.29	11.24		35.71	50.56		50.00	38.20	
All Grades	13.17	9.39		42.70	51.99		44.13	38.63	

2019-20 Data:

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

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Conclusions based on this data:

Analysis of CAASPP summative data for English Language Arts shows that students in grades 3-5 at Ritchen Elementary demonstrated improved student achievement outcomes between 2019 and 2021, with the total number of students who met or exceeded standards increasing from 29% in the 2018-19 school year to 35% in the 2021-22 school year. Although we did see an increase, based on these small percentages of grades 3-5 students meeting or exceeding standards, Ritchen Elementary classroom teachers will continue to implement evidence-based instructional practices in order to provide all students clearly articulated learning goals based on Common Core State Standards; depths of knowledge levels throughout instructional activities to increase rigor within and across grade-level standards; scaffolding to connect students' prior knowledge and current ability levels to grade-level standard expectations; immediate feedback to students; reteaching of core subject matter based on formative assessment data; opportunities for student collaboration and peer modeling; and high expectations for student success on grade-level Common Core State Standards. Teachers will also provide underperforming students Tier I level intervention, including intensive, small group instruction before, during, and after school in order to increase students' skills in English Language Arts.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	90	101		90	99		90	99		100	98	
Grade 4	82	90		81	89		81	89		98.8	98.9	
Grade 5	112	91		112	89		112	89		100	97.8	
All Grades	284	282		283	277		283	277		99.6	98.2	

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

2019-20 Data:

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

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	2392.	2405.		3.33	10.10		18.89	25.25		34.44	25.25		43.33	39.39	
Grade 4	2425.	2433.		3.70	4.49		14.81	15.73		37.04	49.44		44.44	30.34	
Grade 5	2417.	2450.		4.46	4.49		2.68	13.48		25.00	24.72		67.86	57.30	
All Grades	N/A	N/A	N/A	3.89	6.50		11.31	18.41		31.45	32.85		53.36	42.24	

2019-20 Data:

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

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	13.33	14.14		34.44	41.41		52.22	44.44	
Grade 4	12.35	7.87		27.16	35.96		60.49	56.18	
Grade 5	5.36	6.74		15.18	26.97		79.46	66.29	
All Grades	9.89	9.75		24.73	35.02		65.37	55.23	

2019-20 Data:

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

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

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		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	10.00	15.15		45.56	47.47		44.44	37.37	
Grade 4	9.88	8.99		43.21	42.70		46.91	48.31	
Grade 5	3.57	4.49		29.46	35.96		66.96	59.55	
All Grades	7.42	9.75		38.52	42.24		54.06	48.01	

2019-20 Data:

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

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	6.67	14.14		52.22	52.53		41.11	33.33	
Grade 4	8.64	8.99		38.27	40.45		53.09	50.56	
Grade 5	1.79	4.49		40.18	46.07		58.04	49.44	
All Grades	5.30	9.39		43.46	46.57		51.24	44.04	

2019-20 Data:

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

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Conclusions based on this data:

Analysis of CAASPP summative data for Mathematics shows that students in grades 3-5 at Ritche Elementary demonstrated decreased student achievement outcomes between 2018 and 2021, with the total number of students who met or exceeded standard decreasing from 24% in the 2018-19 school year to 20% in the 2021-22 school year. Based on this decrease and the small percentages of grades 3-5 students meeting or exceeding standards, Ritche Elementary classroom teachers will focus on integrating Mathematical Mindset strategies throughout the instructional core Mathematics program to build students' critical thinking skills, while, at the same time, providing underperforming students intensive, small group intervention before, during, and after school. Classroom teachers will also implement effective, evidence-based instructional strategies in order to provide all students clearly articulated learning goals based on Common Core State Standards; depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; scaffolding to connect students' prior knowledge and current ability levels to grade-level standard expectations; immediate feedback to students; reteaching of core subject matter based on formative

assessment data; opportunities for student collaboration and peer modeling; and high expectations for student success on grade-level Common Core State Standards in the area of Mathematics.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1402.3	1411.6	1348.7	1409.5	1419.5	1368.0	1385.2	1393.0	1303.7	59	42	27
1	1429.1	1459.0	1448.7	1435.4	1457.3	1464.7	1422.4	1460.2	1432.2	58	51	19
2	1476.7	1462.2	1468.7	1460.6	1460.7	1467.8	1492.3	1463.2	1469.1	35	56	31
3	1462.5	1460.5	1453.3	1448.0	1446.5	1456.2	1476.6	1474.1	1450.1	35	20	32
4	1446.1	1502.5	1451.3	1439.1	1487.4	1453.2	1452.5	1517.4	1449.0	31	24	40
5	1508.7	1494.7	*	1499.1	1481.7	*	1517.7	1507.1	*	26	20	10
All Grades										244	213	159

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	7.14	3.85	25.42	26.19	34.62	38.98	59.52	26.92	22.03	7.14	34.62	59	42	26
1	27.59	17.65	0.00	31.03	33.33	42.11	20.69	33.33	47.37	20.69	15.69	10.53	58	51	19
2	51.43	19.64	9.68	34.29	39.29	41.94	*	26.79	41.94	*	14.29	6.45	35	56	31
3	*	0.00	9.38	40.00	70.00	34.38	34.29	10.00	34.38	*	20.00	21.88	35	20	32
4		29.17	17.50	70.97	54.17	25.00	*	8.33	30.00	*	8.33	27.50	31	24	40
5	*	15.00	*	46.15	50.00	*	*	25.00	*	*	10.00	*	26	20	*
All Grades	20.08	15.49	10.76	38.11	40.85	34.18	23.77	30.99	34.81	18.03	12.68	20.25	244	213	158

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	18.64	9.52	7.69	27.12	30.95	34.62	32.20	50.00	30.77	22.03	9.52	26.92	59	42	26
1	43.10	21.57	21.05	29.31	31.37	47.37	*	39.22	31.58	*	7.84	0.00	58	51	19
2	57.14	28.57	25.81	*	35.71	41.94		23.21	19.35	*	12.50	12.90	35	56	31
3	*	15.00	25.00	40.00	45.00	31.25	*	25.00	31.25	*	15.00	12.50	35	20	32
4	*	50.00	25.00	45.16	33.33	35.00	*	8.33	15.00	*	8.33	25.00	31	24	40
5	42.31	35.00	*	*	30.00	*	*	25.00	*		10.00	*	26	20	*
All Grades	32.79	24.88	22.15	31.15	33.80	37.97	18.44	30.99	22.78	17.62	10.33	17.09	244	213	158

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	7.14	0.00	*	14.29	7.69	52.54	64.29	46.15	25.42	14.29	46.15	59	42	26
1	25.86	17.65	0.00	*	35.29	21.05	22.41	25.49	57.89	37.93	21.57	21.05	58	51	19
2	48.57	12.50	6.45	40.00	32.14	35.48		30.36	38.71	*	25.00	19.35	35	56	31
3	*	0.00	0.00	31.43	55.00	25.00	*	20.00	31.25	34.29	25.00	43.75	35	20	32
4	*	29.17	10.00	41.94	33.33	10.00	*	29.17	37.50	*	8.33	42.50	31	24	40
5	*	5.00	*	53.85	40.00	*	*	45.00	*	*	10.00	*	26	20	*
All Grades	19.26	12.68	5.70	26.23	32.39	18.99	27.05	36.15	41.14	27.46	18.78	34.18	244	213	158

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	35.59	4.76	7.69	49.15	76.19	65.38	*	19.05	26.92	59	42	26
1	60.34	37.25	42.11	24.14	56.86	57.89	*	5.88	0.00	58	51	19
2	68.57	35.71	29.03	*	50.00	64.52	*	14.29	6.45	35	56	31
3	*	0.00	21.88	51.43	70.00	68.75	*	30.00	9.38	35	20	32
4	*	20.83	27.50	51.61	70.83	42.50	*	8.33	30.00	31	24	40
5	50.00	15.00	*	*	75.00	*	*	10.00	*	26	20	*
All Grades	45.90	23.00	24.68	39.34	63.38	59.49	14.75	13.62	15.82	244	213	158

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	18.64	14.29	7.69	52.54	61.90	57.69	28.81	23.81	34.62	59	42	26
1	34.48	13.73	15.79	50.00	72.55	78.95	*	13.73	5.26	58	51	19
2	48.57	28.57	25.81	31.43	55.36	58.06	*	16.07	16.13	35	56	31
3	*	25.00	32.26	54.29	60.00	51.61	*	15.00	16.13	35	20	31
4	35.48	54.17	33.33	41.94	37.50	46.15	*	8.33	20.51	31	24	39
5	46.15	40.00	*	50.00	40.00	*	*	20.00	*	26	20	*
All Grades	32.38	25.82	26.45	47.54	57.75	54.84	20.08	16.43	18.71	244	213	155

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	4.76	0.00	76.27	83.33	57.69	*	11.90	42.31	59	42	26
1	31.03	47.06	0.00	41.38	27.45	78.95	27.59	25.49	21.05	58	51	19
2	60.00	8.93	12.90	*	67.86	58.06	*	23.21	29.03	35	56	31
3	*	0.00	9.38	57.14	65.00	31.25	40.00	35.00	59.38	35	20	32
4		20.83	10.26	58.06	66.67	46.15	41.94	12.50	43.59	31	24	39
5	*	10.00	*	73.08	80.00	*	*	10.00	*	26	20	*
All Grades	19.26	17.84	8.92	55.74	61.97	51.59	25.00	20.19	39.49	244	213	157

