



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
Ripon Elementary School	39686506042477	January 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 Survey, LCAP Survey ,SAEBRS (Social, Academic, and Emotional Behavior Risk Screener), CAASPP scores and, 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).

Title 1 schools have additional meetings. Ripon Elementary gives a yearly English Language Learner Needs survey in the fall and our Ripon Elementary Parents/ Students participate in a yearly LCAP survey. The LCAP survey focuses on school-wide needs. 92% of Ripon Elementary students reported they could openly talk with their teachers when they had difficulties at school. 87% of Ripon Elementary students strongly agree/agree they learn a lot in school. 83% of Ripon Elementary parents feel the school climate fosters a feeling of safety, security, and support at school. Programs and activities families would like to see expanded in their student's art education included Foreign Language instruction, photography, theatre, dance, digital art, and pottery/ceramics/sculpture arts. Students and parents feel these programs and activities would add to a well - rounded education.

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 Ripon Unified District Teacher Association contract which includes four times per year for probationary teachers and two times per year for permanent status teachers during their evaluation year cycle. Informal classroom observations occur daily across grade levels. Teachers have had the opportunity to observe their peers' classrooms in-turn helping them to improve best practices and instructional norms. Specific math concepts, writing strategies, and vocabulary are challenging for some students to acquire. These areas require continuous repetition and continue to be an area of improvement at Ripon Elementary.

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)

- Students in grades 5 & 8 take the California Science Test (CAST). Additionally, students in grades 3-8 take the Smarter Balanced (SBAC) test (CAASPP) in English Language Arts and Math.
- All English Language Learners TK/Kindergarteners and students new in California take the English Language Proficiency Assessment in California (ELPAC).
- In grades K-8, teachers use district benchmark assessment data to drive instruction.
- In grades K-3, students are assessed using Aimsweb for purposes of planning to modify instruction. In grades 3-8, the Renaissance Learning Enterprise version of Accelerated Reader, Star Reading and Star Math Programs are used to monitor and assess student growth. Star Reading and Math tests are administered a minimum of 4 times per year and will be used to monitor student growth.
- Staff analyzes results of the above assessments. Benchmark Data is used to modify and improve the academic program and improve overall student achievement. We have a Student Data Review Team comprised of the Principal, Educational Specialist, and regular classroom teacher. The team may also include the Director of Student Services, school psychologist, and school nurse. The team uses member input and assessment results to identify and prioritize under-performing students' needs in an attempt to ensure that affected students receive a complete and coordinated program of instruction that includes necessary adaptations and/or modifications.
- Site grade level meetings are held to make program modifications to ensure it aligns with Common Core State Standards (CCSS). Teachers integrate necessary supplemental materials into the program to address CCSS.
- Teachers prepare and implement intervention plans for under-performing students based on assessments and ongoing data.
- English Learners are provided small group and individualized instruction, in addition to GLAD methods by English Learner authorized teachers and Bilingual aides. Teachers and aides use assessment data to plan and provide for this instruction. Teachers use both integrated and designated supports throughout the day for our English Learner students.
- Results from the (SBAC) test (CAASPP) assessments are reviewed to monitor individual student and grade level achievement. Results may be used to note strengths and weaknesses using the disaggregated data provided.

*Focused Interim Assessment Blocks (FIAB's) and Interim Assessment Blocks (IAB's) will be ongoing to provide teachers instant data to know what specific California Common Core State Standards (CCCSS) for math, ELA, and science that is needed to focus on.

* ELlevation (an online platform) is used across all grade levels to monitor English Language Development Standards as well as to keep track of individualized student EL goals.

*Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) will help staff identify students who need additional support to be successful.

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

Aimsweb and Star Enterprise will be 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.

Interim assessments for ELPAC and SBAC will also be used to track student progress and align classroom instruction to meet the needs of students based on the outcome of the data collected.

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 received instructional materials and professional development provided by a knowledgeable and experienced provider for the SBE-adopted basic core mathematics and Reading Language Arts programs. Teachers continue to attend conferences/workshops in CCSS math, GLAD training to support English Language Learners, Heggerty, Handwriting Without Tears, County math workshops, science (NGSS), Technology, and ELA instructional strategies. Extensive training is provided with each new adoption.

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

Staff development is determined by individual, site, and district needs. The purpose of the professional development activities is to build capacity among faculty and staff to improve student learning. Professional development plans are written at the district, site and individual teacher levels. New plans are written and submitted each year. All the plans have common threads and stem from the goals listed in the district plan (LCAP). Current areas of focus include continued alignment of instructional materials to the Common Core State Standards by developing common instructional practices to support student mastery of the CCSS. Technology is used as an instructional and professional tool. Formative assessment data will be used to identify instructional needs of all students, including; ELL, Foster Youth, Socio-Economically Disadvantaged and Special Needs students in order to develop instructional practices/programs that will result in positive growth and close the gap when compared to the total student population. Site and district leaders support and encourage teachers to strengthen their curriculum, teaching strategies and student assessment practicum by attending staff development opportunities including cadres and collaboration days, workshops, in-services, classes and institutes. Both teachers and administrators are involved in training. All training is based on student developmental needs. District and site funding support this ongoing professional learning goal. Teachers are expected to be involved in the development of the site and district educational program in order to gauge its effectiveness on student achievement. Grade level cluster groups meet to collaborate on standard based curriculum, share "best teaching practices", and review student benchmark assessments and performance to check growth, making adjustments as needed. Parents are made aware of standards requirements at each grade level at parent teacher conferences. Specific strategies are developed at that time to aid each student in the achievement of standards.

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

Principals observe classroom lessons and provide feedback and guidance for improving instruction. Site cluster meetings and district grade level meetings and trainings offer opportunities for teachers to share and learn from each other. The elementary sites use benchmark data and formative assessments managed through Aimsweb and Star Enterprise, in order to monitor instruction so that we can improve the success of all students. Mentors are provided for teacher induction.

