

School Year: **2025-26**



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
Ripona Elementary School	39686506042485	March 24, 2025	April 7, 2025

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement

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

The school site and district take input from all educational partners, needs assessments, surveys, CAASPP scores, the California Dashboard and more. From this information, needs are summarized, goals created and plans developed. School plans are written to be in alignment with the Local Control Accountability Plan (LCAP) and federal addendum. All plans support the eight state priorities.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The English Learner Advisory Committee (ELAC) and the School Site Council conduct needs assessments and surveys to evaluate the effectiveness of the Title I program. Additionally, site-level results from the Local Control and Accountability Plan (LCAP) survey are shared with stakeholders. Survey data collected from staff, students, and parents is reviewed annually by the site leadership team. Findings from ELAC and LCAP surveys highlight positive developments in school climate, culture, and instructional programs. This data informs the development of goals for student learning opportunities and guides the School Plan for Student Achievement.

Classroom Observations

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

Formal classroom observations are conducted in accordance with the Ripon Unified District Teacher Association contract, requiring four observations per year for probationary teachers and two observations per year for permanent status teachers during their evaluation cycle. Additionally, informal classroom observations take place daily across all grade levels.

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)

State Assessments: Students in grades 5 and 8 participate in the California Science Test (CAST), while students in grades 3-8 take the Smarter Balanced (SBAC) assessment, also known as the California Assessment of Student Performance and Progress (CAASPP), in English Language Arts and Mathematics.

English Language Learner Assessments: All English Learners, including transitional kindergarten/kindergarten students and newly enrolled students in California, take the California English Language Development Test (ELPAC).

District Benchmark Assessments: Teachers in grades K-8 utilize district benchmark assessment data to inform and guide instruction.

Progress Monitoring:

In grades K-3, students are assessed using Aimsweb Plus to inform instructional modifications.

In grades 3-8, the Renaissance Learning Enterprise suite—including Accelerated Reader, Star Reading, and Star Math—is used to assess and monitor student progress. Star Reading and Math assessments are administered at least four times per year to track student growth.

Data Analysis and Instructional Adjustments:

Staff regularly analyzes assessment results to modify and enhance academic programs, ultimately improving student achievement.

A Student Data Review Team, composed of the principal, resource specialist, and general education teachers, along with the potential involvement of the Director of Student Services, district psychologist, or nurse, evaluates data to identify and support underperforming students. This team ensures that students receive a comprehensive and coordinated instructional plan, incorporating necessary adaptations or modifications.

Collaborative Planning and Intervention:

Grade-level meetings are held to review and refine instructional programs, ensuring alignment with Common Core State Standards (CCSS). Teachers integrate appropriate supplemental materials to support CCSS implementation at all grade levels.

Teachers develop and implement intervention plans for underperforming students based on assessment data.

Support for English Learners:

English Learners receive small-group and integrated instruction from appropriately credentialed teachers and bilingual aides.

Designated and Integrated English Language Development (ELD) instruction is provided daily, with assessment data guiding instruction.

SBAC Data Utilization: Results from the SBAC assessment are reviewed to track both individual student performance and overall grade-level achievement. Disaggregated data is used to identify strengths and areas for improvement, guiding instructional decision-making.

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

- Aimsweb Plus and Star Enterprise are used for student progress monitoring with the intent of adjusting instruction to meet the needs of our students.
- District Benchmarks are used four times a year to assess student progress toward meeting grade level standards.
- Grade level and/or grade span meetings are held to review student progress and make adjustments to instruction as needed.
- English Learner standards progress monitoring folders are used to track progress towards English language proficiency.
- Ellevation software is used to track benchmark scores for English language proficiency.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Under the ESSA, the NCLB highly qualified teacher requirements were eliminated and replaced with applicable State certification and licensure requirements.

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

RUSD teachers have received instructional materials and professional development from experienced providers for the State Board of Education (SBE)-adopted core mathematics and Reading Language Arts programs. Educators continue to participate in conferences and workshops focused on Common Core State Standards (CCSS) in mathematics, science, and English Language Arts (ELA) instructional strategies.

2019-2020: Teachers received Amplify Science materials and professional development.

2020-2021: Elementary teachers participated in training on Thinking Maps.

2021-2022: Teachers received professional development in Designated and Integrated English Language Development (ELD) structures and strategies. Additionally, Ripona implemented the Write From the Beginning... and Beyond program.

2024-2025: Transitional kindergarten through third-grade teachers received professional development in the Heggerty Phonemic Awareness program.

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

Professional development at RUSD is designed to address the needs of individual educators, school sites, and the district as a whole, with the primary goal of enhancing instructional capacity and improving student learning outcomes. Professional development plans are created at the district, site, and individual teacher levels, with new plans developed and submitted annually. These plans align with the goals outlined in the district's Local Control and Accountability Plan (LCAP) and share common objectives. Current areas of focus include aligning instructional materials with the Common Core State Standards (CCSS), integrating technology as both an instructional and professional tool, and using formative assessment data to identify and address the instructional needs of all students, including English Language Learners (ELL), Hispanic students, socio-economically disadvantaged students, and students with special needs. The goal is to implement targeted instructional practices and programs to promote academic growth and close achievement gaps. Teachers receive training in instructional strategies such as Thinking Maps, Guided Language Acquisition Design (GLAD), and language acquisition strategies.

District and site leadership actively support teachers in strengthening curriculum development, instructional strategies, and student assessment practices. Educators participate in professional learning through collaboration days, workshops, in-services, courses, and institutes. Both teachers and administrators engage in ongoing training, ensuring that all professional development aligns with student developmental needs. These efforts are supported through district and site funding. Teachers play a critical role in shaping site and district educational programs, ensuring their effectiveness in promoting student achievement. Grade-level and district cluster groups meet regularly to collaborate on standards-based curriculum, share best teaching practices, and review benchmark assessment data to monitor student growth and adjust instructional approaches as needed. Parents are informed of grade-level standards and expectations during parent-teacher conferences, where specific strategies are developed to support each student in meeting academic standards. RUSD remains committed to fostering a culture of continuous professional growth, collaboration, and data-driven instruction to enhance student success.

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

Principals conduct classroom observations and provide feedback and guidance to enhance instructional practices. Site cluster meetings, district-grade-level meetings, and professional development training offer opportunities for teachers to collaborate, share best practices, and learn from one another. At the elementary level, benchmark data and formative assessments managed through Aimsweb Plus and Star Enterprise, are utilized to monitor instruction and support student success. Additionally, mentors are assigned to teachers participating in the induction program, ensuring they receive the necessary support and guidance for professional growth.

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

TK-8 teachers meet for grade-level collaboration and/or site meetings designed to be a Community of Practice. During these Student Data Review Team meetings, teachers review benchmark assessment data and look for overall trends in student learning. Teachers have the opportunity to learn from each other through collaboration. Teacher leaders are developed through training, and teachers share/train site peers in the development of strategies and curricula in the targeted areas.

Teaching and Learning

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

The focus of Ripon Unified School District's visions is to increase student achievement. All students receive curriculum and instruction aligned to CCSS. All students receive curriculum, instruction and materials from programs and/or strategies shown to increase student achievement. All students who do not meet standards at their grade level will be offered intervention programs and/or supplemental instruction derived from programs, strategies, and skill training shown to increase student achievement. The plan is designed to address the student's area of need in order to meet state standards. Grades K-5 used a standardized report card. Grades 6-8 use letter grades in subject areas using an online grading program. Parents have access to student grades in "real" time.

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

California Department of Education recommended instructional minutes for core instruction in Reading and Language Arts:

- Kindergarten: 60 minutes
- Grades one through three: 2.5 hours
- Grades four through six: 2.0 hours
- Grades seven through eight: 1 to 2 hours

All students receive at least the daily instructional minutes recommended by the CDE in the area of Reading/Language Arts.