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	23.73	38.10	8.00	45.76	40.48	44.00	30.51	21.43	48.00	59	42	25
1	*	9.80	5.26	43.10	74.51	73.68	39.66	15.69	21.05	58	51	19
2	60.00	16.07	3.33	34.29	64.29	83.33	*	19.64	13.33	35	56	30
3	31.43	40.00	12.50	54.29	45.00	56.25	*	15.00	31.25	35	20	32
4	*	37.50	10.00	58.06	54.17	47.50	*	8.33	42.50	31	24	40
5	*	10.00	*	57.69	80.00	*	*	10.00	*	26	20	*
All Grades	29.92	23.00	8.33	47.54	60.56	60.90	22.54	16.43	30.77	244	213	156

2019-20 Data:

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

Conclusions based on this data:

The 21-22 ELPAC preliminary data for students that are English Language Learners on the ELPAC shows an increase in the overall average scale score by 190 points when compared to the data from 2020-21 school year. Based on these results we will continue focusing on designated and integrated ELD.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
491	83.5	34.2	0.4
Total Number of Students enrolled in Emilie Ritche 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	168	34.2
Foster Youth	2	0.4
Homeless	21	4.3
Socioeconomically Disadvantaged	410	83.5
Students with Disabilities	103	21.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.0
American Indian		
Asian	8	1.6
Filipino	16	3.3
Hispanic	437	89.0
Two or More Races	10	2.0
Pacific Islander		
White	15	3.1

Conclusions based on this data:

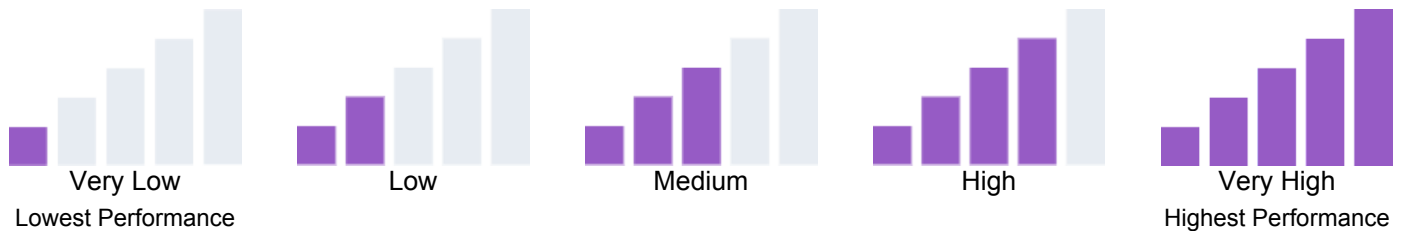
1. Based on Dashboard Student Population data, there were a total of three significant subgroups at Ritchen Elementary during the 2020-2021 school year: English Learners (31.1%), Socioeconomically Disadvantaged (87.5%), and Students with Disabilities (17.3%). In addition, there were two significant subgroups based on race / ethnicity during the 2019-20 school year: Hispanic (87.1%) and White (7%). Based on this data, Ritchen Elementary will focus on strengthening both Integrated and Designated English Language Development (ELD) for English Learners (ELs) throughout the instructional day, while, at the same time, analyzing formative and summative student achievement data for ELs, Socioeconomically Disadvantaged, White, and Students with Disabilities subgroups in order to progress monitor student achievement outcomes, identify underperforming students, and develop targeted, intensive intervention for students not meeting grade-level standards.

School and Student Performance Data

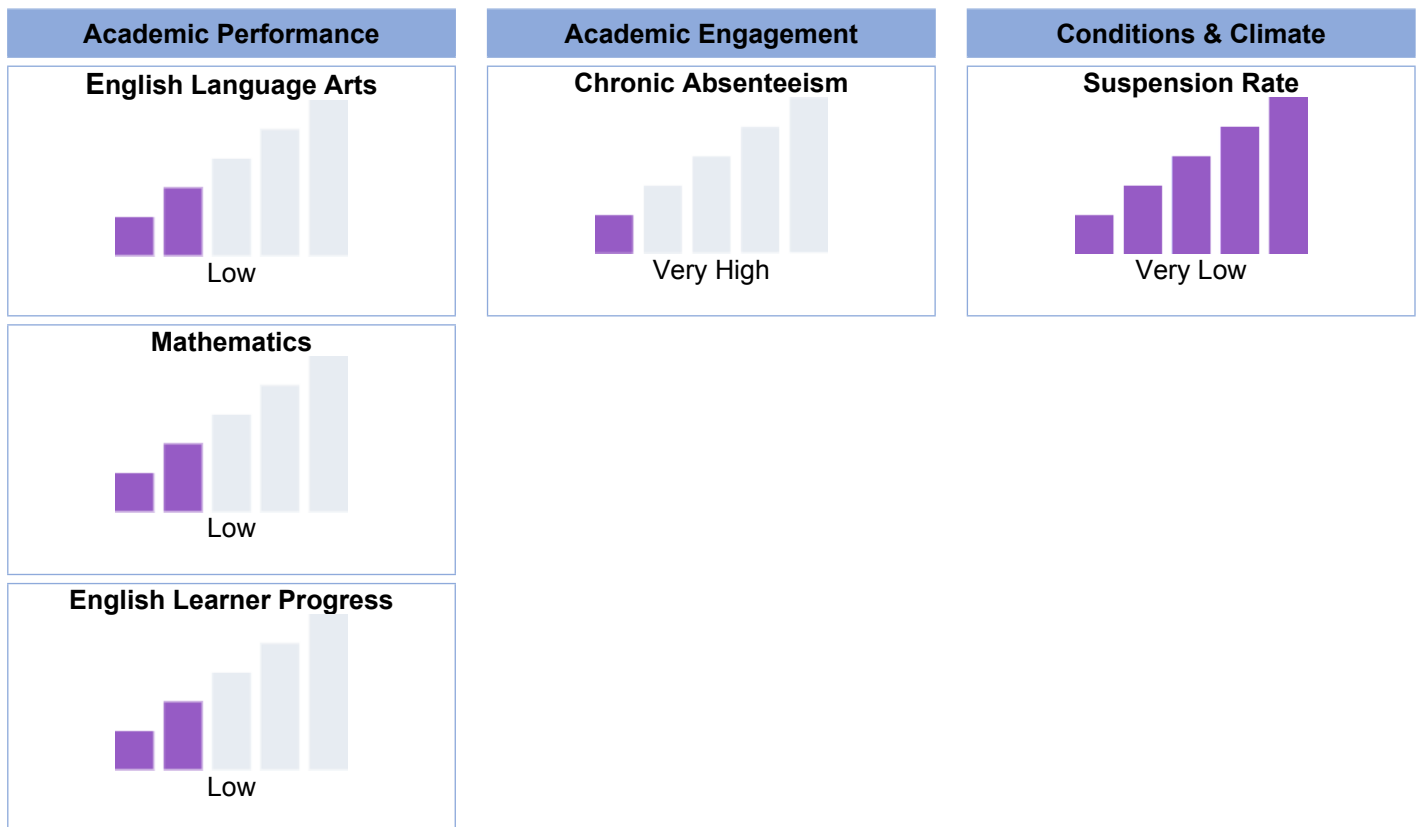
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

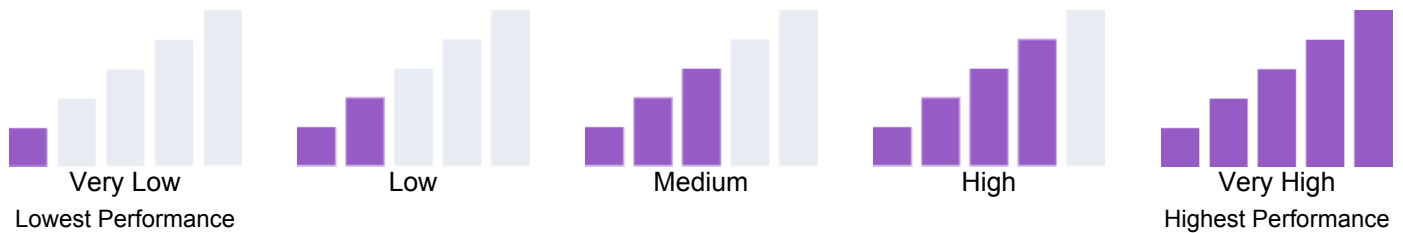
- Based on 2019 Dashboard Overall Performance data for all students, Ritchen Elementary will continue to focus on improving student achievement outcomes in the areas of English Language Arts and Mathematics. Since Overall Performance for all students within the Dashboard indicator of Chronic Absenteeism fell within the red range, Ritchen Elementary will monitor and address daily student tardies and absences and implement effective preventative programs and incentives to increase students' positive attendance.

