

School Year: 2020-21



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
Gold Ridge Elementary School	34673306115638	August 31, 2020	October 22, 2020

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Purpose and Description

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

Schoolwide Program

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

The purpose of this plan is to align our site goals to the Local Control and Accountability Plan (LCAP) goals of the district. Gold Ridge Elementary will meet the ESSA (Every Student Succeeds Act) requirements through a focus on student achievement, working collaboratively in Professional Learning Communities (PLC), student engagement, and Social Emotional Learning (SEL). Our long term goal is to help every student perform at high levels. Evidence based interventions including a focus on essential standards, Multi-tiered Systems of Support (MTSS), and common formative assessments will be used.

School Vision and Mission

At Gold Ridge, students receive exemplary academic instruction.
Teachers are knowledgeable and skilled at engaging and challenging students.
Students move on to the next grade level well prepared.
Teachers believe in working together to support student success. Teachers meet and work collaboratively on a regular basis. Ensuring the success of all students is a team effort.
Learning is enriched and strengthened through technology and the arts.
We are committed to the inclusion and integration of all students.

School & Community Profile

Gold Ridge Elementary is a Pre-K – 5th grade school located in the Broadstone neighborhood of Folsom. Kemp Park and wetland marshes, ponds, and creeks are within easy walking distance of school. The campus houses 25 classrooms, a library, a Student Care Center, and both Special Education and Adult Education preschool programs. Our multipurpose building includes a stage and a serving kitchen; gym facilities are shared with the Folsom Parks and Recreation Department.

As of California Longitudinal Pupil Achievement Data System (CALPADS) 2019, our student enrollment was 606 students. We have a racially and culturally diverse student population representative of California. Our students speak approximately 30 different home languages; and language minority students represent 30 percent of our school population.

Our teachers and staff are committed to high academic expectations with individualized support to help all students master content standards. To complement our academic emphasis, we believe all students benefit from a rich variety of experiences in Music, Physical Education, Technology, and the Arts. Our teachers partner with parent volunteers and community groups to extend learning through programs such as Eagles Art (a docent led Visual Arts program), 3E Science (parent supported hands on Next Generation Science Standards (NGSS) hands on activities), PC Pals (provided by Intel Corporation volunteers), and a variety of after school clubs. Our commitment to the Visual and Performing Arts is on display at grade level music and theater performances, school clubs like Drama and Chorus, and our annual Celebration of the Arts.

Parents are engaged in a wide variety of leadership and volunteer activities that enrich and support learning. Our Parent Teacher Association (PTA) sponsors community events such as our Back to School Kick Off and Winter Wonderland, funds assemblies, and organizes enrichment activities such as Science Fair and our parent docent Science Technology

Engineering and Math (STEM) program 3E Science. Approximately 300 parents sign up each year to work as Science and Art docents, volunteer in classrooms, and chaperone field trips.

The COVID 19 Pandemic closed our campus on March 13, 2020 and we do not know yet when it will be safe to reopen. During school closure our community rallied to master online learning platforms including Schoology, SeeSaw, and Google Classroom. The school distributed 600 Chromebooks, developed weekly materials distribution schedules and structures, and began outreach to students and families struggling with Distance Learning. Although we are anxious to return to campus, we have created a virtual school that goes beyond instruction to include intervention, Student Council spirit days, enrichment activities, professional development for staff, and parent education programs.

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).

We survey parents and teachers and pull from a variety of sources to identify school priorities and address needs. Examples include School Site Council Google surveys, the California Healthy Kids Survey (CHKS), staff Professional Development surveys used for planning training, and BryteBites computer technology surveys. Data from these sources is used to get a more comprehensive picture of school culture and climate. Results from our parent communication survey, for example, indicated a preference for email news blasts over traditional monthly newsletters, which led to a change in school practices.

Classroom Observations

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

The principal conducts monthly classroom observations to review the implementation of curriculum, instructional strategies, and school wide programs. Results from formal and informal observations highlight effective practices and are used to develop professional development for staff.

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)

Teachers analyze state and local assessment data on a regular basis to support core and differentiated instruction. Gold Ridge participates in all required state and district testing, including the California Assessment of School Performance and Progress (CAASPP), English Language Performance Assessment for California (ELPAC), and iReady. Teachers and the Principal meet in Every Child by Name (ECBN) meetings as grade level teams to plan and modify instruction based on student performance.