California Department of Education recommended instructional minutes for core instruction in Mathematics:

- Kindergarten: 30 minutes
- Grades one through six: 60 minutes
- Grades seven through eight: 50-60 minutes

All students receive at least the daily instructional minutes recommended by the CDE in the area of Mathematics.

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

During grade-level meetings, Student Data Review Team meetings, and regular progress monitoring, teachers collaborate to review grade-level standards and assess student progress toward meeting academic expectations. Targeted interventions are implemented for students with identified learning gaps, with ongoing progress monitoring to ensure effectiveness. For students receiving support through the Multi-Tiered System of Supports (MTSS), progress is assessed every two weeks to guide instructional adjustments and ensure continued academic growth.

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

Ripon Unified School District implements curriculum from state-approved lists, ensuring alignment with academic standards. Teachers utilize standards-based materials to supplement and enhance instruction, supporting student learning. Assessments such as Aimsweb, Star Enterprise, and CAASPP are aligned with the Common Core State Standards (CCSS) to monitor student progress effectively. Common assessments are embedded within all state-approved curriculum adoptions, reinforcing key learning objectives. State standards are systematically integrated into textbooks and instructional materials, with student self-assessment incorporated across all subject areas. Parents receive copies of the CCSS during Parent-Teacher Conferences or Back-to-School Night, ensuring transparency and collaboration in student learning. In the classroom, students are informed of the standards they are expected to master through textbooks, posters, handbooks, and direct instruction from their teachers.

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

Transitional Kindergarten through fifth-grade teachers utilize McGraw Hill's Wonders program for core instruction in English Language Arts (ELA), while grades six through eight implement McGraw Hill's StudySync curriculum. Additionally, Wonders includes math instruction for TK. The core mathematics programs include My Math for grades K-2 and Math in Focus for grades 3-8. To support students requiring intervention, the district provides resources such as READ 180, System 44, Horizons, and Language for Learning, along with supplemental materials from the core curriculum, including Math 180 and Imagine Learning.

Opportunity and Equal Educational Access

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

- Our schools implement Multi-Tiered Systems of Support and a Learning Center program that works to monitor all students and provide intervention when necessary. The goal is always to assist underperforming students in meeting the California Common Core State Standards and keep them at grade level.
- The Student Study Team meets regularly to review individual student performance levels and make recommendations for student success.
- The Student Data Review Team meets twice yearly to address the needs of students in all areas.

Evidence-based educational practices to raise student achievement

- Universal Design for Learning (UDL): Ahmed Al-Azawei, Fabio Serenelli and Karsten Lundqvist state "positive results of UDL implementation were yielded in eleven papers. These outcomes suggest that UDL is an efficient approach for designing flexible learning environments and accessible content. Such designs can match a wide mix of learner needs, abilities, background knowledge, educational experience, and cultural differences."
- Thinking Maps: David Hyerle and Christ Yeager explain "Visualizing our thinking allows us to have a concrete image of our abstract thoughts." Thinking maps are becoming popular because they allow students to visually organize their information. Eric Jensen reports 80% of all information that comes into our brain is visual. 36,000 visual messages per hour may be registered by the eyes. 40% of all nerve fibers connected to the brain are linked to the retinal. Individuals are more likely to remember visual strategies." Additionally, Suzanne Peregoy and Owen Boyer share "we believe that probably the best strategies for teaching text structure are visual-spatial strategies. Student are able to transfer their knowledge from one year to the next because Thinking Maps can be used in multiple subjects, grade levels, and at different schools."
- Integrated ELD: Integrated English Language development refers to teachers providing language clarification and language acquisition support during regular content area lessons. The goal of Integrated ELD is for English Learners (ELs) to learn the content and academic language used in each lesson. Learning Objectives for integrated ELD lessons come directly from the content standards of the lesson being taught, such as English Language Arts, Mathematics, History Social Science and Science.
- Project Based Learning: Jo Boaler states, "students taught with a more progressive, open, project-based model developed more flexible and useful forms of knowledge and were able to use this knowledge in a range of settings."
- Student Engagement: John Hattie shows that engagement has an effect size of .48. Any strategy showing .40 evidence or higher is deemed as effective. His research includes about 240 million students.
- Response to Intervention: John Hattie shows that RTI has a high effect size of 1.07. Any strategy showing .40 evidence or higher is deemed as effective.
- Teacher Mentors: John Hattie shows that teacher-student relationships has an effect size of .72. Any strategy showing .40 evidence or higher is deemed as effective.
- Culturally Responsive Teaching (CRT): Teachers who utilize CRT practices value students cultural and linguistic resources and view this knowledge as capital to build upon rather than as a barrier to learning. These teachers use this capital (i.e., personal experiences and interests) as the basis for instructional connections to facilitate student learning and development. Teachers who use CRT apply interactive, collaborative teaching methods, strategies, and ways of interacting that support culturally and linguistically diverse (CLD) students cultural, linguistic, and racial experiences and integrate the methods with evidence-based practices (EBPs; e.g., Harlin & Souto-Manning, 2009; Hersi & Watkinson, 2012; Nieto et al., 2008; Santamaria, 2009).
- Mental Health Services: The Social, Academic and Emotional Behavior Risk Screener (SAEBRS) is an evidenced-based tool which determines students needs and will be used to place students into tiers of services at their level for social emotional learning. All levels include various levels of mental health activities and services.
- GLAD (Guided Language Acquisition & Design): GLAD is a model of sheltered English instruction. It incorporates many research-based and highly effective instructional strategies. Using Project GLAD, teachers deliver academic content and language while using an integrated, balanced literacy approach.

Parental Engagement

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

- The School Site Council (SSC) has ongoing input into school programs. The SSC also obtains and considers the input of the school community. The SSC uses this information to assist in assessing the effectiveness of the school plan.
- The Parent Faculty Club (PFC) supports students' learning by providing financial support to the Accelerated Reader and Star Enterprise Reading. The Parent Faculty Club supports technology to assist under-achieving students, i.e., computer lab funding, classroom computers, projectors and document readers, and iPads in classrooms. The Parent Faculty Club provides for educational field trips at each grade level. Parent volunteers support teachers in the classroom with informal student needs, classrooms, and technology.
- Students may participate in our after-school programs, Ripon Afterschool Program, which provides homework help.
- The San Joaquin Public Library has made available the local librarian to make classroom visits and/or prepare special class presentations at the local branch of the library. On-line homework help is available 24 hours a day to students through the library.

The Varsity Tutoring Program provides 1:1 tutoring online twice a week for any student needing additional support. The program also includes enrichment courses on the platform for all students.

- The Lions Club offers financial support to the campus as needed and, in addition, provides glasses and optical exams to children in need.
- The English Learner's Advisory Committee (ELAC) provides input and support to EL students and programs. ELAC studies available data regarding the academic performance of the students. It assists in assessing the effectiveness of the EL school program and action plans.
- The third-grade classes participate in AgVenture, a San Joaquin County program in which students learn about local land and make a connection with agriculture.
- Based on assessment data, students participate in tier 2 and 3 intervention programs in the appropriate Learning Centers to raise their achievement levels and move them to grade-level mastery.

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)

School site, district (Parent Advisory Committee and District English Learner Advisory Committee) and community educational partners meet on a regular basis to provide input for the Local Control Accountability Plan (LCAP). Dates are posted on the district website. School site councils and English Learner Advisory Committees exist at all schools. Title 1 schools have additional meetings focused on their school-wide needs. All of these groups meet to plan, analyze data, and then, evaluate the implementation of such programs. All educational partner input is considered, and adjustments are made to site and district plans, as appropriate.