School and Student Performance Data

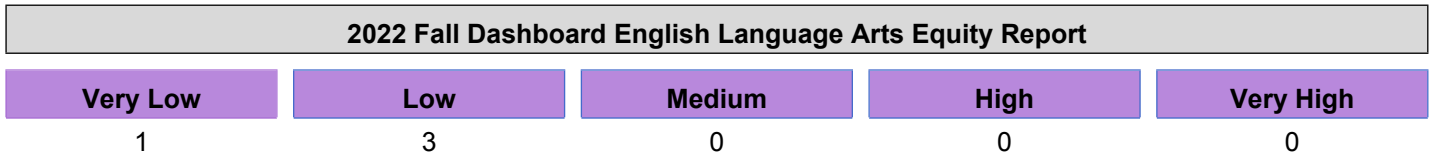
Academic Performance English Language Arts

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

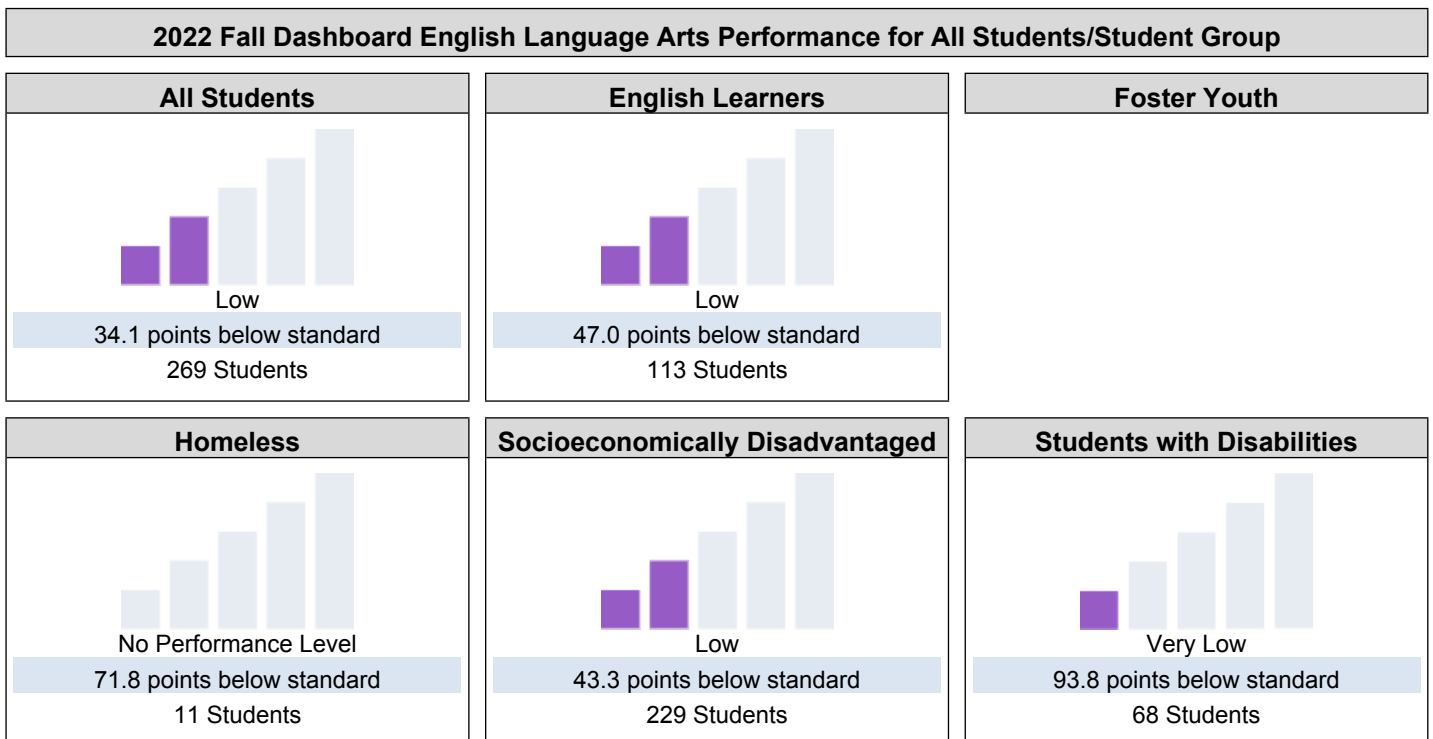
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



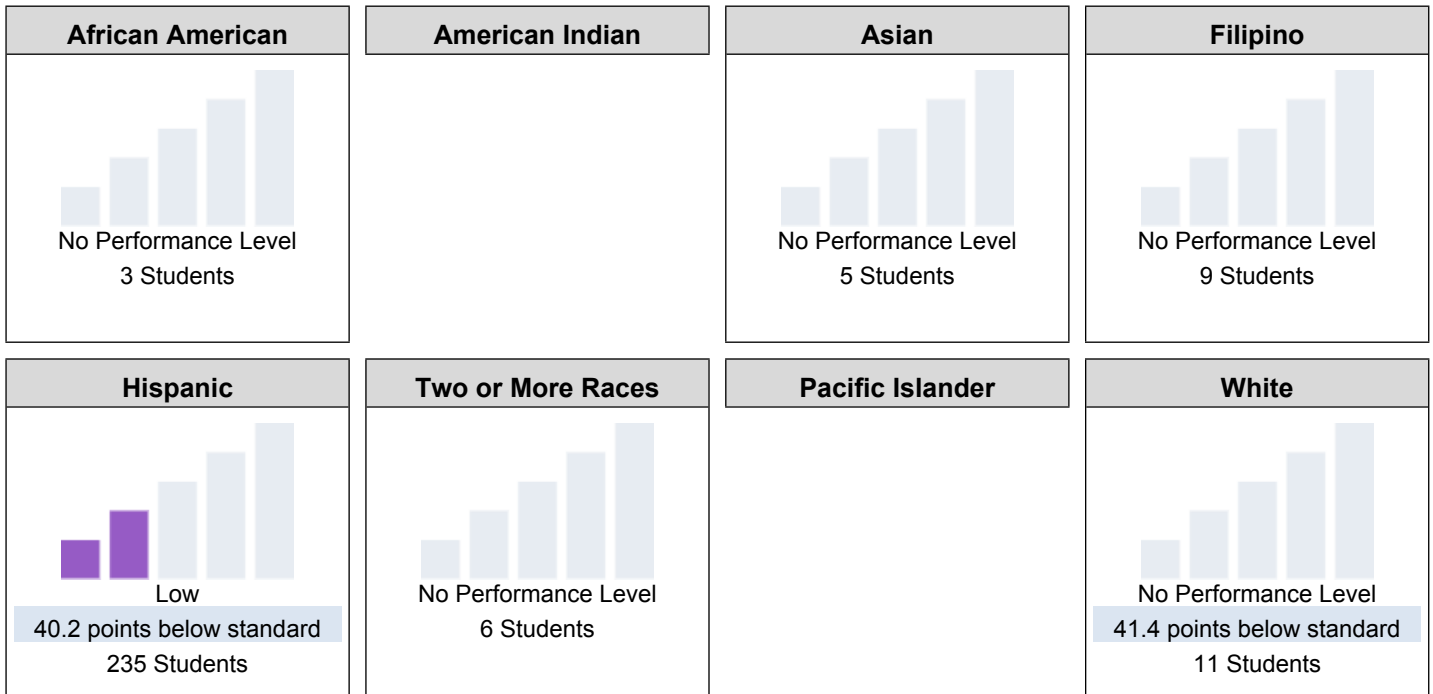
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
81.6 points below standard 81 Students	40.5 points above standard 32 Students	28.5 points below standard 145 Students

Conclusions based on this data:

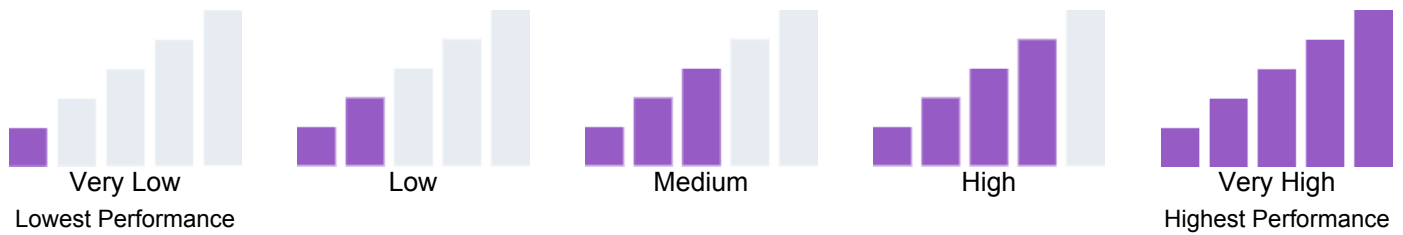
- Based on the small percentages of all grades 3-5 students meeting or exceeding standards, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant subgroups, Ritchen Elementary classroom teachers will continue to implement evidence-based instructional practices in order to provide all students clearly articulated learning goals based on Common Core State Standards. To increase student achievement for English Learners in the area of English Language Arts, teachers will provide both Integrated and Designated English Language Development (ELD) to improve English Learners' language proficiency skills. For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students' prior knowledge and current ability levels to grade-level standard expectations. For Socioeconomically Disadvantaged students, teachers will continue to integrate depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; provide immediate feedback; reteach core subject matter based on formative assessment data; provide opportunities for student collaboration and peer modeling; and promote high expectations for student success on grade-level Common Core State Standards.