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 professional learning communities. During these and 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 participation in Write From the Beginning and Beyond(WFTBB), ELD work, and MTSS committees. Cadre teachers share/train site peers in development of strategies and curriculum in the targeted cadre areas. Ripon Elementary participated in math trainings with the county. TK-8 teachers collaborate on EL standards both integrated and designated strategies to create lesson plans by student levels based on the English Language Proficiency Assessments for California (ELPAC) data.

Teaching and Learning

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

The focus of Ripon Unified School District's vision 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. 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. Plans are 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:

* TK: 90 minutes

- Kindergarten: 90 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:

TK: 30 minutes

- 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 discuss grade level standards and student progress towards meeting the standards. Interventions for students with gaps are implemented as needed and progress is monitored on a regular basis. For students in the Response to Intervention program, student progress is monitored by Principal, teachers and intervention staff.

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

Ripon Unified School District utilizes curriculum from state approved lists. Standards based materials are used by teachers to supplement and enhance curriculum. Aimsweb, Star Enterprise and CAASPP assessments are used and aligned with CCSS. Common Assessments are embedded in all State approved adoptions and the curriculum. State Standards are addressed throughout the textbooks and curriculum. Student self-assessment is built into all curricular areas. Parents receive copies of the Common Core Standards at Parent Teacher conferences and/or Back-to-School Night. Students are made aware of the standards they are expected to master in the classrooms through textbooks, posters, handbooks and 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)

TK-5 teachers use McGraw Hill's "Wonders" reading program for core instruction in English Language Arts (ELA). In grades 6-8, the ELA program is McGraw Hill's "Study Sync". My Math is the core math program used in grades K-2 and Math in Focus is the core math program for grades 3-8. Intervention materials include READ 180, Math 180, Lexia and core curriculum supplemental materials. Frog Street is the adopted TK curriculum for language, math, social studies, and science.

Opportunity and Equal Educational Access

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

- Our schools have a Response to Intervention and Learning Center program that works to monitor all students and provide intervention when necessary. The goal is always to assist under-performing students in meeting the California Common Core State Standards and keep them at grade level.
- The Student Study Team (SST) meets regularly to review individual student performance levels and make recommendations for student success. Parents are a vital part of the SST.
- 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

- Differentiated instruction is provided for all students at all the grade levels.
- Accelerated Reader and Star Enterprise Reading are available in grades 2-8.
- In grades 2-8, the Accelerated Reading Program is available to monitor and assess student growth in reading fluency and basic comprehension.
- In grades K-3, students may participate in Tier 2 and Tier 3, Aimsweb is used for assessing and for planning instruction.
- In grades 3-8, the Renaissance Learning Enterprise version of Accelerated Reader, Star Reading and Star Math Programs are used to monitor and assess student growth.
- Star Reading and Star Math tests are administered a minimum of 4 times per year and will be used to monitor student growth.
- Teachers in grades TK-8 continue participating in staff development to improve skills in best practices, checking for understanding, other teaching strategies, data disaggregation, peer collaboration, and other professional learning and community outreach techniques, to improve student achievement and close the achievement gap between all student subgroups. Current areas of focus include training in instructional strategies to support student mastery of the Common Core State Standards, integrating technology as an instructional and professional tool, using formative assessment data to identify instructional needs of all student groups; ELL, Foster Youth, Socio-Economically Disadvantaged, and Special Needs students, in order to develop instructional practices that will result in positive growth and close the growth gap when they are compared to the total student population.
- Administrator and teachers will continue to participate in data collection and disaggregation.
- Technology is integrated into the curriculum through the use of document readers, student and teacher iPads, student Chromebooks, educational applications and software, STEAM Lab, drones, microscopes, 3D-printers, Promethean boards, and the internet.
- Students produce a daily morning news program that is viewed in each classroom.
- Students in grades 4-8 participate in enrichment classes to allow for student exploration of interests.

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 assist under-achieving students, i.e. STEAM lab funding, classroom computers, and iPads in classrooms. The Parent Faculty Club provides for educational field trips at each grade level. Volunteers support informal student needs, classrooms, and technology.
- Students may participate in Ripon After School Program (RAP) 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 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 the School Plan for Student Achievement.
- 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.
- Parents and community members support the school library through the Birthday Book Program.
- Based on assessment data, students may participate in tier 2 and 3 intervention programs in the appropriate Learning Centers to raise their achievement level and move them to grade level.
- Garden Joy helps students to learn how to grow their own garden by offering our students ongoing field trips. They also provide meal kits for families throughout the year.

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 partner groups 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, they use a yearly Title 1 survey, Social, Academic, and Emotional Behavior Risk Screener (SAEBRS), and our English Learner Parents also participate in a survey and that 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's 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 RTI/Learning Center. 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 RTI 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. 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

Administrator meets with the site leadership team, Student Council, School Site Council (SSC), English Learner Advisory Committee (ELAC) and Parent Faculty Club (PFC), Healthy Kids Survey (4th and 7th), (LCAP) Local Control Accountability Plan survey, MTSS committee/Leadership to review data, and develop a needs assessment and goals annually. Goals are reviewed with all Educational Partners 2-3 times a year in public meetings. Goals are reviewed with site leadership teams monthly and then shared during staff meetings.

Resource Inequities

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

A site needs assessment indicated a necessity for more math support and vertical alignment with math vocabulary. This could be because of the varying approaches of instruction across grade levels which may be an indication of inconsistent growth. We are improving on consistent instructional practices and mathematical vocabulary across all grade levels. Ripon Elementary also hired a Math support aide to help aid in closing the achievement gap in the area of math and help provide more consistent math instruction across the grade levels.