Funding

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

Title 1 funds are used at Title 1 sites to provide supplemental services for low-performing students. Additional Learning Center staff are provided with these funds as well as programs for the MTSS/Learning Center. Summer School will be provided as supplemental support for Title 1 schools. Title II is used to provide professional development, and Title III provides funding for our Limited English Proficient program. Through the LCAP, supplemental funds provide additional materials and services to unduplicated students. All students have access to MTSS and the Learning Center if they need support beyond the general education classroom.

Fiscal support (EPC)

The school/district's funds are coordinated and allocated to align towards implementation of the LCAP and eight state priorities. These include... A. Conditions of Learning: Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1) Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2) Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7) Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9) Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10) B. Pupil Outcomes: Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4) Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8) C. Engagement: Parental involvement: efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3) Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5) School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6) Essential Program Components (EPC)s in Reading Language Arts/English Language Development, mathematics and the Single Plan for Student Achievement (SPSA).

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The site administrator collaborates with the school leadership team, Student Council, School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Faculty Club (PFC) to analyze data, conduct a needs assessment, and review annual goals. These goals are shared with all educational partners two to three times per year in public meetings. Additionally, the site leadership team reviews the goals monthly during leadership meetings, making adjustments as necessary to support student achievement and school improvement.

Resource Inequities

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

Ripona Elementary School is one of the older campuses within the Ripon Unified School District and requires modernization, renovations, and facility improvements to enhance the learning environment for all students.

The English Learner student population at Ripona Elementary continues to require dedicated certificated and classified bilingual staff to support language acquisition and close the achievement gap for this student group.

During the 2024-2025 school year, Ripona teachers engaged in ongoing professional development focused on mathematics, English Language Arts (ELA), and English Language Development (ELD). These trainings emphasized best practices to ensure students meet grade-level standards.



School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten	26	39	40
Kindergarten	72	85	48
Grade 1	48	48	48
Grade 2	45	46	46
Grade3	46	47	48
Grade 4	51	51	50
Grade 5	49	45	50
Grade 6	52	47	45
Grade 7	58	52	47
Grade 8	29	59	50
Total Enrollment	450	480	471

Conclusions based on this data:

1. Student enrollment at Ripona Elementary has remained relatively stable over the past three years, with a slight increase from 450 in 2021-22 to 480 in 2022-23, followed by a small decline to 471 in 2023-24.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	85	77	85	24.0%	18.9%	18.0%
Fluent English Proficient (FEP)	31	46	39	8.4%	6.9%	8.3%
Reclassified Fluent English Proficient (RFEP)	10	14		0.0%	11.8%	

Conclusions based on this data:

1. The percentage of English Learners at Ripona Elementary decreased from 24.0% in 2021-22 to 18.0% in 2023-24.
2. The percentage of Fluent English Proficient (FEP) students fluctuated slightly, ranging from 6.9% in 2022-23 to 8.4% in 2021-22 and 8.3% in 2023-24.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	47	47	48	46	46	47	46	46	47	97.9	97.9	97.9
Grade 4	51	49	50	50	48	49	50	48	49	98.0	98.0	98
Grade 5	51	45	51	51	45	51	51	45	51	100.0	100.0	100
Grade 6	52	46	48	50	45	48	50	45	48	96.2	97.8	100
Grade 7	56	51	48	55	49	46	55	49	46	98.2	96.1	95.8
Grade 8	28	60	50	27	57	46	27	57	46	96.4	95.0	92
All Grades	285	298	295	279	290	287	279	290	287	97.9	97.3	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2421.	2367.	2399.	23.91	6.52	14.89	23.91	15.22	25.53	21.74	23.91	19.15	30.43	54.35	40.43
Grade 4	2460.	2474.	2429.	18.00	29.17	12.24	22.00	20.83	24.49	30.00	18.75	16.33	30.00	31.25	46.94
Grade 5	2504.	2501.	2495.	17.65	17.78	25.49	39.22	42.22	25.49	15.69	17.78	13.73	27.45	22.22	35.29
Grade 6	2536.	2539.	2543.	20.00	20.00	14.58	36.00	37.78	45.83	28.00	20.00	22.92	16.00	22.22	16.67
Grade 7	2555.	2545.	2524.	14.55	8.16	13.04	43.64	44.90	26.09	20.00	28.57	23.91	21.82	18.37	36.96
Grade 8	2588.	2574.	2559.	7.41	14.04	6.52	51.85	45.61	45.65	33.33	21.05	21.74	7.41	19.30	26.09
All Grades	N/A	N/A	N/A	17.56	15.86	14.63	35.13	34.83	32.06	24.01	21.72	19.51	23.30	27.59	33.80

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.39	8.70	6.38	58.70	52.17	61.70	23.91	39.13	31.91
Grade 4	10.00	16.67	6.12	72.00	72.92	67.35	18.00	10.42	26.53
Grade 5	13.73	15.56	19.61	64.71	73.33	62.75	21.57	11.11	17.65
Grade 6	12.00	11.11	22.92	66.00	64.44	47.92	22.00	24.44	29.17
Grade 7	21.82	2.04	10.87	65.45	79.59	54.35	12.73	18.37	34.78
Grade 8	*	17.54	28.26	*	57.89	47.83	*	24.56	23.91
All Grades	15.05	12.07	15.68	66.31	66.55	57.14	18.64	21.38	27.18

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	21.74	2.17	17.02	47.83	60.87	53.19	30.43	36.96	29.79
Grade 4	10.00	16.67	4.08	76.00	60.42	61.22	14.00	22.92	34.69
Grade 5	21.57	22.22	27.45	58.82	71.11	49.02	19.61	6.67	23.53
Grade 6	26.00	26.67	22.92	60.00	57.78	60.42	14.00	15.56	16.67
Grade 7	20.00	16.33	19.57	69.09	67.35	60.87	10.91	16.33	19.57
Grade 8	*	24.56	10.87	*	57.89	69.57	*	17.54	19.57
All Grades	20.79	18.28	17.07	63.08	62.41	58.89	16.13	19.31	24.04

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.22	0.00	4.26	73.91	76.09	76.60	10.87	23.91	19.15
Grade 4	12.00	10.42	6.12	80.00	83.33	71.43	8.00	6.25	22.45
Grade 5	15.69	8.89	11.76	66.67	82.22	66.67	17.65	8.89	21.57
Grade 6	12.00	13.33	12.50	74.00	77.78	79.17	14.00	8.89	8.33
Grade 7	14.55	2.04	6.52	70.91	85.71	69.57	14.55	12.24	23.91
Grade 8	*	17.54	8.70	*	70.18	80.43	*	12.28	10.87
All Grades	14.70	8.97	8.36	73.12	78.97	73.87	12.19	12.07	17.77

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.52	0.00	12.77	65.22	71.74	55.32	28.26	28.26	31.91
Grade 4	4.00	22.92	6.12	78.00	54.17	77.55	18.00	22.92	16.33
Grade 5	23.53	15.56	17.65	60.78	60.00	52.94	15.69	24.44	29.41
Grade 6	22.00	24.44	18.75	58.00	66.67	70.83	20.00	8.89	10.42
Grade 7	10.91	16.33	10.87	72.73	71.43	65.22	16.36	12.24	23.91
Grade 8	*	24.56	17.39	*	64.91	71.74	*	10.53	10.87
All Grades	13.62	17.59	13.94	68.10	64.83	65.51	18.28	17.59	20.56

Conclusions based on this data:

1. In the 2023–24 school year, 46.7% of students met or exceeded the standard in English Language Arts/Literacy, a slight decrease from 49.7% in 2022–23.
2. The percentage of students not meeting the standard increased from 27.6% in 2022–23 to 33.8% in 2023–24, indicating a need for targeted interventions.
3. Listening skills remained relatively strong, with 82.2% of students performing at or near the standard in 2023–24, compared to 87.9% in 2022–23.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	47	47	48	46	47	48	46	47	48	97.9	100.0	100
Grade 4	51	49	50	51	49	50	51	49	50	100.0	100.0	100
Grade 5	51	45	51	51	45	51	51	45	51	100.0	100.0	100
Grade 6	52	46	48	51	45	48	51	45	48	98.1	97.8	100
Grade 7	56	51	48	55	50	46	55	50	46	98.2	98.0	95.8
Grade 8	28	60	50	27	58	46	27	58	46	96.4	96.7	92
All Grades	285	298	295	281	294	289	281	294	289	98.6	98.7	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2422.	2411.	2409.	17.39	8.51	14.58	28.26	25.53	14.58	23.91	31.91	33.33	30.43	34.04	37.50
Grade 4	2439.	2468.	2437.	3.92	18.37	4.00	25.49	20.41	20.00	33.33	34.69	42.00	37.25	26.53	34.00
Grade 5	2477.	2493.	2489.	5.88	4.44	17.65	25.49	24.44	11.76	29.41	44.44	33.33	39.22	26.67	37.25
Grade 6	2510.	2534.	2552.	5.88	24.44	27.08	25.49	13.33	31.25	43.14	33.33	22.92	25.49	28.89	18.75
Grade 7	2517.	2504.	2497.	7.27	6.00	6.52	27.27	20.00	17.39	32.73	36.00	41.30	32.73	38.00	34.78
Grade 8	2481.	2512.	2512.	3.70	12.07	8.70	3.70	10.34	17.39	40.74	36.21	28.26	51.85	41.38	45.65
All Grades	N/A	N/A	N/A	7.47	12.24	13.15	24.20	18.71	18.69	33.45	36.05	33.56	34.88	32.99	34.60

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	21.74	12.77	14.58	50.00	57.45	52.08	28.26	29.79	33.33
Grade 4	5.88	20.41	10.00	52.94	53.06	46.00	41.18	26.53	44.00
Grade 5	7.84	8.89	17.65	56.86	77.78	56.86	35.29	13.33	25.49
Grade 6	1.96	13.33	25.00	68.63	62.22	58.33	29.41	24.44	16.67
Grade 7	9.09	6.00	10.87	63.64	56.00	50.00	27.27	38.00	39.13
Grade 8	*	13.79	4.35	*	50.00	71.74	*	36.21	23.91
All Grades	8.54	12.59	13.84	58.01	58.84	55.71	33.45	28.57	30.45

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	21.74	12.77	18.75	58.70	59.57	62.50	19.57	27.66	18.75
Grade 4	11.76	18.37	4.00	52.94	59.18	58.00	35.29	22.45	38.00
Grade 5	7.84	6.67	13.73	62.75	73.33	58.82	29.41	20.00	27.45
Grade 6	5.88	22.22	20.83	66.67	62.22	66.67	27.45	15.56	12.50
Grade 7	5.45	6.00	4.35	63.64	72.00	63.04	30.91	22.00	32.61
Grade 8	*	8.62	8.70	*	72.41	56.52	*	18.97	34.78
All Grades	9.61	12.24	11.76	60.85	66.67	60.90	29.54	21.09	27.34

Conclusions based on this data:

1. While the percentage of students performing above standard increased to 13.84%, those at or near standard declined, suggesting a need for targeted support.
2. A slight drop in students performing above standard (11.76%) and those at or near standard (60.90%) highlights the importance of strengthening mathematical reasoning skills.
3. Targeted intervention, hands-on problem-solving practice, and a stronger focus on mathematical reasoning will help Ripona students improve.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1418.2	1440.6	1431.2	1431.4	1460.7	1441.1	1387.1	1393.8	1408.2	20	16	17
1	1437.3	*	*	1454.0	*	*	1419.9	*	*	12	10	10
2	*	*	*	*	*	*	*	*	*	7	6	9
3	1486.6	1464.2	*	1492.5	1456.2	*	1480.5	1471.5	*	11	11	6
4	1512.8	*	1476.3	1521.1	*	1475.6	1504.0	*	1476.5	12	10	11
5	*	*	1529.8	*	*	1527.9	*	*	1531.1	4	9	11
6	*	*	*	*	*	*	*	*	*	*	5	10
7	*	*	*	*	*	*	*	*	*	10	*	6
8	*	*	*	*	*	*	*	*	*	5	8	*
All Grades										84	77	82

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	10.00	31.25	11.76	50.00	25.00	52.94	20.00	37.50	29.41	20.00	6.25	5.88	20	16	17
1	25.00	*	*	8.33	*	*	50.00	*	*	16.67	*	*	12	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	9.09	9.09	*	36.36	18.18	*	36.36	45.45	*	18.18	27.27	*	11	11	*
4	25.00	*	0.00	25.00	*	45.45	41.67	*	18.18	8.33	*	36.36	12	*	11
5	*	*	27.27	*	*	36.36	*	*	27.27	*	*	9.09	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.86	12.99	9.76	33.33	31.17	47.56	30.95	46.75	28.05	17.86	9.09	14.63	84	77	82

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.00	31.25	17.65	35.00	25.00	52.94	20.00	37.50	23.53	20.00	6.25	5.88	20	16	17
1	25.00	*	*	25.00	*	*	41.67	*	*	8.33	*	*	12	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	36.36	9.09	*	18.18	45.45	*	36.36	18.18	*	9.09	27.27	*	11	11	*
4	25.00	*	18.18	58.33	*	36.36	8.33	*	27.27	8.33	*	18.18	12	*	11
5	*	*	63.64	*	*	0.00	*	*	27.27	*	*	9.09	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.95	23.38	24.39	33.33	45.45	42.68	23.81	22.08	21.95	11.90	9.09	10.98	84	77	82

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.00	0.00	5.88	25.00	50.00	29.41	45.00	25.00	52.94	25.00	25.00	11.76	20	16	17
1	16.67	*	*	8.33	*	*	50.00	*	*	25.00	*	*	12	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	0.00	0.00	*	18.18	27.27	*	45.45	27.27	*	36.36	45.45	*	11	11	*
4	8.33	*	0.00	25.00	*	18.18	41.67	*	45.45	25.00	*	36.36	12	*	11
5	*	*	9.09	*	*	18.18	*	*	63.64	*	*	9.09	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.33	5.19	3.66	21.43	28.57	23.17	44.05	41.56	47.56	26.19	24.68	25.61	84	77	82

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	30.00	37.50	11.76	55.00	56.25	88.24	15.00	6.25	0.00	20	16	17
1	16.67	*	*	66.67	*	*	16.67	*	*	12	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	18.18	9.09	*	45.45	72.73	*	36.36	18.18	*	11	11	*
4	41.67	*	18.18	41.67	*	54.55	16.67	*	27.27	12	*	11
5	*	*	27.27	*	*	54.55	*	*	18.18	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	23.38	17.07	51.19	67.53	68.29	23.81	9.09	14.63	84	77	82

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	35.00	31.25	35.29	45.00	50.00	41.18	20.00	18.75	23.53	20	16	17
1	25.00	*	*	58.33	*	*	16.67	*	*	12	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	45.45	9.09	*	45.45	54.55	*	9.09	36.36	*	11	11	*
4	41.67	*	45.45	50.00	*	36.36	8.33	*	18.18	12	*	11
5	*	*	63.64	*	*	27.27	*	*	9.09	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.24	31.17	43.90	41.67	51.95	41.46	13.10	16.88	14.63	84	77	82