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

We conduct bi-annual Every Child By Name Conferences to review assessment data and to identify and support students failing to meet grade level standards. More frequent formative assessments form the core of our Professional Learning Community (PLC) work to track student success and intervene quickly with reteaching and intervention programs. Grade level teams collaborate several times a month on formative assessments, essential standards, and corresponding curriculum and instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are fully credentialed in their field. They attend site, district, and county level professional development to extend their learning and skills.

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

All teachers have and use district adopted curriculum for all students in their classrooms.

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

District Lead Teachers provide our staff with instructional support as well as Professional Development (PD) in Common Core State Standards (CCSS), data analysis, and evidenced based instructional strategies.

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

Site and district experts work with teachers during staff meetings and District Professional Development days. Teachers take part in grade level release time focused on Common Core instruction which may include opportunity for observation of best practices.

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

Teachers meet at least two times a month in grade level teams. They analyze data from formative assessments, and adjust instructional groupings and curriculum to support student success.

Teaching and Learning

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

Curriculum and instruction is aligned to Common Core State Standards.

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

Instructional minutes for English Language Arts (ELA) and Math are adhered to.

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

Our current schedule follows recommended pacing windows for core instruction in ELA, Math, MTSS, Physical Education, Science, and History/Social Studies.

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

All students have access to adopted curriculum and we provide differentiated support to aide achievement in ELA and Math.

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

Teachers have been trained in core and supplemental curriculum and instruction including, but not limited to Benchmark Advance, EnVision Math, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), Sonday, Read Naturally, Unique Learning System (ULS), FLEX (Literacy Program), and Lexia Core 5.

Opportunity and Equal Educational Access

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

Our school instructs individuals and groups in positive behavior support through Second Step and Skill Streaming. We conduct school wide Universal Access instruction as part of MTSS with support for students below, on, and working above grade level.

Evidence-based educational practices to raise student achievement

Core instruction uses adopted curriculum including Benchmark Advance and EnVision Math and emphasizes evidenced based practices such as student engagement, frequent checks for understanding, and informal and formal reteaching. Supplemental curriculum such as Systematic Instruction in Phonics, Phonemic Awareness and Sight Words (SIPPS), Read Naturally, i-Ready, Reflex Math, and FLEX are used for additional intervention in ELA and math.

Parental Engagement

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

Our PTA supports parental engagement through family nights, weekend events, and parent education programs. Parents volunteer in classrooms - tutoring target students, supporting our Accelerated Reader program, presenting 3E Science and Eagles Art, and enabling classes to take educational field trips off site - enriching and extending learning in wonderful ways. Family education events range from enrichment assemblies on Science and STEM to formal training that supports parenting such as Love and Logic.

We maintain a robust website that receives tens of thousands of visits monthly that we use to communicate with and engage our community about instruction, intervention, and supplemental learning opportunities.

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)

Parents serve on the English Language Advisory Committee (ELAC), School Site Council, PTA committees, and as classroom and school wide volunteers. Our School Site Council (SSC) consists of equal numbers of staff and parents who meet on a regular basis to review programs and priorities and advise the principal.

Funding

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

Funds for PD and CCSS supplies are paid for out of categorical programs.

Fiscal support (EPC)

Current supports include English Language Learner (ELL) funds for Bilingual Instructional Assistants (BIAs) and interventions and Title 2 funds for Lead Teachers and Site Level Common Core implementation, climate, STEM, and Technology coaches.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Community meetings including School Site Council, LCAP, and PTA general meetings are held throughout the year. At these meetings site and Local Control Accountability Plan (LCAP) goals are shared and discussed. Staff, parents, and community members provide input through both discussion and online surveys. A formal review of the SPSA is conducted over two School Site Council meetings - which are open to the public.

Resource Inequities

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

The COVID-19 pandemic and associated school closures have produced a variety of inequities we need to ameliorate. These include access to computers and internet for distance learning, households where parents and caregivers are not available to assist students with instruction, and households where parents' English skills impede communication with staff and our adopted learning management systems. Gold Ridge Elementary is home to three special day classrooms for students with Autism. During school closure students with special needs in those classrooms as well as in the Resource Specialist Program (RSP) have had limited access to direct support providers and Specialized Academic Instruction (SAI).