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
Kindergarten	73	67	43
Grade 1	49	50	43
Grade 2	46	50	51
Grade3	48	45	50
Grade 4	50	51	49
Grade 5	51	49	50
Grade 6	53	48	50
Grade 7	28	53	48
Grade 8	55	31	54
Total Enrollment	453	444	459

Conclusions based on this data:

1. 2023-2024 overall enrollment increased by 15 students

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	54	42	41	11.1%	11.9%	8.9%
Fluent English Proficient (FEP)	27	38	32	6.1%	6.0%	7.0%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. Ripon Elementary's English Learner population decreased by 1 student in 2023-2024.
2. Over the past two years we have implemented designated ELD time daily, grouped students according to their ELD levels, began implementing Lexia English, and GLAD training, for all our EL students, to further support them by achieving proficiency with the English Language.
3. School wide implemented ELD folders targeting English Language Development standards in small ELD designated blocks. This year the site will focus on our LTELs and reclassifying of some of our students. Admin walk throughs during ELD time with a post meeting with teachers to support good first integrated instruction and small group designated support.

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	42	46	51	42	45	51	42	45	51	100.0	97.8	100
Grade 4	49	51	48	49	51	48	49	51	48	100.0	100.0	100
Grade 5	52	51	52	52	50	52	52	50	52	100.0	98.0	100
Grade 6	53	48	50	53	48	48	53	48	48	100.0	100.0	96
Grade 7	28	53	46	28	53	46	28	53	46	100.0	100.0	100
Grade 8	57	31	54	55	31	53	55	31	53	96.5	100.0	98.1
All Grades	281	280	301	279	278	298	279	278	298	99.3	99.3	99

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	2449.	2418.	2404.	35.71	15.56	19.61	26.19	35.56	25.49	23.81	26.67	19.61	14.29	22.22	35.29
Grade 4	2469.	2505.	2445.	24.49	39.22	20.83	30.61	29.41	14.58	14.29	15.69	29.17	30.61	15.69	35.42
Grade 5	2512.	2540.	2543.	26.92	38.00	38.46	23.08	28.00	34.62	23.08	22.00	11.54	26.92	12.00	15.38
Grade 6	2536.	2541.	2535.	20.75	18.75	22.92	35.85	35.42	31.25	20.75	31.25	22.92	22.64	14.58	22.92
Grade 7	2577.	2609.	2575.	17.86	45.28	23.91	46.43	33.96	34.78	21.43	9.43	28.26	14.29	11.32	13.04
Grade 8	2598.	2613.	2615.	21.82	32.26	30.19	45.45	22.58	37.74	16.36	41.94	22.64	16.36	3.23	9.43
All Grades	N/A	N/A	N/A	24.73	32.01	26.17	34.05	31.29	29.87	19.71	23.02	22.15	21.51	13.67	21.81

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	26.19	6.67	17.65	66.67	73.33	60.78	7.14	20.00	21.57
Grade 4	20.41	39.22	12.50	65.31	49.02	64.58	14.29	11.76	22.92
Grade 5	11.54	30.00	28.85	71.15	58.00	59.62	17.31	12.00	11.54
Grade 6	22.64	10.42	25.00	58.49	68.75	45.83	18.87	20.83	29.17
Grade 7	*	33.96	21.74	*	52.83	69.57	*	13.21	8.70
Grade 8	23.64	25.81	28.30	61.82	64.52	56.60	14.55	9.68	15.09
All Grades	20.79	24.82	22.48	65.59	60.43	59.40	13.62	14.75	18.12

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	21.43	13.33	11.76	54.76	64.44	60.78	23.81	22.22	27.45
Grade 4	24.49	21.57	10.42	51.02	64.71	64.58	24.49	13.73	25.00
Grade 5	17.31	34.00	34.62	63.46	50.00	55.77	19.23	16.00	9.62
Grade 6	11.32	18.75	25.00	54.72	64.58	47.92	33.96	16.67	27.08
Grade 7	*	50.94	28.26	*	39.62	56.52	*	9.43	15.22
Grade 8	30.91	38.71	33.96	50.91	48.39	58.49	18.18	12.90	7.55
All Grades	21.51	29.50	24.16	55.56	55.40	57.38	22.94	15.11	18.46

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	7.14	13.33	5.88	90.48	73.33	72.55	2.38	13.33	21.57
Grade 4	6.12	13.73	14.58	69.39	70.59	70.83	24.49	15.69	14.58
Grade 5	23.08	28.00	23.08	65.38	68.00	71.15	11.54	4.00	5.77
Grade 6	24.53	16.67	20.83	66.04	77.08	62.50	9.43	6.25	16.67
Grade 7	*	22.64	19.57	*	67.92	73.91	*	9.43	6.52
Grade 8	12.73	12.90	24.53	78.18	83.87	71.70	9.09	3.23	3.77
All Grades	14.70	18.35	18.12	73.84	72.66	70.47	11.47	8.99	11.41

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	28.57	8.89	5.88	61.90	73.33	72.55	9.52	17.78	21.57
Grade 4	16.33	31.37	2.08	79.59	62.75	79.17	4.08	5.88	18.75
Grade 5	26.92	24.00	26.92	51.92	58.00	59.62	21.15	18.00	13.46
Grade 6	16.98	18.75	29.17	71.70	72.92	56.25	11.32	8.33	14.58
Grade 7	*	39.62	21.74	*	50.94	67.39	*	9.43	10.87
Grade 8	27.27	41.94	32.08	61.82	58.06	64.15	10.91	0.00	3.77
All Grades	22.58	26.98	19.80	66.31	62.59	66.44	11.11	10.43	13.76

Conclusions based on this data:

1. There was an overall decrease in English Language Arts/Literacy (exceeded and met standards) scores at the site by 7.26 % for the 2023-2024 school year.
2. Looking at the scores in the Above Standards met in Reading the site had a 2.34% decrease , in Writing a 5.34% decrease, in Listening a 0.23% decrease, and in Research/ Inquiry a 7.18% decrease.
3. It will be important to continue to work to increase our ELA scores. In our K- 3rd grade intervention program we are working to close any early literacy gaps as quickly as possible. Our Read 180 program continues to run strong vigorous reading intervention for 4th -8th grade students.