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	10.00	0.00	5.88	80.00	87.50	88.24	10.00	12.50	5.88	20	16	17
1	25.00	*	*	33.33	*	*	41.67	*	*	12	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	0.00	0.00	*	54.55	45.45	*	45.45	54.55	*	11	11	*
4	8.33	*	0.00	41.67	*	36.36	50.00	*	63.64	12	*	11
5	*	*	18.18	*	*	63.64	*	*	18.18	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.10	7.79	6.10	51.19	62.34	59.76	35.71	29.87	34.15	84	77	82

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	30.00	31.25	23.53	40.00	43.75	58.82	30.00	25.00	17.65	20	16	17
1	0.00	*	*	72.73	*	*	27.27	*	*	11	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	9.09	0.00	*	81.82	72.73	*	9.09	27.27	*	11	11	*
4	25.00	*	18.18	66.67	*	45.45	8.33	*	36.36	12	*	11
5	*	*	18.18	*	*	72.73	*	*	9.09	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.46	14.29	12.20	69.88	66.23	70.73	15.66	19.48	17.07	83	77	82

Conclusions based on this data:

1. The overall ELPAC scores show fluctuations across grade levels, with oral language proficiency improving by 8%, while written language proficiency remains 12% lower on average.
2. 65% of students demonstrate proficiency in oral language, but only 53% reach proficiency in written language, revealing a significant gap.
3. Students will receive targeted instruction in writing, enhanced vocabulary development, and more opportunities for practice in both oral and written language skills.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
471	42.3%	18%	0.4%
Total Number of Students enrolled in Ripona 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	85	18%
Foster Youth	2	0.4%
Homeless	41	8.7%
Socioeconomically Disadvantaged	199	42.3%
Students with Disabilities	42	8.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4%
American Indian	1	0.2%
Asian	26	5.5%
Filipino	3	0.6%
Hispanic	267	56.7%
Two or More Races	20	4.2%
Pacific Islander	0	0.0%
White	146	31%

Conclusions based on this data:

1. A significant portion of students, 42.3%, are socioeconomically disadvantaged, and 18% are English Learners, indicating a need for targeted support in language development and access to resources.

2. The school serves a small percentage of Foster Youth (0.4%) and Homeless students (8.7%), highlighting the importance of providing additional support for these vulnerable groups.
3. 8.9% of students are classified as having disabilities, pointing to the need for specialized programs and resources to meet these students' educational needs.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Green

Mathematics



Orange

English Learner Progress



Green

Conclusions based on this data:

1. Ripona Elementary's performance in English Language Arts and Mathematics is currently Orange, highlighting the need for ongoing improvement in instructional practices.
2. English Learner progress is Green, indicating effective support for language acquisition.

3. Chronic Absenteeism and Suspension Rates are Yellow and Green, respectively, suggesting a continued focus on improving student attendance and behavior.

School and Student Performance Data

Academic Performance English Language Arts

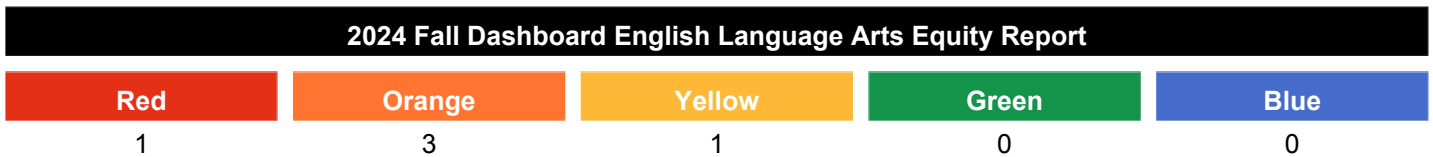
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>17.0 points below standard</p> <p>Declined 9.3 points</p> <p>275 Students</p>	<p>English Learners</p> <p>Orange</p> <p>63.2 points below standard</p> <p>Declined 8.1 points</p> <p>55 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>32.2 points below standard</p> <p>Declined 16.8 points</p> <p>25 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>32.1 points below standard</p> <p>Declined 13.8 points</p> <p>149 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>108.2 points below standard</p> <p>Declined 20.9 points</p> <p>31 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>23.0 points below standard</p> <p>Increased 7.8 points</p> <p>15 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>33.6 points below standard</p> <p>Declined 16.8 points</p> <p>154 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>5.8 points above standard</p> <p>Declined 4.5 points</p> <p>12 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Yellow</p> <p>0.7 points above standard</p> <p>Maintained 0.4 points</p> <p>89 Students</p>

Conclusions based on this data:

1. Overall, English Language Arts performance for all students is Orange, with a decline of 9.3 points, indicating the need for continued focus on improving reading and writing skills across the school.
2. English Learners and Socioeconomically Disadvantaged students show Orange performance, with declines of 8.1 points and 13.8 points, respectively, highlighting the need for targeted support for these groups.
3. Students with Disabilities have the lowest performance in English Language Arts, with a Red level, indicating a significant gap of 108.2 points below standard, requiring intensive interventions and resources.

School and Student Performance Data

Academic Performance Mathematics

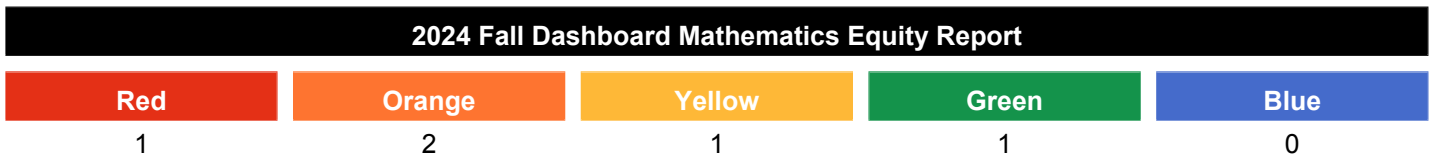
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>41.3 points below standard</p> <p>Declined 3.5 points</p> <p>275 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>69.7 points below standard</p> <p>Increased 9.4 points</p> <p>55 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>38.4 points below standard</p> <p>Increased 17.2 points</p> <p>25 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>57.3 points below standard</p> <p>Declined 8.4 points</p> <p>149 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>122.7 points below standard</p> <p>Declined 3.7 points</p> <p>31 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>12.3 points below standard</p> <p>Maintained 2.3 points</p> <p>15 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>61.0 points below standard</p> <p>Declined 10.7 points</p> <p>154 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>1.3 points above standard</p> <p>Increased 45.3 points</p> <p>12 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>22.1 points below standard</p> <p>Increased 6.1 points</p> <p>89 Students</p>

Conclusions based on this data:

1. Overall, Mathematics performance for all students is Orange, with a decline of 3.5 points, indicating a continued need for improvement in math instruction and support.
2. English Learners and Socioeconomically Disadvantaged students show significant performance gaps, with declines of 9.4 points and 8.4 points respectively, requiring targeted interventions and instructional support.
3. Students with Disabilities have the lowest performance in Mathematics, with a Red level, showing a 122.7-point gap below standard, signaling a critical need for specialized instructional strategies and resources.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Green 50% making progress. Number Students: 62 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 9 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 17.7%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 32.3%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 50%

Conclusions based on this data:

1. Fifty percent of English Learners made progress toward English language proficiency, indicating positive growth but highlighting the need for continued support to accelerate progress.
2. Approximately 32.3% of English Learners maintained lower ELPI levels, signaling the need for targeted interventions to support students who are struggling to progress.
3. No students maintained ELPI Level 4, suggesting that strategies to sustain high proficiency levels among advanced English Learners should be a focus for improvement.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>10.5% Chronically Absent</p> <p>Declined 6.2</p> <p>493 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>10.9% Chronically Absent</p> <p>Declined 6</p> <p>92 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p> <p> Orange</p> <p>17.4% Chronically Absent</p> <p>Increased 5.5</p> <p>46 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>11.8% Chronically Absent</p> <p>Declined 7.3</p> <p>272 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>13.2% Chronically Absent</p> <p>Declined 10</p> <p>53 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>7.1% Chronically Absent</p> <p>Declined 12.9</p> <p>28 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>11.6% Chronically Absent</p> <p>Declined 5.5</p> <p>275 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>11.5% Chronically Absent</p> <p>Declined 6.6</p> <p>26 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>8.9% Chronically Absent</p> <p>Declined 6.2</p> <p>157 Students</p>

Conclusions based on this data:

1. The overall chronic absenteeism rate for all students is 10.5%, indicating a moderate level of absenteeism, with a decline of 6.2 percentage points compared to previous year.
2. Specific student groups, such as English Learners (10.9%) and Socioeconomically Disadvantaged students (11.8%), show a decline in absenteeism, but their rates remain above the general student population.
3. White students have the lowest chronic absenteeism rate at 8.9%, with a positive decline of 6.2 percentage points, reflecting a need to focus on improving attendance across other student groups..