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.33%	0.17%	0%	2	1	0
African American	1.47%	1.82%	1.82%	9	11	11
Asian	33.50%	30.69%	28.88%	205	186	175
Filipino	5.56%	4.46%	4.79%	34	27	29
Hispanic/Latino	7.84%	10.07%	11.55%	48	61	70
Pacific Islander	0.33%	0.17%	0.5%	2	1	3
White	42.65%	42.08%	41.25%	261	255	250
Multiple/No Response	%	%	11.22%			0
Total Enrollment				612	606	606

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	91	92	97
Grade 1	94	95	88
Grade 2	96	106	97
Grade3	103	112	104
Grade 4	99	102	115
Grade 5	129	99	105
Total Enrollment	612	606	606

Conclusions based on this data:

1. Gold Ridge Elementary continues to reflect the racial and ethnic diversity of California. The percent of white students continues to decline. This past year saw an increase in the percent of Hispanic and Latino students.
2. Students of Asian background make up approximately 30 percent of the school population. This subgroup is made up predominantly by students from India, but also includes students from the Middle East, China, Taiwan, Southeast Asia, and Japan.
3. Grade level data shows a "bubble" or slightly higher number of students at 4th and 5th grade. These bubbles are typical and why we often have at least one grade level combination class each year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	96	76	92	15.7%	12.5%	15.2%
Fluent English Proficient (FEP)	98	111	89	16.0%	18.3%	14.7%
Reclassified Fluent English Proficient (RFEP)	11	31	2	15.5%	32.3%	2.6%

Conclusions based on this data:

1. In 2019, about 15 percent of Gold Ridge Elementary students were English Learners, reflecting a small increase from the previous year.
2. Approximately one third of our students speak a language other than English at home. Many of these students have been reclassified or tested initially fluent when they enrolled at Gold Ridge Elementary.
3. Of the 30 different languages spoken by students and families, Telugu is most common. In 2019, 43 students were Telugu speakers.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	94	103	107	93	103	107	93	103	107	98.9	100	100
Grade 4	118	97	101	117	95	99	117	95	99	99.2	97.9	98
Grade 5	111	130	100	111	128	98	111	128	98	100	98.5	98
All	323	330	308	321	326	304	321	326	304	99.4	98.8	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2472.	2480.	2506.	50.54	47.57	60.75	22.58	28.16	24.30	15.05	17.48	9.35	11.83	6.80	5.61
Grade 4	2520.	2529.	2511.	46.15	53.68	46.46	29.91	22.11	20.20	14.53	14.74	22.22	9.40	9.47	11.11
Grade 5	2531.	2578.	2566.	33.33	49.22	44.90	30.63	33.59	37.76	18.92	10.94	7.14	17.12	6.25	10.20
All Grades	N/A	N/A	N/A	42.99	50.00	50.99	28.04	28.53	27.30	16.20	14.11	12.83	12.77	7.36	8.88

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	39.78	53.40	60.75	47.31	35.92	33.64	12.90	10.68	5.61	
Grade 4	45.30	45.26	40.40	43.59	47.37	45.45	11.11	7.37	14.14	
Grade 5	28.83	46.88	54.08	52.25	42.97	38.78	18.92	10.16	7.14	
All Grades	38.01	48.47	51.97	47.66	42.02	39.14	14.33	9.51	8.88	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	49.46	46.08	57.01	37.63	41.18	39.25	12.90	12.75	3.74
Grade 4	46.15	49.47	34.34	45.30	38.95	55.56	8.55	11.58	10.10
Grade 5	48.65	61.72	58.16	36.94	32.81	34.69	14.41	5.47	7.14
All Grades	47.98	53.23	50.00	40.19	37.23	43.09	11.84	9.54	6.91

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.48	37.86	46.73	54.84	57.28	50.47	9.68	4.85	2.80
Grade 4	29.91	38.95	34.34	58.12	55.79	58.59	11.97	5.26	7.07
Grade 5	19.82	32.03	26.53	67.57	63.28	67.35	12.61	4.69	6.12
All Grades	28.04	35.89	36.18	60.44	59.20	58.55	11.53	4.91	5.26