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	42	46	51	42	45	51	42	45	51	100.0	97.8	100
Grade 4	49	51	48	49	51	48	49	51	48	100.0	100.0	100
Grade 5	52	51	52	52	50	52	52	50	52	100.0	98.0	100
Grade 6	53	48	50	52	48	49	52	48	49	98.1	100.0	98
Grade 7	28	53	46	28	53	46	28	53	46	100.0	100.0	100
Grade 8	57	31	54	54	31	53	54	31	53	94.7	100.0	98.1
All Grades	281	280	301	277	278	299	277	278	299	98.6	99.3	99.3

* 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	2423.	2409.	2408.	14.29	8.89	11.76	33.33	26.67	29.41	19.05	28.89	21.57	33.33	35.56	37.25
Grade 4	2457.	2482.	2432.	14.29	21.57	2.08	28.57	35.29	22.92	26.53	21.57	33.33	30.61	21.57	41.67
Grade 5	2501.	2524.	2513.	13.46	32.00	21.15	13.46	24.00	25.00	48.08	20.00	30.77	25.00	24.00	23.08
Grade 6	2517.	2500.	2509.	21.15	12.50	16.33	15.38	18.75	20.41	32.69	33.33	28.57	30.77	35.42	34.69
Grade 7	2546.	2591.	2559.	17.86	41.51	17.39	17.86	20.75	23.91	39.29	22.64	39.13	25.00	15.09	19.57
Grade 8	2584.	2573.	2623.	31.48	29.03	49.06	11.11	12.90	15.09	33.33	29.03	18.87	24.07	29.03	16.98
All Grades	N/A	N/A	N/A	19.13	24.46	20.07	19.49	23.74	22.74	33.21	25.54	28.43	28.16	26.26	28.76

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	21.43	11.11	19.61	45.24	55.56	49.02	33.33	33.33	31.37
Grade 4	18.37	19.61	14.58	53.06	56.86	43.75	28.57	23.53	41.67
Grade 5	9.62	30.00	15.38	75.00	46.00	67.31	15.38	24.00	17.31
Grade 6	15.38	8.33	14.29	53.85	54.17	53.06	30.77	37.50	32.65
Grade 7	*	39.62	13.04	*	43.40	73.91	*	16.98	13.04
Grade 8	20.37	19.35	41.51	61.11	64.52	39.62	18.52	16.13	18.87
All Grades	16.61	21.94	20.07	57.04	52.52	54.18	26.35	25.54	25.75

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	19.05	15.56	7.84	54.76	64.44	74.51	26.19	20.00	17.65
Grade 4	8.16	21.57	4.17	71.43	60.78	54.17	20.41	17.65	41.67
Grade 5	9.62	20.00	13.46	63.46	64.00	69.23	26.92	16.00	17.31
Grade 6	19.23	6.25	14.29	53.85	68.75	67.35	26.92	25.00	18.37
Grade 7	*	37.74	23.91	*	50.94	54.35	*	11.32	21.74
Grade 8	24.07	25.81	30.19	59.26	58.06	60.38	16.67	16.13	9.43
All Grades	16.61	21.22	15.72	60.29	61.15	63.55	23.10	17.63	20.74

Conclusions based on this data:

1. In 2023-2024 the site decreased overall by 4.39% in the Standard Exceeded category.
2. In 2023-2024, the percentage of Above Standards, Problem Solving & Modeling/Data Analysis, Ripon Elementary had a 1.87% decrease.
3. Math still continues to be an area that more supports are needed for Ripon Elementary. We will continue to have math interventions for all grade levels.

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	*	*	*	*	*	*	*	*	*	9	7	*
1	*	*	*	*	*	*	*	*	*	*	5	4
2	*	*	*	*	*	*	*	*	*	6	*	4
3	*	*	*	*	*	*	*	*	*	*	5	4
4	*	*	*	*	*	*	*	*	*	6	4	6
5	*	*	*	*	*	*	*	*	*	6	8	4
6	*	*	*	*	*	*	*	*	*	*	4	7
7	*	*	*	*	*	*	*	*	*	7	*	*
8	*	*	*	*	*	*	*	*	*	7	5	*
All Grades										48	42	33

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	19.05	12.12	43.75	33.33	39.39	25.00	38.10	33.33	6.25	9.52	15.15	48	42	33

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.25	14.29	21.21	47.92	59.52	42.42	16.67	23.81	24.24	4.17	2.38	12.12	48	42	33

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	19.05	3.03	18.75	28.57	27.27	37.50	38.10	48.48	18.75	14.29	21.21	48	42	33

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.25	19.05	30.30	64.58	76.19	57.58	4.17	4.76	12.12	48	42	33

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	39.58	33.33	30.30	50.00	50.00	45.45	10.42	16.67	24.24	48	42	33

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.92	21.43	9.09	56.25	47.62	57.58	20.83	30.95	33.33	48	42	33

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.08	21.43	3.03	60.42	64.29	81.82	12.50	14.29	15.15	48	42	33

Conclusions based on this data:

1. Overall Language Level 3 Scores increased by 6.06%.
2. In Oral Language Level 4 increased by 6.92%. In Writing domain, at the somewhat moderate Level, increased by 17.53%.
3. Our EL students population increased in their overall Level 1 as we have received more new students who fell into this category. Some of our Level 4 students were reclassified, which is why Level 4 saw a decrease.