School and Student Performance Data

Conditions & Climate Suspension Rate

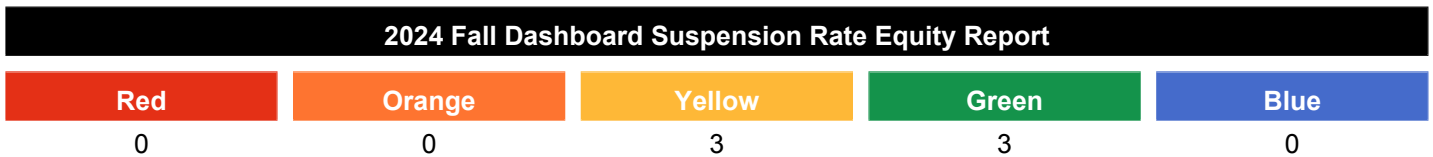
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>1.4% suspended at least one day</p> <p>Declined 0.6%</p> <p>502 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>2.1% suspended at least one day</p> <p>Maintained 0%</p> <p>94 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p> <p> Green</p> <p>2.2% suspended at least one day</p> <p>Declined 2.6%</p> <p>46 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>2.2% suspended at least one day</p> <p>Maintained 0%</p> <p>276 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>1.9% suspended at least one day</p> <p>Declined 3.3%</p> <p>54 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>28 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>1.4% suspended at least one day</p> <p>Declined 0.4%</p> <p>280 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 5.9%</p> <p>28 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Yellow</p> <p>1.9% suspended at least one day</p> <p>Maintained 0%</p> <p>159 Students</p>

Conclusions based on this data:

1. The overall suspension rate for all students is 1.4%, showing a positive decline of 0.6 percentage points, indicating progress in reducing suspensions.
2. Specific student groups, including English Learners and Socioeconomically Disadvantaged students, show maintained suspension rates, suggesting ongoing efforts are needed to address their behavioral challenges.
3. Students with Disabilities and Hispanic students have shown notable improvement, with decreased suspension rates, reflecting effective support and behavioral interventions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Empower all learners to have a growth and innovative mindset, ensuring students graduate college and/or career ready through CTE pathways. Provide access to a broad curriculum based on the Common Core State Standards (CCSS) by engaging students through effective instructional strategies.

Goal 1

In alignment with the Ripon Unified School District's commitment to maintaining effective, safe, and engaging learning environments where all children can learn, achieve, and become college and career-ready, Ripona Elementary students will participate in enriched activities to foster their development as well-rounded individuals. Ripona Elementary will implement targeted strategies to ensure measurable growth in English Language Arts (ELA) and Mathematics for all students, while also supporting English Learners (ELs) in making continuous progress toward English language proficiency.

Identified Need

A comparison of the 2024 CAASPP data shows an increase in overall performance in ELA for students who met or exceeded standard (37% in 2023, 53% in 2024) as well as an increase in overall math performance for students who met or exceeded standard (24% in 2023, 32% in 2024). While CAASPP scores are improving, there is a clear need to continue efforts to ensure consistent annual increases in overall CAASPP performance for both ELA and math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA	ELA	2025-26
CAASPP results	2020-21	ELA:
MATH	37% of students met or exceeded the standards	An additional increase of 2% in overall performance for students who met or exceeded standard.
CAASPP results	2021-22	Math:
	53% of students met or exceeded the standards	An additional increase of 2% in overall performance for students who met or exceeded standard.
	2022-23	
	51% of students met or exceeded the standards	
	2023-24	
	47% of students met or exceeded the standards	
	MATH	2026-27
	2020-21	ELA:
	24% of students met or exceeded the standards	An additional increase of 2% in overall performance for students who met or exceeded standard.
	2021-22	
	32% of students met or exceeded the standards	
	2022-23	
		Math:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	31% of students met or exceeded the standards 2023-24 32% of students met or exceeded the standards	An additional increase of 2% in overall performance for students who met or exceeded standard.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students with emphasis placed on the following student groups: English Learners, Socio-Economically Disadvantaged and Students With Disabilities

Strategy/Activity

Provide release time for teachers (TK - 8) to analyze universal screeners and state/local data to identify trends and areas for improvement, collaborate on best practices, and develop targeted intervention strategies. This dedicated time allows educators to tailor instruction based on data insights, address diverse student needs, and incorporate specialists such as speech therapists, resource specialists, intervention teachers, and counselors using a tiered, whole-child approach. Teachers will utilize Data Collection Sheets to track individual student progress and evaluate the effectiveness of interventions and instructional strategies for continuous improvement. Funding will be determined as carryover funds allow.

One early reviewer of John Hattie's book Visible Learning, Rick DuFour, shared that schools cannot help all students learn if educators work in isolation. Schools must create the structures and cultures that foster effective educator collaboration - collaboration that focuses on factors within our sphere of influence to impact student learning in a positive way. (Visible Learning pg. 69)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000.00	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with an emphasis placed on the following student groups: English Learners, SocioEconomically Disadvantaged and Students With Disabilities

Strategy/Activity

Provide targeted literacy support for TK-3 students needing assistance with reading and writing skills. Collaborate with the district data team to align interventions with district literacy initiatives and develop effective strategies based on district goals and data-driven insights. Utilize data to identify students requiring support, monitor progress, and share findings with the district data team to refine instructional planning. Engage in ongoing professional development to enhance literacy instruction and implement best practices, ensuring impactful and data-driven interventions. Funding will be determined as carryover funds allow.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,000.00

Learning Recovery

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with an emphasis placed on the following student groups: English Learners, Socio-Economically Disadvantaged, and Students With Disabilities.

Strategy/Activity

After-school Intervention

Certificated and classified staff will provide targeted academic support and enrichment activities to enhance students' language proficiency, reading comprehension, writing skills, and overall literacy development. These interventions address specific learning needs identified during the school day, ensuring equitable access to resources and strategies that promote academic success in English Language Arts.

Certificated and classified staff will provide targeted academic support and enrichment activities to strengthen students' mathematical skills, including problem-solving, number sense, and mathematical reasoning. These interventions address specific learning needs identified during the school day, ensuring equitable access to resources and strategies that promote academic success in 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)

5,000.00

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students with an emphasis placed on the following student groups: English Learners, Socio-Economically Disadvantaged, and Students With Disabilities

Strategy/Activity

Instructional Para Professionals will provide daily instructional support in the content areas of ELA and Mathematics. This instructional support will center on identified students in all grade levels that need small group and individual intervention and instruction in English Language Arts and Mathematics. The targeted instruction aligns with core curriculum and is aligned to the Common Core State Standards. Additional instructional aides will be added as carryover funds allow.