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	43.01	36.89	48.60	39.78	50.49	44.86	17.20	12.62	6.54
Grade 4	45.30	49.47	37.37	47.01	41.05	47.47	7.69	9.47	15.15
Grade 5	34.23	60.16	47.96	49.55	33.59	42.86	16.22	6.25	9.18
All Grades	40.81	49.69	44.74	45.79	41.10	45.07	13.40	9.20	10.20

Conclusions based on this data:

1. English Language Arts scores have seen small but steady growth over the last three years for which CAASPP scores were available. About 10 percent of students are not meeting standards and are our target for intensive intervention.
2. Grade level teams will review results as part of their work in Professional Learning Communities (PLC) - looking for both trends they can address during core instruction as well as student specific needs that can be supported through intervention.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	94	103	107	93	102	107	93	102	107	98.9	99	100
Grade 4	118	97	101	117	96	99	117	96	99	99.2	99	98
Grade 5	111	130	100	111	128	99	111	128	99	100	98.5	99
All	323	330	308	321	326	305	321	326	305	99.4	98.8	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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2481.	2485.	2507.	45.16	42.16	56.07	29.03	33.33	25.23	17.20	18.63	15.89	8.60	5.88	2.80
Grade 4	2512.	2516.	2506.	35.90	41.67	22.22	34.19	28.13	42.42	23.93	19.79	27.27	5.98	10.42	8.08
Grade 5	2527.	2545.	2538.	27.03	42.97	41.41	27.93	15.63	15.15	26.13	29.69	26.26	18.92	11.72	17.17
All Grades	N/A	N/A	N/A	35.51	42.33	40.33	30.53	24.85	27.54	22.74	23.31	22.95	11.21	9.51	9.18

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	62.37	59.80	71.03	24.73	30.39	23.36	12.90	9.80	5.61	
Grade 4	45.30	48.96	36.36	41.03	31.25	45.45	13.68	19.79	18.18	
Grade 5	30.63	41.41	46.46	43.24	27.34	27.27	26.13	31.25	26.26	
All Grades	45.17	49.39	51.80	37.07	29.45	31.80	17.76	21.17	16.39	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47.31	47.06	58.88	44.09	40.20	34.58	8.60	12.75	6.54
Grade 4	42.74	47.92	34.34	45.30	35.42	50.51	11.97	16.67	15.15
Grade 5	33.33	39.84	34.34	46.85	45.31	49.49	19.82	14.84	16.16
All Grades	40.81	44.48	42.95	45.48	40.80	44.59	13.71	14.72	12.46

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.54	51.96	66.36	44.09	42.16	30.84	5.38	5.88	2.80
Grade 4	40.17	42.71	42.42	45.30	41.67	44.44	14.53	15.63	13.13
Grade 5	24.32	39.06	34.34	57.66	44.53	45.45	18.02	16.41	20.20
All Grades	37.69	44.17	48.20	49.22	42.94	40.00	13.08	12.88	11.80

Conclusions based on this data:

1. CAASPP results from the last three years show that overall Math performance continues to be 10 percent lower than comparable ELA performance.
2. Professional Development in Math instruction and corresponding work on essential Math standards in grade level PLCs has been and will continue to be a focus for our site.
3. Fifth grade performance lags significantly behind that of third and fourth grade and is an area of additional attention and focus.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1464.9	1471.2	1461.0	1471.3	1473.8	1471.0	26	15
Grade 1	1490.6	1484.4	1464.8	1483.2	1516.0	1484.9	16	20
Grade 2	1520.4	1513.9	1514.7	1517.1	1525.6	1510.1	12	15
Grade 3	1476.5	*	1475.0	*	1477.7	*	11	8
Grade 4	*	*	*	*	*	*	*	10
Grade 5	*	*	*	*	*	*	*	*
All Grades							83	71

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	61.54	26.67	*	66.67	*	6.67		0.00	26	15
1	*	35.00	*	50.00	*	15.00		0.00	16	20
2	100.00	33.33		46.67		13.33		6.67	12	15
3	*	*	*	*	*	*	*	*	11	*
4	*	*	*	*		*	*	*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	56.63	26.76	26.51	57.75	*	11.27	*	4.23	83	71

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	53.85	40.00	*	53.33	*	6.67		0.00	26	15
1	*	25.00	*	65.00	*	10.00		0.00	16	20
2	*	60.00	*	26.67		6.67	*	6.67	12	15
3	*	*	*	*		*	*	*	11	*
4	*	*	*	*		*	*	*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	55.42	42.25	26.51	47.89	*	7.04	*	2.82	83	71