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
459	32%	8.9%	0.7%
Total Number of Students enrolled in Ripon 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	41	8.9%
Foster Youth	3	0.7%
Homeless	29	6.3%
Socioeconomically Disadvantaged	147	32%
Students with Disabilities	64	13.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.5%
American Indian	1	0.2%
Asian	13	2.8%
Filipino	6	1.3%
Hispanic	191	41.6%
Two or More Races	29	6.3%
Pacific Islander	2	0.4%
White	193	42%

Conclusions based on this data:

1. Hispanic and White students continue to be our highest race and ethnicity groups with 83.6% of the total student population.

2. Students who are socioeconomically disadvantaged and students with disabilities, together, make up 45.9% of our student population.

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.

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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

- Ripon Elementary is in the green range for English Language Arts.
- Mathematics falls in the yellow range.
- Suspension rate is in the blue range.

School and Student Performance Data

Academic Performance English Language Arts

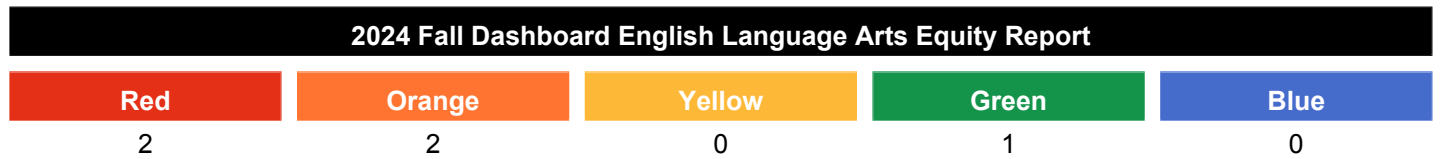
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
<div>All Students</div> <div></div> <div>Green</div> <div>11.0 points above standard</div> <div>Declined 21.2 points</div> <div>286 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>79.2 points below standard</div> <div>Declined 55.3 points</div> <div>33 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>7.7 points above standard</div> <div>Declined 5.6 points</div> <div>21 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>7.9 points below standard</div> <div>Declined 25.3 points</div> <div>123 Students</div>

Students with Disabilities  Red 72.8 points below standard Declined 6.1 points 42 Students	African American  No Performance Color Less than 11 Students 5 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 7 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Orange 7.1 points below standard Declined 28.8 points 124 Students
Two or More Races  No Performance Color 20.4 points above standard Increased 18.0 points 19 Students	Pacific Islander  No Performance Color 0 Students	White  Green 29.3 points above standard Declined 10.4 points 118 Students

Conclusions based on this data:

1. 2023-2024 ELA SBAC shows Hispanic scores fell in the orange range when compared to the white subgroup with 29.3 points above standard.
2. We will focus our strategies to reach students that are Hispanic and students who are EL students to close this gap.
3. Students with disabilities is in the red range with 72.8 points below standard. This is an area of concern that we have been addressing at the site all year long having monthly meetings in Special Ed with school principal. We also have IEP students taking the CAASPP Interim Assessments within the Learning Center practicing with all accommodations in place per their IEP's.

School and Student Performance Data

Academic Performance Mathematics

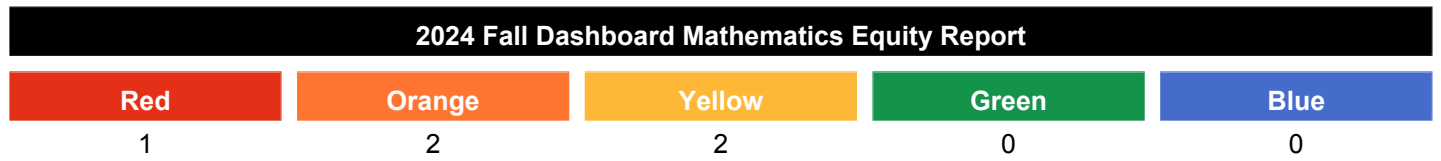
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
<div>All Students</div> <div> Yellow</div> <div>15.4 points below standard</div> <div>Declined 8.0 points</div> <div>286 Students</div>	<div>English Learners</div> <div> Red</div> <div>99.0 points below standard</div> <div>Declined 25.5 points</div> <div>33 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>14.8 points below standard</div> <div>Increased 10.5 points</div> <div>21 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>33.5 points below standard</div> <div>Declined 13.6 points</div> <div>123 Students</div>

Students with Disabilities  Yellow 93.3 points below standard Increased 8.7 points 42 Students	African American  No Performance Color Less than 11 Students 5 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 7 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Orange 33.8 points below standard Declined 6.4 points 124 Students
Two or More Races  No Performance Color 3.7 points below standard Increased 18.3 points 19 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 1.4 points below standard Declined 5.9 points 118 Students

Conclusions based on this data:

1. The site was overall in the yellow range with 15.4 points below standard.
2. EL students were in the red range with 99 points below standard.
3. There is still a wide gap between White and EL group in math scores. We will continue to work on closing this gap through math trainings, small group math intervention, after school tutoring, having a school wide Math Night, and vertically aligning mathematical vocabulary.

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	Long-Term English Learner Progress
<div></div> <div>No Performance Color</div> <div>41.4% making progress.</div> <div>Number Students: 29 Students</div>	<div></div> <div>No Performance Color</div> <div>making progress.</div> <div>Number Students: 1 Student</div>

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	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.7%	37.9%	6.9%	34.5%

Conclusions based on this data:

- 34.5% of EL students progressed at least one ELPI level this school year. 41.4% EL students made progress towards English Language proficiency.
- We will continue to strive for a high performance level at the school site by continuing with GLAD training, Heggerty, interventions, as well as school wide grade collaborations for our EL learners.