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)

125,000.00

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Supporting All Students

Strategy/Activity

Professional development, including collaboration opportunities and academic conferences, are provided for teachers and staff, supporting site, district and board goals focused on student needs. Funding will be determined as carryover funds allow.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10,000.00

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Technology supports core instruction by enhancing teaching effectiveness, increasing student engagement, improving access to learning resources, and strengthening academic outcomes across all subjects.

Equipment - headphones, laptops, tablets, etc.

Subscriptions - Varsity Tutoring, Lexia, Espark, etc.

Funding will be determined as carryover funds allow.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
23,000.00	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students with emphasis placed on the following student groups: English Learners, Social-Economically Disadvantaged and Students with Disabilities

Strategy/Activity

Grade-level STEAM enrichment activities will be developed and implemented across all grade levels at Ripona Elementary, incorporating all STEAM components (Science, Technology, Engineering, Art, Mathematics). Activities will include robotics coding, virtual reality lessons, coding apps, art lessons, and musical instrument lessons for students who do not have their own instruments. In the classroom, students will engage in curriculum lessons, Google Apps projects, character assembly performances, and music instruction. These enrichment activities aim to provide high levels of student engagement, and teachers and administration will regularly assess the effectiveness of these programs to ensure they meet student needs. The Ripona Language Academy will also offer STEAM activities for its students, integrating language learning with enriched STEAM experiences. The offerings will be adjusted as needed to maintain rigorous and relevant learning opportunities. Funding sources include Prop 28 (\$64,614 allocated to Ripona, with \$51,691 dedicated to Art/Music salaries and the remaining \$12,923 allocated for supplies), as well as an additional \$10,000 from the Learning Recovery Emergency Block Grant. Additional funding will be allocated based on carryover funds.

John Hattie shows that engagement has an effect size of .48. Any strategy showing .40 evidence or higher is deemed effective.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000.00	Learning Recovery
64,614.00	Proposition 28

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

24 students per class including English learners and English only students

Strategy/Activity

The Ripona Language Academy will continue in the 2025-2026 school year. This Spanish/English program will serve students from Kindergarten to fourth grade and will add one grade level each year. Program goals include 1. Bilingualism and Biliteracy, 2. Academic Achievement, and 3. Socio-Cultural Competence. Participating students will receive core academic instruction in both languages. Teachers will be provided with materials and educational programs to enhance intervention and instruction. Funding for this program will be determined as carryover funds allow.

A consultant will provide additional support to Ripona EL students, including those in the Ripona Language Academy. Grade-level data meetings will continue to be held to review benchmark data for English Learners, with a focus on aligning instructional strategies to meet their academic needs. As needed, students will be identified for targeted intervention. Funding for this position and related materials will depend on staffing availability and carryover funds.

Bilingual paraprofessionals will assist in providing 1:1 and small group targeted support within the Ripona Language Academy. Additional materials and professional development will be determined based on available carryover funds.

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)
35,000.00	Title I

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

The implementation of strategies and activities for the 2024-2025 school year focused on enhancing both instructional practices and student outcomes. These included continued professional development in math instruction, the use of Thinking Maps, Write From The Beginning and Beyond, Lexia, RTI services, and regular grade-level meetings to review data. Additionally, Heggerty was implemented in grades TK-3 to strengthen phonemic awareness and early literacy skills. Throughout the year, Ripona maintained its commitment to using assessment tools like Aimsweb, STAR, Lexia, and Reading Inventory to monitor academic growth. The collaboration with SJCOE provided additional intensive math training for teachers, contributing to strengthened math instruction. As a result, there was noticeable growth in student engagement and academic performance, particularly in math and literacy, with evidence of progress across grade levels. The positive climate and culture within the school were reinforced through ongoing support and reflection on the effectiveness of our strategies. These goals and activities will continue into the 2025-2026 school year to further support academic success and student growth.

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

There were no major differences between the intended implementation and / or budgeted expenditures to implement the strategies / activities to meet goal one.

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.

Goal 1 activities and actions will be continued into the 2025-2026 school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Extend a Multi-Tiered System of Supports (MTSS) that meets the social emotional needs of students across the district in order to accelerate the academic growth of all learners, including mental health services and culturally responsive teaching. Stakeholders are involved in strengthening learning environments that are safe, effective and engaging.

Goal 2

Ripona Elementary will maintain a safe, healthy, and positive school environment by expanding the PBIS program, ensuring that all students and families feel safe and connected, as measured by climate surveys, attendance, and behavioral data.

Identified Need

Ripona Elementary School will focus on positively recognizing and rewarding behaviors that create a positive school environment while fostering culturally responsive teaching across grade spans. To strengthen the school community, efforts will be made to increase consistent parent involvement beyond occasional events or meetings, promoting ongoing collaboration between parents and educators to better support students' educational journeys.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance and referral data. Survey results from all educational partners.	2024 Suspension Rate - 1.4% 2023 Suspension Rate - 2.0% 2022 Suspension Rate - 1.6% 2021 Suspension Rate - 4.2% 2024 Chronic Absenteeism Rate - 10.5% 2023 Chronic Absenteeism Rate - 16.8% 2022 Chronic Absenteeism Rate - 15.3% 2021 Chronic Absenteeism Rate - 16.0%	For the 2024-25 and 2025-26 school years, Ripona Elementary will focus on reducing the suspension and chronic absenteeism rates. The goal is to decrease the suspension rate by an additional 0.5% to 0.9% and reduce the chronic absenteeism rate by 2%, bringing it down to 8.5%. Over the next three years, Ripona will continue efforts to address these issues, with an emphasis on decreasing suspension rates and chronic absenteeism across all student groups.
Title I Night	10 parents attended the Title I informational night in the 2024-2025 school year.	Increase the number of parents attending Title I informational night in the 2025-2026 school year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All student groups with an emphasis placed on the following student groups: English Learners, Socio-Economically Disadvantaged, and Students With Disabilities.

Strategy/Activity

Positive Behavioral Intervention and Support (PBIS) Collaboration

Educators engage in various activities aimed at enhancing student outcomes through a coordinated, comprehensive approach to PBIS strategies. Key activities during PBIS collaboration time may include:

Leadership and Coordination:

Lead the implementation of PBIS across the school, coordinating efforts among administrators, teachers, staff, students, and families. Regular team meetings will be facilitated to plan, monitor, and adjust PBIS initiatives as needed.

Data Collection and Analysis:

Collect and analyze behavior data to identify trends and areas for improvement. Use this data to make informed decisions regarding interventions and supports while continually monitoring the effectiveness of PBIS strategies and interventions over time.

Developing and Implementing PBIS Systems:

Establish clear behavioral expectations (e.g., a behavioral matrix) for all areas of the school. Implement a tiered system of support (universal, targeted, and intensive) based on student needs. Design and carry out proactive strategies aimed at preventing challenging behaviors, ensuring a positive and supportive learning environment for all students.

Funding for multicultural materials and events will be determined as carryover funds allow.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,000.00

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All student groups with an emphasis placed on the following student groups: English Learners, Socio-Economically Disadvantaged, and Students With Disabilities.

Strategy/Activity

Assemblies play a crucial role in supporting the school's curriculum and culture by engaging students, teachers, and sometimes parents in shared learning experiences. They offer opportunities to connect classroom lessons to real-world applications, build a sense of community, and inspire students through motivational guest speakers. Assemblies also address important

topics like bullying, mental health, diversity, and character development while promoting skill development in areas such as leadership and communication. Additionally, they celebrate student achievements and extracurricular successes, boosting self-esteem and encouraging excellence. Through positive behavior reinforcement and interactive activities, assemblies contribute to a positive and supportive school culture. Funding for the PBIS program and any additional staffing and professional development will be determined as carryover funds allow.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10,000.00

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All student groups with an emphasis placed on the following student groups: English Learners, Socio-Economically Disadvantaged, and Students With Disabilities.