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	73.08	20.00	*	80.00	*	0.00	26	15
1	87.50	55.00	*	45.00		0.00	16	20
2	100.00	60.00		33.33		6.67	12	15
3	*	*	*	*	*	*	11	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	66.27	40.85	25.30	54.93	*	4.23	83	71

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	42.31	53.33	46.15	46.67	*	0.00	26	15
1	*	20.00	*	80.00	*	0.00	16	20
2	*	46.67	*	40.00	*	13.33	12	15
3	*	*	*	*	*	*	11	*
5	*	*	*	*	*	*	*	*
All Grades	50.60	49.30	37.35	46.48	*	4.23	83	71

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	61.54	13.33	*	86.67		0.00	26	15
1	75.00	35.00	*	65.00		0.00	16	20
2	*	13.33	*	80.00		6.67	12	15
3	*	*	*	*	*	*	11	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	51.81	16.90	39.76	77.46	*	5.63	83	71

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	65.38	73.33	*	26.67		0.00	26	15
1	*	20.00	*	75.00		5.00	16	20
2	*	33.33	*	60.00		6.67	12	15
3	*	*	*	*	*	*	11	*
5	*	*	*	*	*	*	*	*
All Grades	54.22	38.03	39.76	57.75	*	4.23	83	71

Conclusions based on this data:

1. ELPAC data is incomplete for the most recent years.
2. The data that is available shows that approximately 75 percent of students scored in the Levels 4 and 3 overall.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
606	14.2	12.5	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	76	12.5
Homeless	8	1.3
Socioeconomically Disadvantaged	86	14.2
Students with Disabilities	53	8.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.8
American Indian	1	0.2
Asian	186	30.7
Filipino	27	4.5
Hispanic	61	10.1
Two or More Races	64	10.6
Pacific Islander	1	0.2
White	255	42.1





Conclusions based on this data:

1. Gold Ridge Elementary continues to be an ethnically and racially diverse school reflective of the demographic mix that is California.
2. We continually look for ways to welcome, include, and celebrate students and families from many different backgrounds. This year our PTA has identified multicultural education as a priority and is funding assembly programs, library books, and special family events.
3. Staff receive training on equity and inclusion, support for English Language Learners, and how to maximize translation tools such as Language Line and Google Translate to engage parents who are limited English speakers.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="305 506 360 533">Blue</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="781 506 836 533">Blue</p>	<p data-bbox="1177 426 1404 457">Suspension Rate</p>  <p data-bbox="1263 506 1318 533">Blue</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="297 703 373 730">Green</p>		

Conclusions based on this data:

1. As of Fall 2019, the State Dashboard showed high academic status for ELA, Math, and English Learner progress.
2. Increasing the percent of students meeting Common Core Math standards continues to be an area of focus. In 2019 Gold Ridge Elementary was in the green for Mathematics.
3. During the 2018-2019 school year, Gold Ridge Elementary had 1.9 percent of students identified as chronically absent. Most of these students had chronic health issues. Families of truant students work through the School Attendance Review Team (SART) process with school and district staff. 2018-2019 attendance was 97.20 percent, higher than the district average.

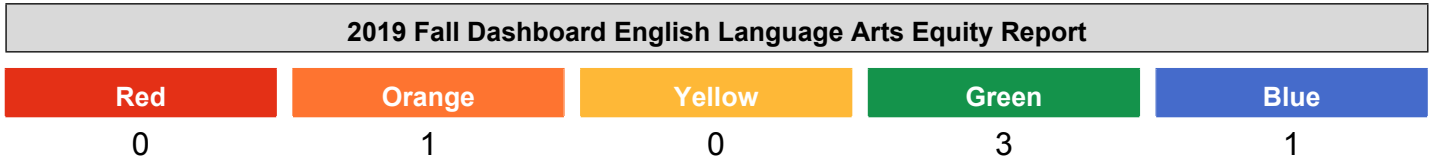
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 57.5 points above standard Maintained -2.2 points 299	<p>English Learners</p>  Green 41.2 points above standard Increased ++4.6 points 60	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p>Socioeconomically Disadvantaged</p>  Green 26.3 points above standard Maintained -0.4 points 49	<p>Students with Disabilities</p>  Orange 51.9 points below standard Declined -13.8 points 31