School and Student Performance Data

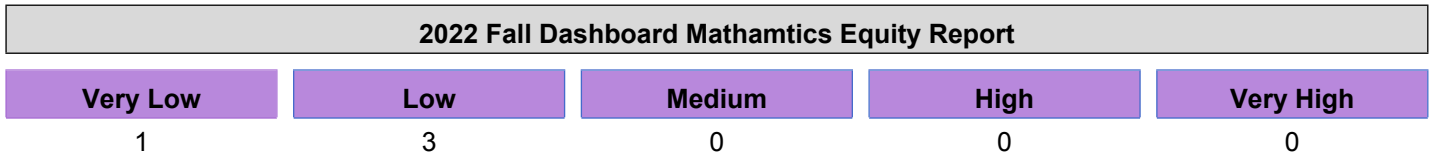
Academic Performance Mathematics

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

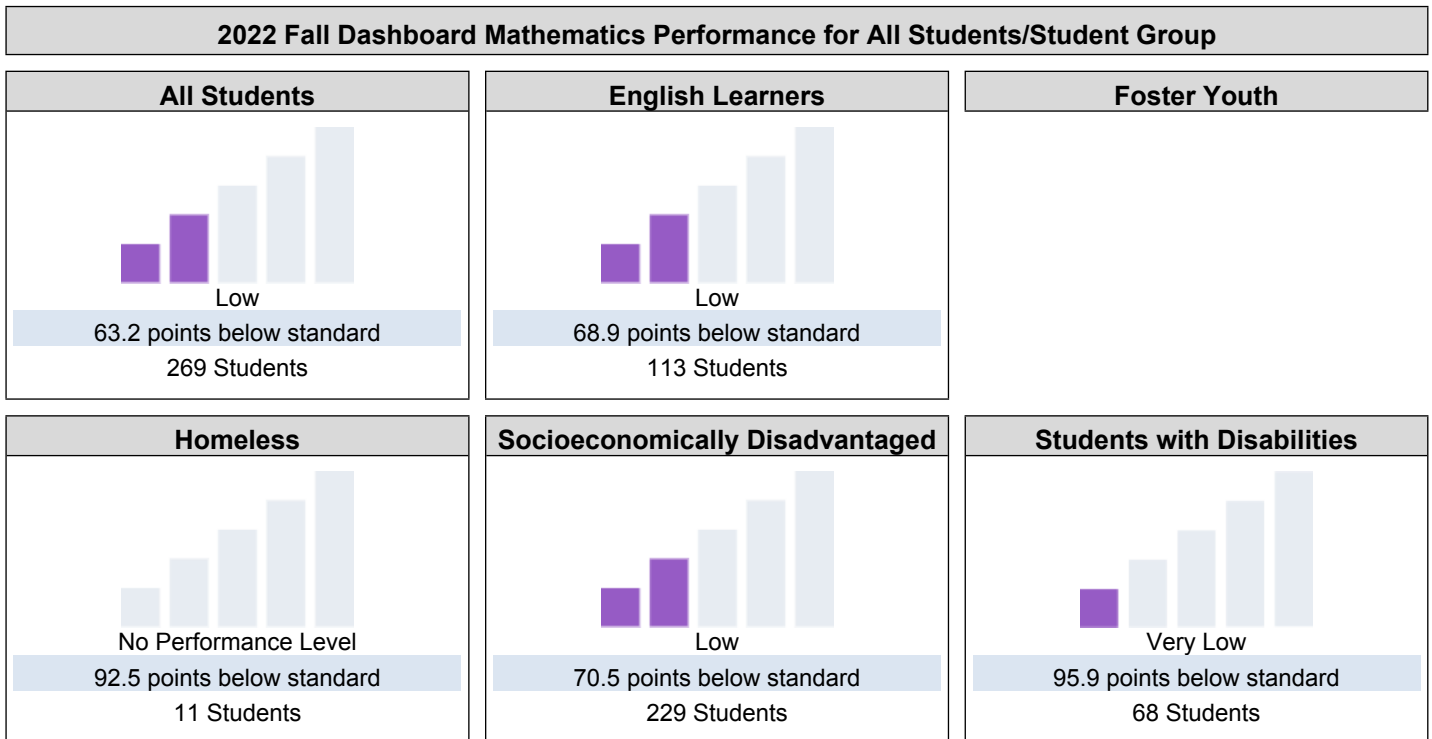
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



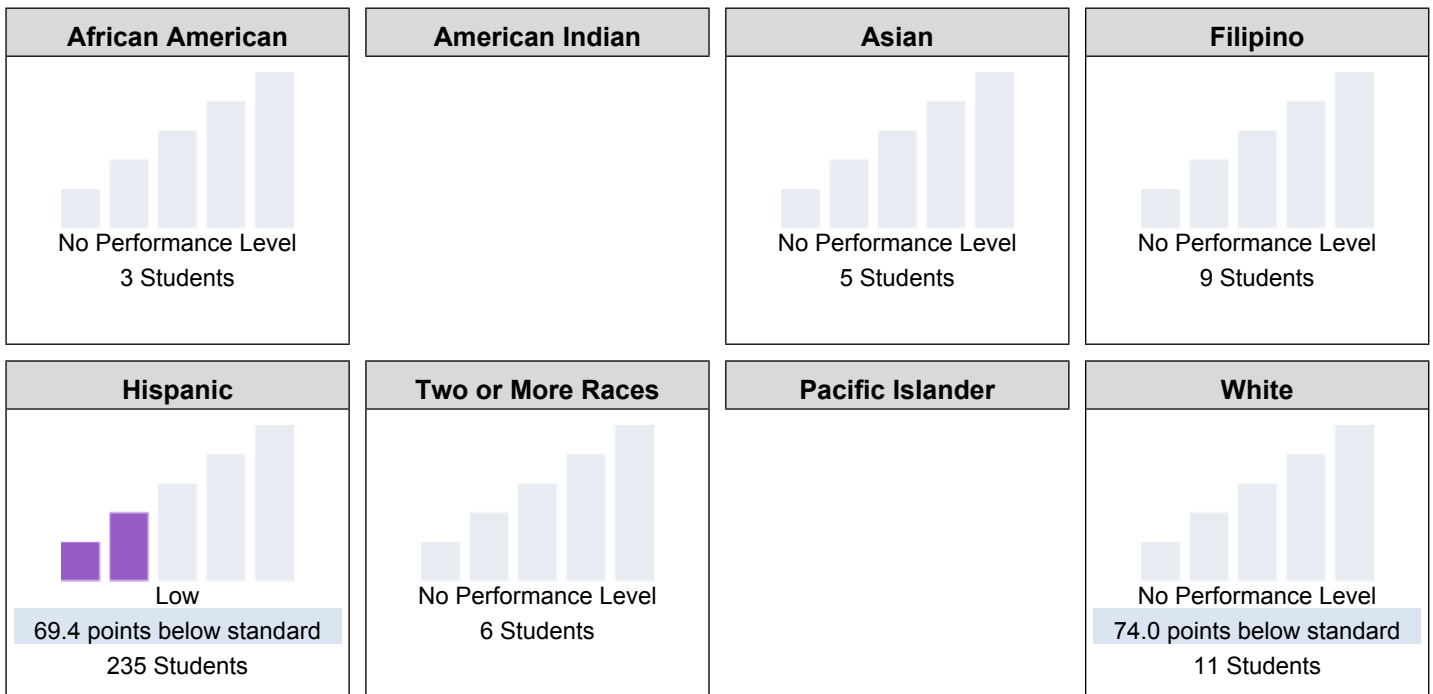
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">91.5 points below standard</p> <p>81 Students</p>	<p style="background-color: #e6f2ff;">11.5 points below standard</p> <p>32 Students</p>	<p style="background-color: #e6f2ff;">65.2 points below standard</p> <p>145 Students</p>

Conclusions based on this data:

- Based on the small percentages of all grades 3-5 students meeting or exceeding standards, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant subgroups, Ritchen Elementary classroom teachers will focus on integrating Mathematical Mindset strategies throughout the instructional core Mathematics program to build students' critical thinking skills, while, at the same time, providing underperforming students intensive, small group intervention before, during, and after school. To increase student achievement for English Learners, teachers will provide opportunities for student collaboration and peer modeling to build English Learners' oral and written language skills and academic vocabulary in the area of Mathematics. For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students' prior knowledge and current ability levels to grade-level standard expectations. For Socioeconomically Disadvantaged students, teachers will continue to integrate depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; provide immediate feedback; reteach core subject matter based on formative assessment data; and promote high expectations for student success on grade-level Common Core State Standards in the area of Mathematics.

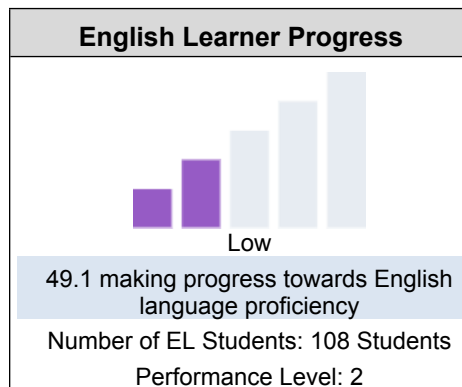
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 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.

2022 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
26.9%	24.1%	0.0%	49.1%

Conclusions based on this data:

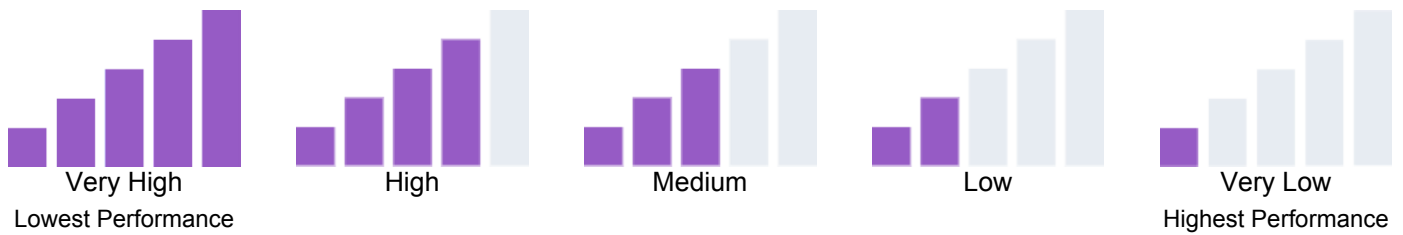
- Based on 2019 Dashboard English Language Proficiency Assessments for California (ELPAC) data, Ritchen Elementary classroom teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. Students in Kindergarten will continue to receive 30 minutes of daily Designated ELD instruction, while students in grades 1-5 will continue to receive 45 minutes of daily Designated ELD instruction. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter.