Strategy/Activity

The Purposeful People program will continue to be fully implemented and utilized across grades K-5 and the Character Strong Program will be fully implemented and utilized in grades 6-8 for character building and social 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)

2,000.00

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All student groups with an emphasis placed on the following student groups: English Learners, Economically Disadvantaged, and Students With Disabilities.

Strategy/Activity

Restorative Circles and Restorative Justice will be utilized in classrooms as a means to foster open discussion and address sensitive issues with students. Staff development and related materials in these programs will be determined as carryover funds allow.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,000.00

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Chronic Absenteeism - Homeless Category

Strategy/Activity

Ripona Elementary School will concentrate on the following strategies and procedures to help address chronic absenteeism for homeless students:

- * Early intervention once the possibility of chronic absenteeism is identified such as home visits, parent counseling opportunities, staff site mentor and or student mentor
- * Additional extra-curricular activities to foster positive interest and outlook on the overall school experience
- * Ripona will ensure that transportation is not a barrier

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,000.00

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Bilingual paraeducators to provide additional office hours and translating services for EL parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,500.00

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

School-Community Organized Events/Activities:

Throughout the school year, a variety of organized activities will take place, including parent-teacher conferences, workshops, educational and social events for parents and students, ELAC and SSC meetings, and volunteer opportunities. These initiatives are designed to encourage and facilitate active parent participation in the school community.

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)

2,500.00

Source(s)

Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Committed to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will cover school events, academic progress, and important announcements. Additionally, we encourage continuous dialogue about students' individual needs and achievements to ensure they receive the best support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,500.00

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

During the 2024-2025 school year, Ripona Elementary continued its work with the Purposeful People and Character Strong programs to provide social-emotional lessons to students throughout

the school day. Monthly character assemblies remained a key practice to recognize and celebrate positive student actions, including positive attendance. The Ripona PBIS leadership team will continue to implement the school-wide PBIS plan, focusing on defining and reinforcing positive behavior expectations while promoting a culture of respect and responsibility on campus. In addition, the implementation of the 5 Stars System has helped hold students accountable and excited about their school experience. While chronic absenteeism and suspensions showed little change in the 2023-2024 school year, we will continue offering counseling services to identified students and reviewing SAEBRS data twice a year. The positive climate and culture at Ripona have continued to grow, and this work will carry over into the 2025-2026 school year, ensuring the ongoing development of a supportive and thriving school environment.

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

Strategies and activities were implemented as planned.

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.

School culture / climate data will be reviewed at the end of the 2024-25 school year. The goal and activities will be carried over to the 2025-26 school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Ensure English Learners' academic growth through the English Learner Development (ELD) standards utilizing the California English Learner Roadmap. Provide opportunities for English learners to benefit from their dual language advantages and share their assets with others.

Goal 3

Ripona Elementary English Learners will improve upon academic progress in English Language Arts and in Math as measured by the state accountability system of distance from standard (DFS) and / or district benchmark data.

Identified Need

While many of our English Learners have made progress, overall our English Learners continue to struggle meeting standards in ELA and math proficiency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP data	<p>2024 CAASPP Data - 41 students tested 12.2% met or exceeded standard in ELA (decrease from previous year) 6.98% met or exceeded standard in Math (decrease from previous year)</p> <p>2023 CAASPP Data - 56 EL students tested 17.07% met or exceeded standard in ELA (decrease from previous year) 8.88% met or exceeded standard in Math (decrease from previous year)</p> <p>2022 CAASPP Data - 65 EL students tested 26% met or exceeded standard in ELA (increase from previous year) 15% met or exceeded standard in Math (no change from previous year)</p> <p>2021 CAASPP Data - 66 EL Students Tested</p>	<p>2024: 2% increase in overall EL progress for ELA on 2024 CAASPP 2% increase in overall EL progress for math on 2024 CAASPP</p> <p>2025: 2% increase in overall EL progress for ELA on 2025 CAASPP 2% increase in overall EL progress for math on 2025 CAASPP</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	24% met or exceeded standards in ELA 15% met or exceeded standards in Math	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All English Learners - including reclassified English Learners

Strategy/Activity

Teachers and bi-lingual paraprofessionals will attend workshops and receive training on how to implement designated and integrated ELD lessons. Teachers and paraprofessionals will also attend PLCs and receive additional training on the ELD standards and on how to administer the ELPAC. Funding will be determined as carryover funds allow.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,500.00

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All English Learners including reclassified English Learners

Strategy/Activity

Under the supervision of the site principal, bilingual aides will provide daily instructional support for English Learners while General Education teachers provide daily designated and integrated ELD instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

31,000.00

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All English Learners - including reclassified English Learners

Strategy/Activity

Identified EL students will receive Tier 2 intervention by utilizing various language acquisition programs and all grade level teachers will use ELD folders to progress monitor EL student achievement throughout the school year. Funding will be determined as carryover funds allow.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000.00	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All English Learners - including reclassified English Learners

Strategy/Activity

Ripona Teachers and Instructional Paras will implement Language Acquisition Strategies to support English Learners from recent RUSD Professional Development trainings such as:

- G.L.A.D. Strategies
- Thinking Maps
- Write From The Beginning and Beyond
- Print Rich Classroom Environments
- Poster visuals in classrooms
- Object Lessons
- Scaffolding
- Language Objectives
- Interactive Read Alouds
- Closed Reading
- Frontloading Academic Vocabulary
- Sentence Frames and Prompts
- Kate Kinsella Tool Kits
- Lexia
- Imagine Learning

Additional funding for these programs will be determined as carryover funds allow.

Characteristics of sound feedback include that it should be frequent, give students a clear picture of their progress and how they might improve, and provide encouragement. (Robert J. Marzano, Classroom Assessment and Grading That Work - 2006)

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)

5,000.00

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All English Learners - including reclassified English Learners

Strategy/Activity

After-School Homework Help (ELASHH) for all English Learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,800.00

Source(s)

Title III

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

During the 2024-2025 school year, Ripona continued to focus on addressing academic gaps within our English Learner population. We maintained daily implementation of both designated and integrated ELD, ensuring 30 minutes of designated ELD in each classroom. In addition to the district-adopted curriculum, teachers and staff utilized a variety of resources, such as Lexia English, Thinking Maps, and GLAD strategies, to enhance EL student achievement during daily lessons. These strategies were found to be effective, as reflected in the overall growth shown in district benchmark data, positive progress on the ELPAC, and improvements in district benchmark assessments.

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

Services provided were implemented as intended.

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

The goals and actions will be carried over to the 2025-26 school year.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$356,414.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$275,000.00
Title III	\$1,800.00

Subtotal of additional federal funds included for this school: \$276,800.00

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

State or Local Programs	Allocation (\$)
Learning Recovery	\$15,000.00
Proposition 28	\$64,614.00

Subtotal of state or local funds included for this school: \$79,614.00

Total of federal, state, and/or local funds for this school: \$356,414.00

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
Aline White	Principal
Fabiola Garza-Nuno	Other School Staff
Jeannette Aguilera	Classroom Teacher
Dawn Machado	Classroom Teacher
Kenya Murillo	Classroom Teacher
Annie Dizon	Parent or Community Member
Rene Jones	Parent or Community Member
Brandi Kranich	Parent or Community Member
Johnson Nguyen	Parent or Community Member
Danielle Tafoya	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



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 3/24/2025.

Attested:



Principal, Aline White on 3/24/2025

SSC Chairperson, Annie Dizon on 3/24/2025

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019