School and Student Performance Data

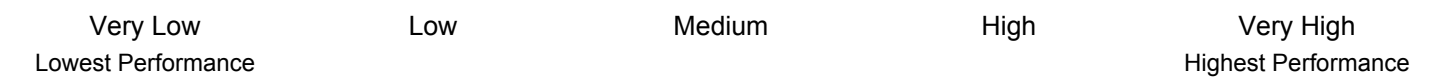
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

All Students



Orange

5.5% Chronically Absent

Increased 1.1

474 Students

English Learners



Orange

9.1% Chronically Absent

Increased 9.1

44 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - data not displayed for privacy

4 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

3 Students

Homeless



Orange

11.1% Chronically Absent

Increased 7.9

36 Students

Socioeconomically Disadvantaged












Orange

8.1% Chronically Absent

Increased 1.2

198 Students

Students with Disabilities  Orange 8% Chronically Absent Increased 6.6 75 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 7.7% Chronically Absent Increased 7.7 13 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Hispanic  Green 6.1% Chronically Absent Declined 1.7 197 Students
Two or More Races  Yellow 4.3% Chronically Absent Increased 4.3 47 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Orange 5% Chronically Absent Increased 3.4 199 Students

Conclusions based on this data:

1. Ripon Elementary data shows Chronically absent for all students is 5.5% which is an increase of 1.1%. Socioeconomically Disadvantage students are 8.1% chronically absent. Homeless students are 11.1% chronically absent.
2. We will be looking closer at our Homeless students to help with any barriers that are keeping these students from coming to school. Chronic Absenteeism is an area we will continue to work on with monthly incentives for students being at school, assembly recognitions for perfect attendance, using the school counselor to help families eliminate attendance barriers, and continuing to use our school wide MTSS supports.

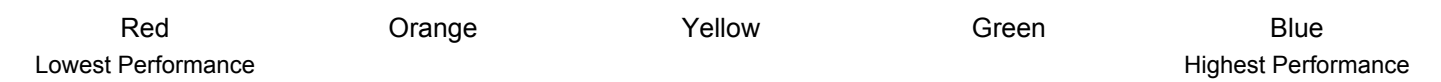
School and Student Performance Data

Academic Engagement Graduation Rate

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 students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

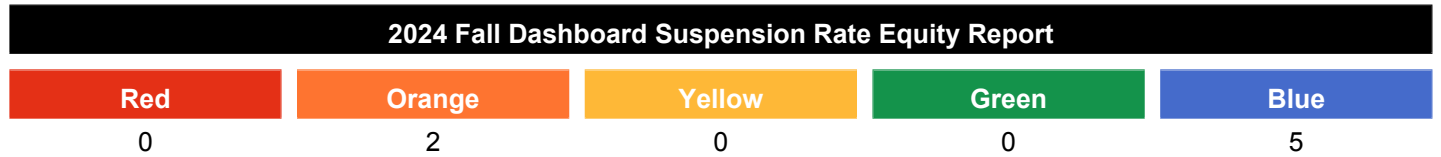
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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		
<div>All Students</div> <div> Blue</div> <div>0.4% suspended at least one day</div> <div>Declined 0.7%</div> <div>482 Students</div>	<div>English Learners</div> <div> Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>45 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>	<div>Homeless</div> <div> Blue</div> <div>0% suspended at least one day</div> <div>Declined 3.2%</div> <div>36 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Blue</div> <div>0% suspended at least one day</div> <div>Declined 1.9%</div> <div>203 Students</div>

Students with Disabilities  Orange 2.6% suspended at least one day Increased 2.6% 76 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 0% suspended at least one day Declined 5% 13 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Hispanic  Blue 0.5% suspended at least one day Maintained 0% 201 Students
Two or More Races  Orange 2.1% suspended at least one day Increased 2.1% 47 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Blue 0% suspended at least one day Declined 1.6% 202 Students

Conclusions based on this data:

1. Suspension Rate was in the blue category with a decrease of 0.7% for all students.
2. Implementation of Social Emotional Curriculum, MTSS, and the hiring of a full time school counselor have helped improve our school suspensions rate.

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

LCAP Goal 1:
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 accordance with the Ripon Unified School District (RUSD) Multi Tiered System of Supports (MTSS) initiative, students will improve overall in ELA and Mathematic performance as measured by overall percentage of students that have met or exceeded standards in the CAASPP accountability system.

Identified Need

A comparison of 2023 CAASPP performance with 2024 CAASPP data shows overall ELA and Math student performance.
All Students ELA: 11 points above standard (32.1 points above standard in 2023)
All students Math: 15.4 points below standard (7.9 points below standard in 2023).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores	2023 scores: All 3rd - 8th 7.9 points below standard in math 2023 scores: All 3rd - 8th 32.1 points above standard in ELA 2024 scores: All 3rd - 8th 15.4 points below standard in math 2024 scores: All 3rd - 8th 11.0 points above standard in ELA	2025 - 5 point increase to 10.4 points below standard making progress towards meeting the standard in Math 2025 - 4 point increase to 15 points above standard in ELA

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 emphasis placed upon our students with disabilities, socioeconomically disadvantaged students and English Learners.

Strategy/Activity

Provide math intervention for HP (High Priority) students to be able to read and comprehend mathematical word problems along with a focus on mathematical vocabulary. Provide classroom supplies to support High Priority students and the teacher in providing services. Provide

professional development to teachers, paraprofessionals, and staff school wide. Areas for professional development may include: Common Core State Standards, technology, differentiated instruction, classroom management. or other areas that would increase the teacher's effectiveness in the classroom in delivering lessons to their students.

Provide ELA interventions for HP students to be able to decode, increase fluency, write a legible sentence with correct punctuation, cite textual evidence while answering higher level critical thinking questions, analyze and comprehend literary text, as well as familiarize students with vocabulary and high frequency words.