School and Student Performance Data

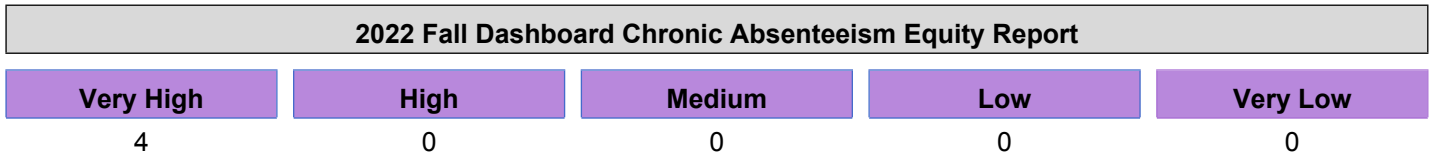
Academic Engagement Chronic Absenteeism

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

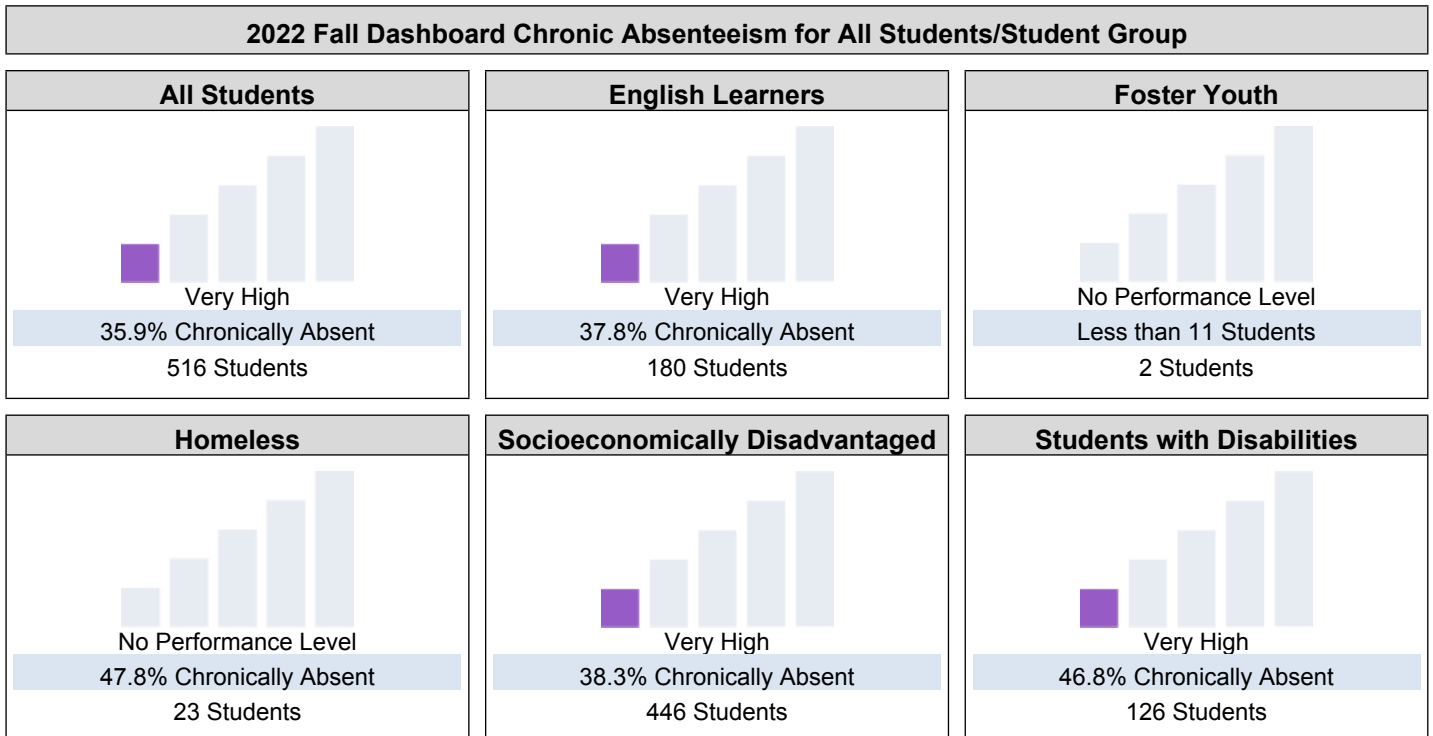
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



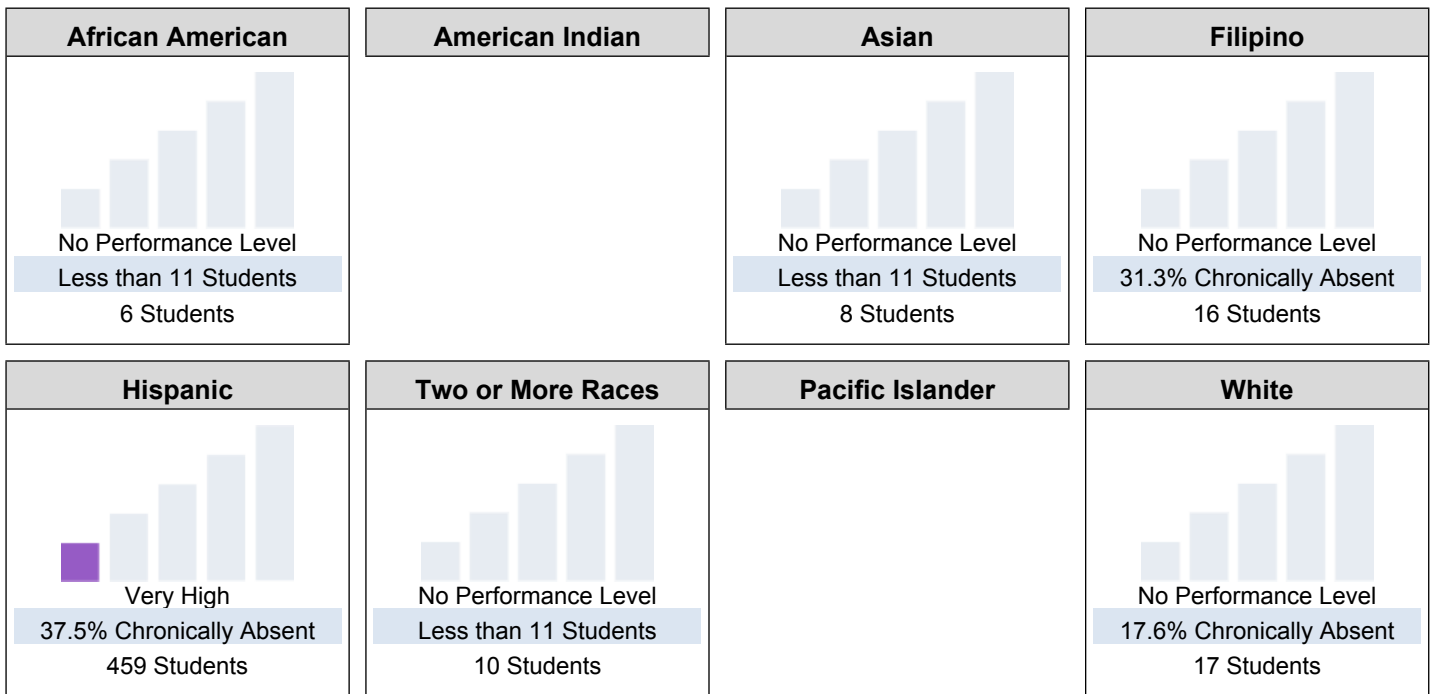
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

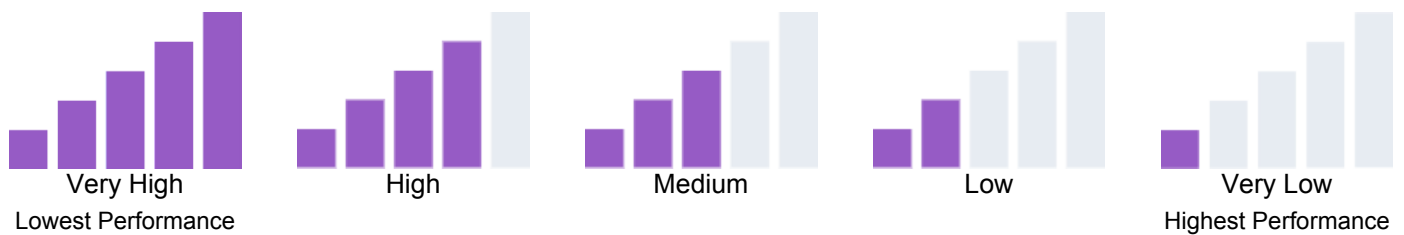
- Based on 2019 Dashboard Chronic Absenteeism data for all students, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant subgroups, Ritchen Elementary will continue to build on its success to address students' and family's challenges to attend school daily. School staff, including the Outreach Coordinator, School Counselor, Attendance Tech, and Principal, will meet regularly to monitor student attendance, identify students at-risk of being identified as chronically absent, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance. School staff will provide support to families and will recommend and/or refer students or parents to Ventura County-based social services, counseling, or other community-based services or programs with the intention of offering families support to address barriers which negatively impact student attendance.