Provide a Family Math and Literacy Night to help give students and families strategies to help in reading and comprehension areas. Title 1 Carry Over Funds will be allocated accordingly throughout the School Site Plan within Goal 1-3 strategies and Activities. 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. Teaching quality has been defined as "instruction that enables a wide range of students to learn" (Darling-Hammond, 2012), and it is the strongest school-related factor that can improve student learning and achievement (Hanushek, 2011; Nye, Konstantopoulos, and Hedges, 2004; Rivkin, Hanushek, and Kain, 2005). "When teachers receive well-designed professional development, they can increase student achievement by as-much as 21 percentile points ".(Yoon, Duncan, Lee, Scarloss, and Shapley, 2007). John Hattie states that professional development has an effect size of .51. Any strategy showing .40 effect size or higher is deemed to be an effective strategy. Hattie's research includes about 240 million students and is therefore Tier 1 evidence. We will also provide afterschool tutoring for students who need additional academic support.

Provide parent engagement in ELA, math and other subject areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
14,000	Title I
150,000	Title I
5,000	Learning Recovery

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 emphasis placed upon our students with disabilities, socioeconomically disadvantaged students and English Learners.

Strategy/Activity

Provide STAR 360, Lexia, ESGI, Read180, Happy Numbers, math supports, and Accelerated Reader for all grade levels.

Provide supplementary materials to fill in curricular gaps identified by the teacher to meet student needs. Teachers will participate in grade level meetings to review student progress utilizing district benchmark data, CAASPP and/or Aimsweb data, ELPAC interims, as well as curriculum performance data. Students will be provided with Tier 1, 2 and 3 instruction as a result of data

review. John Hattie's research shows that RTI has a high effect size of 1.07. Any strategy that showing a .40 effect size or higher deemed to be an effective strategy. Hattie's research includes about 240 million students and is therefore Tier 1 evidence. "Working together to create a positive environment for collaboration is likely to produce a positive learning environment for children". "In order to have an environment that is conducive to learning, colleagues must be able to collaborate and devise a plan to better the learning environment". Characteristics Of Effective Grade-Level Teacher Collaboration - Adam J. Janquart

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)

17,000

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 emphasis placed upon our students with disabilities, socioeconomically disadvantaged students and English Learners. Math support will be provided to students based on benchmarks and classroom data.

Strategy/Activity

Provide a Math Intervention program to augment math instruction and raise test scores on CAASPP for 3rd - 8th graders. Provide math training to help teacher instruction, assessment, and raise test scores on the 2025 CAASPP test. Provide a school wide Math Night for students and families. This is to support our students and families who need further support in math strategies and to help them have a better understanding of Common Core math. Provide math supplies and materials to help close the achievement gap in math. Vertically align mathematical vocabulary by having data talks within grade span collaboration meetings.

Math support and researched based supplementary materials and online resources to augment and fill in curricular gaps for high priority students. According to John Hattie small group learning has an effect size of .48. 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.

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 will participate

Strategy/Activity

Provide STEAM enrichment activities for all students. Maintain enrichment programs that include at least two STEAM components (Science, Technology, Engineering, Art and Math) to be provided to all students. This includes teacher trainings/ workshops that may be needed and materials for program activities. We will be collaborating on setting up a STEAM Lab as well as a STEAM Family Night. John Hattie shows that engagement has an effect size of .48. Any strategy showing .40 evidence or higher is deemed as effective. Hattie research includes about 240 million students and is therefore Tier 1 evidence.

Enrichment programs will be developed for the site by grade levels and/or grade spans that include at least two STEAM components (Science, Technology, Engineering, Art & Math). Enrichment courses include Artist in School programs in art or dance across all grade levels and foreign language classes in addition hiring Art teachers utilizing grant funding. Funding sources include Prop 28 (\$59,195.00) is the total funding allocated to Ripon Elementary. \$47,356 is allocated for Art/Music salaries which is 80% of the grant and the remainder of \$11,839 is allocated for supplies). An additional \$10,000 is allocated from the Learning Recovery Emergency Block Grant to be utilized for supplies and or programs that support STEAM. Additional funds may be added to this line item as carryover funds become available.

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)
59,195.00	Proposition 28
10,000.00	Learning Recovery

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.

2024-2025 Reading and Math interventions through RTI continued throughout the school year. We continued to use Aimsweb for benchmarks to help to collect and analyze school wide data as well as FIAB's. Strategies and /or actions in ELA and Math included Professional development. Classroom supplies are provided to support students and teachers in ELA, Math, supplemental Math curriculum, Math supplies, Math manipulatives, and ELD instruction. After school tutoring is provided by staff members. Summer School will be provided to support effective ELD strategies and foster further results. Lexia, Aimsweb, and STAR all show growth. The goals/actions will be carried over to the 2025-2026 school year.

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

The site had no major differences between the intended implementations and budgeted expenditures to implement strategies and activities in Goal 1.

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.

This goal and actions will be carried over to the 2025-2026 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

LCAP Goal 2: MTSS
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

In accordance with the Ripon Unified School District (RUSD) Multi Tiered System of Supports (MTSS) goal 2: Ripon Elementary will continue to strengthen its MTSS program by supporting and meeting the social emotional needs of its students.

Identified Need

Providing for a school environment that is positive and caring while teaching Respectful, Responsible, and Safe behaviors. According to John Hattie's research there is a high effect size of developing teacher- student relationships (.72) and Peer Influences (.53).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance and Referral data:	Baseline: 2023: 1.1% Suspension Rate 2023: 4.4% Chronic Absenteeism Actual: 2024: 0.4% Suspension Rate 2024: 5.5% Chronic Absenteeism	2024-2025 there will be an increase in attendance and a decrease in school wide referrals. Ripon Elementary will also be concentrating on a decrease in Chronic Absenteeism for our Homeless and Socioeconomically Disadvantage population.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Daily classroom recognitions, monthly recognition at assemblies, and recognition on school wide Arrowhead News broadcast, will be implemented with fidelity across all classrooms recognizing, Attendance and Safe, Responsible, and Respectful behaviors. According to John Hattie's research teacher expectations have an effect of (.43) and the effect of decreasing disruptive behaviors have an effect of (.34).