School and Student Performance Data

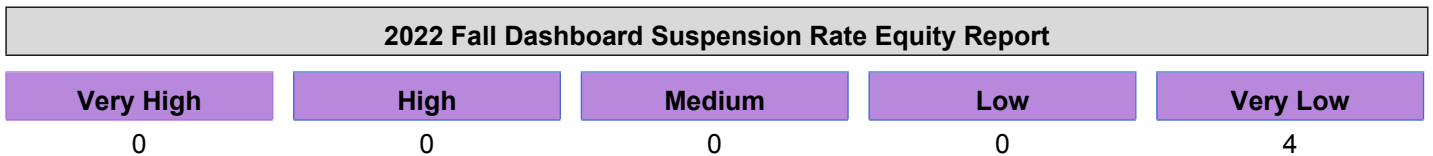
Conditions & Climate Suspension Rate

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

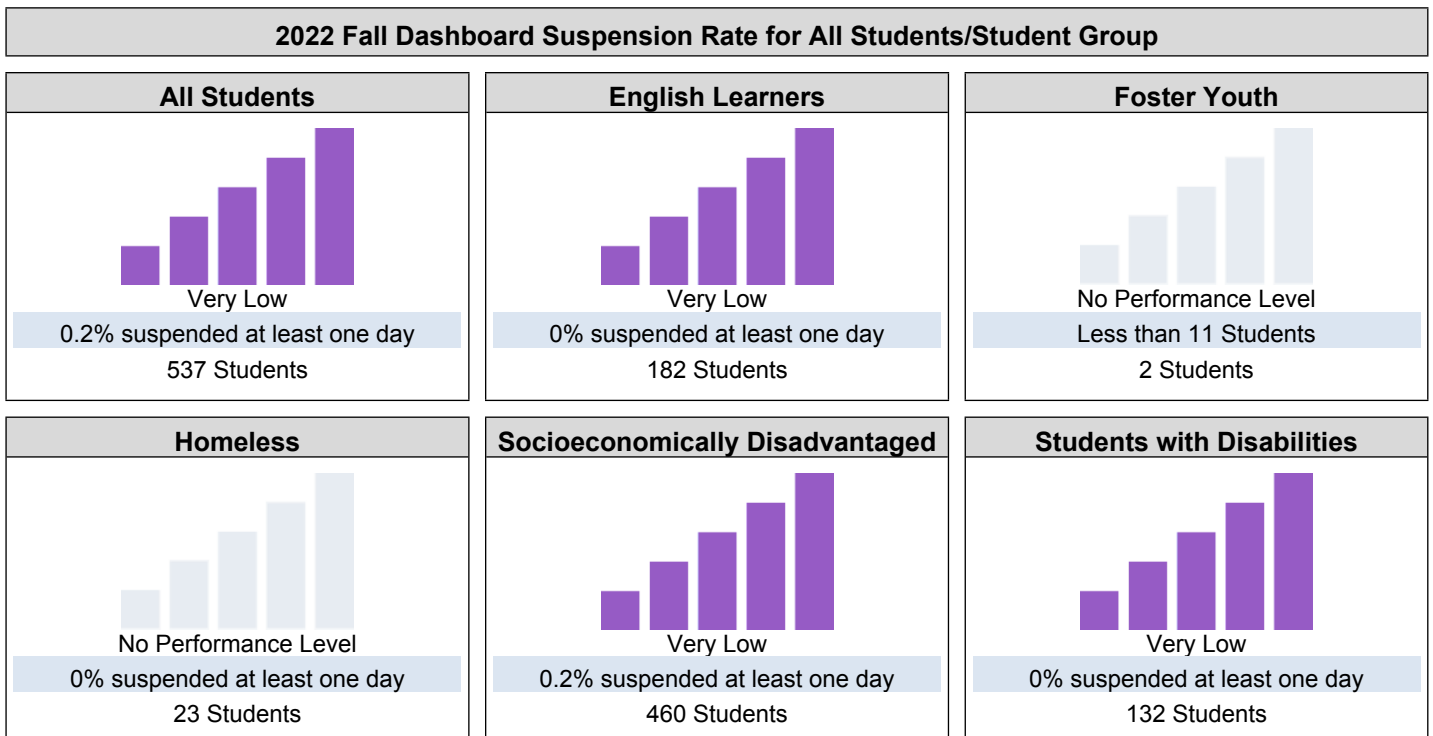
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



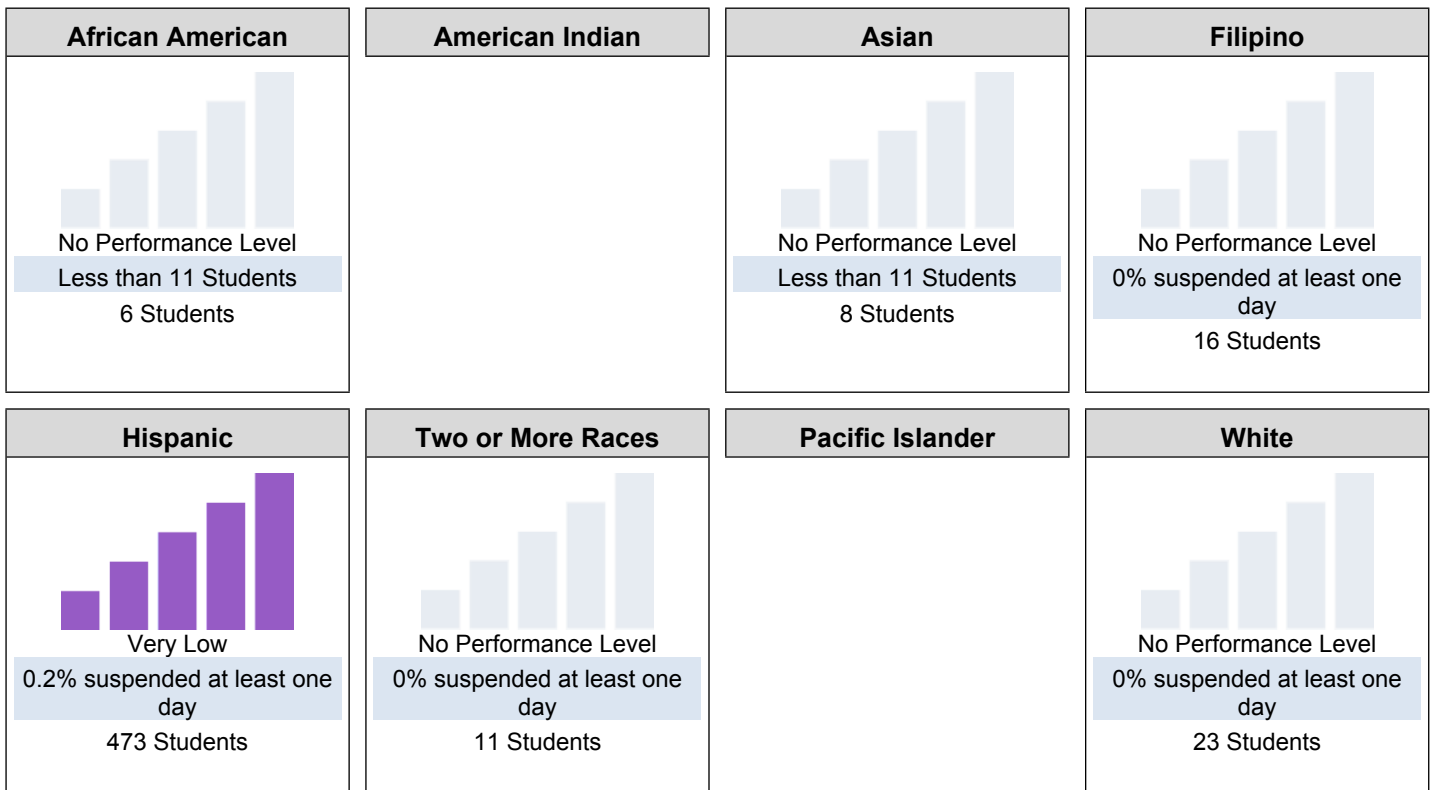
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Based on 2019 Dashboard Suspension Rate data for all students, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant subgroups, Ritchen Elementary will continue its success in addressing students' behavioral needs through the implementation of a progressive discipline policy in order to minimize the need for student suspension. Classroom teachers will closely monitor and document student behavior throughout the instructional day and across a variety of contexts, including the classroom, playground, cafeteria, hallways, bathrooms, ingress, and egress. Classroom teachers will continue to maintain open lines of communication with parents to inform parents of behaviors that negatively impact the safe, positive learning environment within the school. The school will communicate to Spanish-speaking parents in their primary language to ensure parents have a good understanding of their child's behavior at school. Minor infractions will be documented using a student behavior monitoring log. Major infractions will result in an office discipline referral, which will be followed up by the school principal. Consequences for student misbehavior will align to the severity of the infraction and will take into consideration the context of the infraction, the historical background of the student, as well as the students' social/emotional/academic/intellectual needs. For most cases, restorative practices will be provided to address the social/emotional harm caused or created by the infraction. The discipline process will emphasize student accountability, self-reflection, and problem solving in order to redirect student behavior and build positive outcomes with peers.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2021-22 CAASPP Data (All Students): 35% Met/Exceeded 23% Nearly Met 42% Not Met	All students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 3-5% of students will move from Nearly Met to Met/Exceeded on the SBAC in ELA.
CAASPP Math	2021-22 CAASPP Data (All Students): 20% Met/Exceeded 29% Nearly Met 49% Not Met	All students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 3-5% of students will move from Nearly Met to Met/Exceeded on the SBAC in Math.
ELPAC	Based on preliminary 2021-22 ELPAC data: 14% of all students scored at Level 1 (Beginning Stage) 34% of students scored at Level 2 (Somewhat Developed) 41% of students scored at Level 3 (Moderately Developed)	Decrease percentages of students scoring at Level 1 and Level 2 to 9% and 29% respectively.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	10% of students scored at Level 4 (Well Developed).	
STAR Early Literacy	EOY 2022 Baseline Data: 43% At/Above Benchmark 17% On Watch 14% Intervention 25% Urgent Intervention	All students will demonstrate growth by moving one or two levels across the different bands in the STAR 360 Early Literacy by and 3-5%.
STAR Reading	EOY 2022 Baseline Data: 14% At/Above Benchmark 21% On watch 24% Intervention 40% Urgent intervention	All students will demonstrate growth by moving one or two levels across the different bands in the STAR 360 Reading and demonstrate 3-5% growth.
STAR Math	EOY 2022 Baseline Data: 7.6% At/Above Benchmark 23.6% On watch 32.6% Intervention 35.8% Urgent intervention	All students will demonstrate growth by moving one or two levels across the different bands in the STAR 360 Math and demonstrate 3-5% growth.

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)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Staff will be provided with materials, supplies, and professional development to support full implementation of district-wide curriculum, enhance classroom instruction and technology, Canvas support, and reward students with academic incentives.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

13,053	LCFF 4000-4999: Books And Supplies Warehouse charges, Publication Charges, Materials and Supplies, Computer Supplies and Software, and Equipment
4,664	Title III 4000-4999: Books And Supplies Apple Pens
2,000	LCFF 4000-4999: Books And Supplies Computer Equipment, Books, Materials, and Supplies
1,228	LCFF 1000-1999: Certificated Personnel Salaries Admin. Support / Extra Help
6,110	Title III 4000-4999: Books And Supplies Books, Materials and Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Teachers will provide English Learners daily designated and integrated English Language Development instruction using effective instructional strategies and district adopted curriculum.

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)

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The After School Program will be offered to students in grades K-5 and will provide enrichment for students through opportunities for collaborative learning and hands-on academic activities.

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)

ASES

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide additional targeted assistance to TK / Kindergarten to support small group classroom instruction during English Language Arts and Mathematics.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

30,387

Title I
2000-2999: Classified Personnel Salaries
Classified Salaries: Instructional Assistants

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Field Trips for All Students

Strategy/Activity

All students will get an opportunity to participate in a grade level field trip.

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)

5,050

Source(s)

LCFF
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue maintenance agreement for duplo machine and copy machines to make copies to support implementation of district adopted curriculum for all core subjects and ELD.

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)

2,000

Source(s)

LCFF
5000-5999: Services And Other Operating Expenditures
Duplo Machine supplies and Copy Machines maintenance agreements

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

CAASPP Interim Assessment Blocks, curriculum-based unit assessments, and other formative assessments (STAR 360, ELA, Math, ELD) will be utilized to assess and progress monitor all students in Reading, Writing, Math, and ELD throughout the school year, in addition to the annual summative SBAC and ELPAC assessments.

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)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
District-wide Renaissance contract

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementing the Accelerated Reader Program and MyON programs school-wide, while providing students access to books leveled by AR reading levels within the school library to support students' literacy skills.

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)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
District-wide Renaissance contract

District Funded
2000-2999: Classified Personnel Salaries
Library/Media Tech Salary

3,800

LCFF
4000-4999: Books And Supplies
AR Rewards and Incentives

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

Strategy/Activity

Monitor progress of students with special needs on annual goals and objectives in ELA, Math, ELD, Language/Communication, Motor Skills Development, and/or Social/Emotional; determine free and appropriate public education; and make evidence-based decisions on students' least restrictive environment.

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)

7,370

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Floating Certificated Subs

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Implement the District Master Plan for English Learners. BrainPop ELL will be utilized as a virtual tool for ELD and for asynchronous instruction / intervention.

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)

795

Source(s)

Title III
5000-5999: Services And Other Operating
Expenditures
Brain Pop ELL

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Subscriptions and Apps for iPads will be purchased to supplement instructional activities in ELA, Math, and ELD; reinforce students' literacy skills; and enhance students' involvement in the Science and Technology Strand Focus.

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)

4,500

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Site licenses

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementing the RTI/MTSS model through the CST and SST process in order to provide Tier I, II, and III- evel interventions to underperforming students in ELA and Math during Core Instruction, Universal Access, ELD, before/after school tutoring, and small group intervention from our Literacy Intervention Teacher (LIT).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,848

District Funded
1000-1999: Certificated Personnel Salaries
Literacy Intervention Teacher

3685

Title I
1000-1999: Certificated Personnel Salaries
Certificated Extra Hours for Tutoring

7,370

Title I
1000-1999: Certificated Personnel Salaries
Teacher Substitute's / Floaters for covering SST

29,532

LCFF
1000-1999: Certificated Personnel Salaries
Teacher Extra Help / Tutoring

2,309

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
ISP for added ELA intervention

Title I
4000-4999: Books And Supplies
Materials and Supplies for Tutoring

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

A Teacher Liaison will be designated to coordinate communication with the After School Program and help the program support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff in ELA and Math.

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)

[Empty box for Amount(s)]

ASES

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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.

Throughout the 2021-22 school year, Emilie Ritche emphasized building rigor across all grade levels, while scaffolding instruction to strengthen students' skills on grade-level standards. Students were encouraged and supported to meet their Accelerated Reader trimester goals to build their literacy skills and reach their reading potential. Teachers concentrated on building students' writing ability across all core content areas to promote critical thinking and to better equip students with the skills required to meet expectations of state-wide summative assessments. Teachers also focused on implementing Mathematical Mindset strategies across all grade levels, enabling students to build their academic vocabulary and reasoning skills in the area of Mathematics.

Within a Professional Learning Community context, grade-level teams collaborated frequently to analyze data from both formative (Star 360 Early Literacy/Reading/Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, and curriculum-embedded assessments) and summative (CAASPP, ELPAC) assessments to monitor student achievement and identify key learning targets within the Common Core State Standards to target and modify instruction. Ongoing monitoring of summative and formative assessment data also enabled grade-level teams to identify, through the Coordination of Services Team (CST) and Student Success Team (SST) process, students in need of intensive, evidence-based small group intervention provided by the classroom teacher, Literacy Intervention Teacher and/or the Intervention Support Providers (ISPs).

These key focus areas and strategies resulted in a 10% increase in the amount of students that scored at or above the minimum district benchmark proficiency level in our STAR Math scores. We also saw a 9% increase in our STAR ELA scores from the fall to the EOY STAR results.

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

No major differences were identified. Ritche Elementary will continue to focus on building strong academic foundations for all students while being more purposeful and systemic with evidence-based teacher collaboration and instructional strategies.

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.

Analysis of the 2021-22 SPSA and school achievement outcomes resulted in the need for improved, systemic, purposeful, and evidence-based collaboration; an increased number of common formative assessment benchmarks to more closely progress monitor student achievement; an emphasis on academic writing across all core subject areas; and continued focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem solving skills in the area of Mathematics. Further analysis resulted in highlighting the importance of small group instruction through out the school day along with before and after school tutoring.

These key findings resulted in the current changes in our SPSA as can be seen in the strategy/activity 23 section under this current goal #1.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn
 To provide extra-curricular activities to get students excited about school and the build school spirit

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data	Ritchen Elementary's Average Daily Attendance Rate for the 2021-22 school year was 91%.	Maintain or exceed the targeted 95.0% attendance rate throughout the 2022-23 school year
Student Suspension Data	A total of 3 students were suspended during the 2021-22 school year (suspension rate = 0.5%).	Decrease total number of students suspended during the 2022-23 school year to 0 (suspension rate = 0%)
Attendance - Chronic Absenteeism Rate	<p>7% of all students (N=528) during the 2021-22 school year were chronically absent.</p> <p>9% of EL (N=160) during the 2021-22 school year were chronically absent.</p> <p>19% of SPED students (N=89) during the 2021-22 school year were chronically absent.</p>	<p>Reduce Chronic Absenteeism rate for all students for the 2022-23 school year to 2%.</p> <p>Reduce the Chronic Absenteeism rate for EL students for the 2022-23 school year to 4%.</p> <p>Reduce the Chronic Absenteeism rate for SPED students for the 2022-23 school year to 14%.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Attendance rates will be monitored and MiniSARB meetings will be held for those students with excessive tardies or absences.

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)

District Funded
2000-2999: Classified Personnel Salaries
Outreach Coordinator Salary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Pre-K to Kinder / 5th grade to 6th grade Transitions

Strategy/Activity

Ritchen staff will coordinate on-site transition meetings for incoming Kindergarten classes to ensure a successful transition. Parents will be invited to attend an orientation with an open Q/A and will be provided with information about the expected outcomes / goals for kindergarten students.

Middle school staff will be invited to hold presentations for our fifth grade students to introduce them to middle school and make them aware of their programs and expectations.

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)

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementation of the Positive Student Behavior Support (PBIS) Program to promote a safe and nurturing school learning environment throughout the school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue Campus Supervision to ensure safety of all 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)

District Funded
2000-2999: Classified Personnel Salaries
5 Campus Supervisors

2,029

LCFF
2000-2999: Classified Personnel Salaries
Campus Supervisor Extra Help

21,924

LCFF
2000-2999: Classified Personnel Salaries
Campus Supervisor - 6th supervisor

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Office and custodial staff will effectively maintain daily school operations to respond to student safety needs, monitor student attendance, and assist in documenting and filing incident reports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,088

Source(s)

LCFF

2000-2999: Classified Personnel Salaries
Clerical and Custodial Extra Help and Overtime

1,894

LCFF

2000-2999: Classified Personnel Salaries
Clerical Substitutes

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Recognize and reward students for positive behavior and positive student attendance, weekly, along with academic and kindness awards.

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)

2,000

Source(s)

LCFF

4000-4999: Books And Supplies
Incentives and Rewards for Positive Behavior
and Attendance

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

All staff and students will participate in monthly emergency preparedness drills: fire, earthquake, and lock down drills, including one annual evacuation drill.

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)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The PBIS Committee will monitor the Comprehensive School Safety Plan and make revisions as necessary to improve ongoing emergency disaster preparedness.

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)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students including Special Education

Strategy/Activity

Ensure confidentiality of documents and information.

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)

350

LCFF
5800: Professional/Consulting Services And Operating Expenditures
Contract for shredding services- Shred-It (Cintas).

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Purchase and monitor inventory of recess and PE equipment to provide playground activities for students. Provide extracurricular activities such as sports programs, dance programs, petting zoo and Art Trek.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

LCFF
4000-4999: Books And Supplies
Playground/PE equipment expenses

1750

LCFF
5800: Professional/Consulting Services And Operating Expenditures
Petting Zoo

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Monitor student drop off/pick up procedures and make changes as necessary to ensure student safety, reduce hazards, and alleviate traffic congestion.