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7,000

Source(s)

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

Strategy/Activity

Character Strong for grades 6-8, PurposeFull People for grades TK-5, and Culturally Responsive Teaching will be implemented with fidelity across all classrooms at Ripon Elementary. 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 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).

According to John Hattie's research social skills programs have an effect size of (.39). Project Wisdom will also be utilized.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Chronic Absenteeism

Strategy/Activity

- * Finding students interests and needs and addressing those interests and needs with our school programs and after school extra- curricular activities.
- * If needed, provide student an alarm clock and suggested walking with partners to school for attendance accountability .
- * Assign a mentor to provide guidance, encouragement, and assistance to help with poor attendance.
- * School will intervene early when student is missing a lot of school.
- * School will ensure that transportation is not a barrier.
- *Check in system with students. Students will be identified early on and will be assigned to a staff member that will check in with them for academic, attendance, or Social/Emotional well being. Incentives may be part of the check-in system.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000

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.

School climate and social emotional learning continue to be an emphasis on improving student outcomes. In the 2024 -2025 school year we continue to use daily classroom incentives and recognition. We also use the Arrowhead school-wide News Broadcast to daily recognize student behaviors that were safe, responsible, and respectful. The school site continued to use Character Strong, Purposeful People, and Restorative Circles to address social emotional needs of all Ripon Elementary students. During the 2023-2024 school year, the chronically absenteeism rate was 5.5%.

2024-2025 there will be an increase in attendance and a decrease in school wide referrals. Ripon Elementary will also be concentrating on a decrease in Chronic Absenteeism for our Homeless and Socioeconomically Disadvantage population.

Our decrease of student suspensions shows that our school climate and social emotional learning improved this past year after emphasizing safe, responsible and respectful traits at Ripon Elementary. Students feel safe and respected(based on LCAP survey) which is why we see an increase of students adhering to the school rules.

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/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 climate data will be reviewed at the end of the 2024-2025 school year. It is anticipated that school climate will continue to improve with the hiring of a full time counselor at the school site. The school counselor will be providing in class, social emotional coping skill lessons in TK-8th grades. We will also be analyzing our SAEBRS results twice a year and adjust our interventions if necessary to meet student needs. The school counselor will be providing counseling to groups of students to address concerns identified by our SAEBRS. This goal and actions will be carried over to 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

LCAP Goal 3: 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

English Learners will improve upon academic progress in ELA and in Math as measured by percentage of students that have met or exceeded standards in the CAASPP system.

Identified Need

English Language Learners are continuing to make progress towards closing the gap in ELA. Even though progress has been made, our English language learners continue to struggle with meeting standards in ELA proficiency. Our EL students are 23.9 points below standards in ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP data	Baseline: 2023: 55.6% made progress towards English Language Proficiency Actual: 2024: 41.4% are making progress towards English Language Proficiency	2024 -2025 Increase ELA proficiency on CAASPP by 2%

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 Learner students, including those reclassified.

Strategy/Activity

Teachers will attend workshops and trainings on how to implement designated and integrated ELD standards with fidelity. Teachers will attend PD on tracking student progress, and take anecdotal notes on student work during designated ELD teaching blocks. Teachers will attend workshops and training on Ellevation, Lexia English.

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,000

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English language Learner student group

Strategy/Activity

After school tutoring for EL students

According to John Hattie's research, Homework has an effect size of (.29). Small group learning has an effect size of (.48).

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

Source(s)

Title III

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Providing a school wide multicultural event honoring different cultures around the world.

"If realistic images of ethnic and racial groups are included in teaching materials in a consistent, natural, and integrated fashion," Banks (1993b) concludes, all children "can be helped to develop more positive racial attitudes." Similar results are reported on gender issues (Scott and Schau 1985).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	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.

2023-2024 included continuing implementation of integrated and designated ELD. Ripon Elementary continued to work on designated ELD lessons in their 30 minute block of ELD time. Teachers continued to use Thinking Maps / Write From the Beginning and Beyond, and Studies Weekly, with a focus on our ELD standards while crafting their own classroom lessons. Ripon Elementary has EL tutoring available by our certificated teachers. The overall effectiveness in ELA and Math increased by using FIAB's, IAB's, vocabulary and concentrating on daily designated ELD blocks. Our EL students are working towards increasing their skills in writing, vocabulary, and comprehension. One indicator is the rigor, through writing, and confidence that is seen amongst students during frequent classroom observations during school wide ELD time. Students are becoming familiar with the academic vocabulary. Our students are also improving on District Writing Benchmarks that are given three times a year. In the 2024-2025 school year, the site will continue to work on designated instruction in our 30 minutes of ELD blocks but will also be focusing on the integrated strand component as well. Admin walk throughs will also continue with a debrief on EL designated and integrated strategies within grade-span collaboration meetings.

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

The intended implementation and budgeted expenditures to implement strategies and actions were met in Goal 3.

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

The goals/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	\$0
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	\$275,995.00

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	\$200,000.00
Title III	\$1,800.00

Subtotal of additional federal funds included for this school: \$201,800.00

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	\$59,195.00

Subtotal of state or local funds included for this school: \$74,195.00

Total of federal, state, and/or local funds for this school: \$275,995.00

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
Rachel Henley	Principal
Heather Stevenson	Classroom Teacher
Jamie Holt	Classroom Teacher
Jessica Rangel	Classroom Teacher
Jodi Landa	Other School Staff
Tara Gervase	Parent or Community Member
Lynsey Johnson	Parent or Community Member
Lindsay Contreras	Parent or Community Member
Shandi Ross	Parent or Community Member
Natalie Hanrion	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 January 24, 2025.

Attested:

	Principal, Rachel Henley on January 24, 2025
	SSC Chairperson, Heather Stevenson on January 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 **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-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/guidanceusesinvestment.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/guidanceusesinvestment.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