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)

250

LCFF
4000-4999: Books And Supplies
Safety equipment

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students with a specific focus and more frequent monitoring of our McKinney Vento, Foster and SED population.

Strategy/Activity

Provide research-based individual and small group counselling services to students in need of social/emotional support. Provide Social - Emotional learning lessons in the classrooms to address areas of need as identified by our data from the Panorama surveys. Both our counselor and our ORC will focus on monitoring the social and emotional needs of our Mckinney Vento and SED students along with monitoring the resources that these students and their respective families may need.

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)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor Salary

District Funded
2000-2999: Classified Personnel Salaries
Outreach Specialist

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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.

Ritchen Elementary staff including the Outreach Coordinator, School Counselor, Attendance Tech, and Principal, met regularly to monitor student attendance, identify students at-risk of being identified as chronically absent, and developed and implemented appropriate and meaningful supports, services, and incentives to increase students' positive attendance. School staff provided support to families and recommended and/or referred students or parents to Ventura County-based social services, counseling, or other community-based services or programs with the intention of offering families support to address barriers which negatively impacted student attendance.

In order to address our students' social, emotional, and behavioral needs, students were identified through the CST and SST process to receive individual and/or small group counseling services provided by our school counselor. Our progressive discipline matrix assisted teachers and administration with clear guidelines for responding to student behavior at both the classroom and school levels. The Positive Behavior Intervention and Support model concentrating on STOIC (Structure, Teach expectations, Observe and monitor, Interact positively, and Correct fluently) guided all staff in providing a proactive and positive approach to managing student behavior both in and out of the classroom. Our PBIS/School Safety Team met on an ongoing basis to analyze student discipline data, identify areas of focus, and provide recommendations to school staff in order to strengthen our school's positive learning environment.

Weekly Eagle Assemblies and monthly Awards Assemblies honoring and recognizing the hard work and positive choices students were making by rewarding them with praise, recognition, and incentives were put into place this past year. We have also started volleyball, basketball, and dance teams to allow students to showcase their talents in other areas outside of academics. These activities generated a lot of school spirit and excitement for our students, staff and our parents. One of our dance teams was a ballet folklorico team that we purchased costumes for that performed at all of our sporting events, awards ceremonies and our ELAC meetings. We had a petting zoo, ART Trek and Hip Hop Mindset here at our school this year that provided opportunities for our students that made them proud to be soaring Eagles that were excited about coming to school.

All these programs combined with all of our monitoring of student behavior throughout the year resulted in a 0.5 % suspension rate and resulted in 85% of our students reporting many strengths in social emotional learning as reported by our panorama survey results.

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

No major differences were identified. Ritchen Elementary will continue to focus on building strong foundations in social and emotional learning supports, while ensuring a safe and positive school climate for all students.

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.

Based on the analysis of the 2021-22 SPSA, chronic absenteeism and suspension rate data, the Ritchen Elementary PBIS committee will analyze student discipline data more frequently to identify areas of focus and provide recommendations to school staff in order to strengthen our school's positive learning environment. We will increase the frequency of recognizing and celebrating positive student attendance and behavior with kindness wards. This can be seen in strategy/activity 6 section of this current goals. The PBIS committee will also continue to collaborate with school staff to develop learning activities that reinforce school-wide expectations for student behavior across all areas of the campus, including the playground, hallways, bathrooms, cafeteria, and front office as we stated above in strategy / activity 3.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities.
 To facilitate parent involvement in the educational and social-emotional well-being of their children.
 To hold parent informational meetings to address any areas of need that parents and students may be experiencing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance at Back to School Night	85% of parents attended Back to School Night in the 2021-22 school year.	Increase the percentage of parents attending Back to School Night in the 2022-23 school year to 87%.
PTA Membership	The total number of PTA Memberships during the 2021-22 school year was 30.	Increase the total number of PTA Memberships during the 2022-23 school year to 50.
Parent attendance at ELAC meetings	The average number of parents attending ELAC meetings during the 2021-22 school year was 5.	Increase the average number of parents attending ELAC meetings during the 2022-23 school year to 8.

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)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue providing essential programs and support services (e.g., parent training and education) to identified students and families.

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)
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary
192	LCFF 2000-2999: Classified Personnel Salaries Babysitting costs
262	LCFF 2000-2999: Classified Personnel Salaries Verbal Translation Costs
1,000	Title III 2000-2999: Classified Personnel Salaries Verbal Translation Costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.
All Students

Strategy/Activity

Continue implementing the school's Parent Compact and Parent Involvement Policy to strengthen home-school partnerships.

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)
	No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Schedule Parent-Teacher Conferences to improve home-school partnerships aimed at improving students' educational success.

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)

1,039

Title III
2000-2999: Classified Personnel Salaries
Verbal Translation - Extra Help

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Continue coordinating monthly ELAC meetings to support English Learners and families, provide parent education, and improve parent involvement.

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)

250

LCFF
5000-5999: Services And Other Operating Expenditures
Transportation: ELAC Parent College Field Trip

200

LCFF
2000-2999: Classified Personnel Salaries
Babysitting costs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Encourage and provide direct support to parents to complete school volunteer clearance process so that parents can engage in meaningful and productive opportunities to participate in their children's classrooms to support their academic and social-emotional growth.

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)

No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students in the After School Program

Strategy/Activity

After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.

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)

ASES

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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.

Analysis of the 2021-22 SPSA pointed out that parent and family engagement were critical factors to ensuring students' educational success. Our English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC), in coordination with our Outreach Coordinator, offered and encouraged parents to become active participants in their children's education by participating in the meaningful and productive opportunities offered. The school's Parent Involvement Policy provided clear guidelines for parents to serve as volunteers in classroom and school activities.

Throughout the year, parents were invited to attend Parent/Teacher Conferences to collaborate with their child and their child's teacher to review achievement data and identify strategies for improving student success. Parents were encouraged to attend Student Success Team meetings if their child had been identified as significantly below grade-level standards or was exhibiting significant needs in social, emotional, and/or behavioral areas. Parent training and education were coordinated and provided by the school's Outreach Coordinator to improve parents' ability to support their children's learning. Fiscal resources provided by the Ritchen Elementary PTA assisted in providing supplemental instructional resources for classroom teachers, and supported monthly Eagle Dollar Store, Awards Assemblies, and the annual Accelerated Reader Carnival which provided academic incentives and rewarded students for meeting their learning goals. Teachers recognized students that were demonstrating academic excellence and or choosing acts of kindness. These students were honored with awards and incentives by the Principal and the Counselor.

With the combined efforts of all staff, we saw a steady increase in the amount of parents wanting to volunteer and participate in our school events such as in our ELAC meetings where we averaged 8 parents in our last three ELAC meetings and in our AR Carnival where we had 12 parents volunteer their time to help supervise the events.

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

No major differences were identified. Throughout the 2022-23 school year, Ritchen Elementary will continue to focus on building strong parent and family engagement to support student success for all students.

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.

Based on analysis of the 2021-2022 SPSA and school outcomes, one area in which Ritche Elementary staff will focus is providing parents more opportunities to engage in parenting support programs to promote positive student well-being outside of school. This focus area is being addressed in our strategy/activity 8 section above. Additionally school staff will also continue to support parents in aligning structures and positive reinforcement strategies implemented during the school day to those offered within the home environment in order to connect academic, social and emotional learning between the school and the home. This focus area is being addressed in our strategy/activity 10 area above.

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	\$57,337.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$166,429.00

Other Federal, State, and Local Funds

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

Federal Programs	Amount (\$)
Title I	\$43,729.00
Title III	\$13,608.00

Subtotal of additional federal funds included for this school: \$57,337.00

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

State or Local Programs	Amount (\$)
LCFF	\$79,560.00
LCFF - Intervention	\$29,532.00

Subtotal of state or local funds included for this school: \$109,092.00

Total of federal, state, and/or local funds for this school: \$166,429.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	43,729	0.00
Title III	13,608	0.00
LCFF	79,560	0.00
LCFF - Intervention	29,532	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	79,560.00
LCFF - Intervention	29,532.00
Title I	43,729.00
Title III	13,608.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	15,968.00
2000-2999: Classified Personnel Salaries	LCFF	32,589.00
4000-4999: Books And Supplies	LCFF	21,603.00
5000-5999: Services And Other Operating Expenditures	LCFF	7,300.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,100.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	29,532.00
1000-1999: Certificated Personnel Salaries	Title I	6,533.00
2000-2999: Classified Personnel Salaries	Title I	30,387.00
4000-4999: Books And Supplies	Title I	2,309.00

5800: Professional/Consulting Services And Operating Expenditures	Title I	4,500.00
2000-2999: Classified Personnel Salaries	Title III	2,039.00
4000-4999: Books And Supplies	Title III	10,774.00
5000-5999: Services And Other Operating Expenditures	Title III	795.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	126,701.00
Goal 2	36,785.00
Goal 3	2,943.00

School Site Council Membership

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

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

Name of Members	Role
Nauman Zaidi	Principal
Alejo Perez	Classroom Teacher
Manuel Hernandez	Classroom Teacher
Traci McMurray	Classroom Teacher
Perla Macias	Other School Staff
Silvia Torres	Parent or Community Member
Marina Wyatt	Parent or Community Member
Ashley Juarez	Parent or Community Member
Sylvia Nunez	Parent or Community Member
Cynthia Estrada	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

School Site Council

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 June 7th, 2022.

Attested:



Principal, Nauman Zaidi on 6/7/22

SSC Chairperson, Marina Wyatt on 6/7/22

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.

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**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 Stakeholder 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 (Stakeholder Involvement).

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

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

[Clear](#)

Marina Wyatt

School Site Council

[Clear](#)

Silvia Torres

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 .

Attested:

[Clear](#)

Nauman Zaidi

Principal, on

[Clear](#)

Marina Wyatt

SSC Chairperson, on