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 0 Students	 Blue 83.6 points above standard Increased ++7.3 points 89	 No Performance Color 81.5 points above standard Declined -7.8 points 14
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 24.2 points above standard Increased ++6.5 points 28	 No Performance Color 46.3 points above standard Declined -8.9 points 33	 No Performance Color 0 Students	 Green 49.3 points above standard Declined -6.3 points 126

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
41.7 points below standard Declined Significantly -25.1 points 19	79.6 points above standard Maintained -0.2 points 41	50.3 points above standard Declined -4.3 points 209

Conclusions based on this data:

- Based on Fall 2019 Dashboard Scores, the performance of English Learners, reclassified English proficient students, and socioeconomically disadvantaged students all increased over the previous year.
- Both the increase in performance and the overall performance of English Learners in English Language Arts is below that of English only students. Supporting the progress of English Learners in English Language Arts, with a focus on reading comprehension, vocabulary, and writing, is a priority. Gold Ridge Elementary will work to address this discrepancy through core classroom instruction and differentiated teaching aimed at English Learners.
- Students with disabilities continue to be our lowest performing subgroup in English Language Arts. Increased coordination and collaboration between General Education and Special Education teachers through PLC work is a priority.

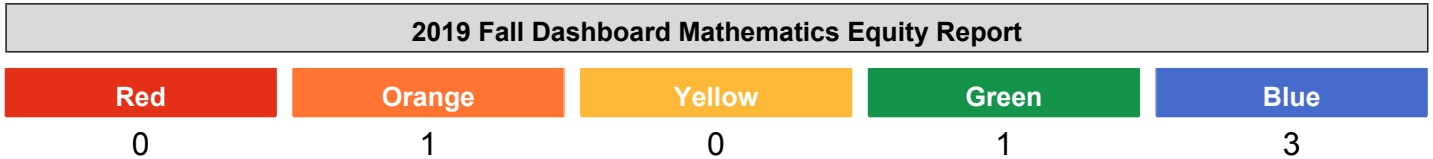
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>34.3 points above standard</p> <p>Increased ++5.6 points</p> <p>299</p>	<p>English Learners</p>  <p>Blue</p> <p>41.5 points above standard</p> <p>Increased Significantly ++23.5 points</p> <p>60</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>0.6 points above standard</p> <p>Increased Significantly ++18 points</p> <p>49</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>76 points below standard</p> <p>Declined Significantly -19.6 points</p> <p>31</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9		 Blue 69.3 points above standard Increased ++13.7 points 89	 No Performance Color 63.1 points above standard Increased Significantly ++17.9 points 14
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 12.6 points below standard Maintained ++0.3 points 28	 No Performance Color 34.5 points above standard Declined Significantly -16 points 33		 Green 20.5 points above standard Increased ++4.8 points 126

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
21.6 points below standard Maintained ++2.4 points 19	70.8 points above standard Increased Significantly ++18.6 points 41	21.7 points above standard Maintained ++1.1 points 209

Conclusions based on this data:

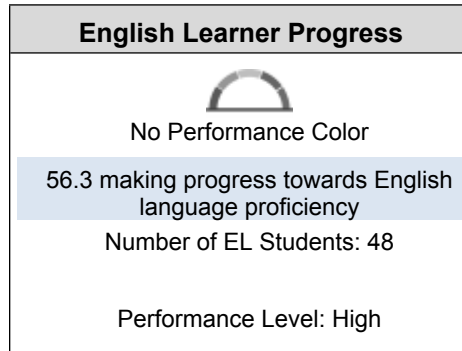
- While performance in Mathematics was lower than English Language Arts on the 2019 CAASPP, all subgroups with the exception of students with disabilities saw an increase in performance.
- As indicated earlier, instruction in Math standards continues to be a focus for the site with an emphasis on Professional Development and Professional Learning Community (PLC) work tied to essential Common Core State Standards.
- Like with English Language Arts, Students with Disabilities continue to be our lowest performing subgroup in Mathematics as well. Increased coordination and collaboration between General Education and Special Education teachers through PLC work is a priority.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 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
7	14	3	24

Conclusions based on this data:

1. According to the 2019 Dashboard, over half of our English Learners increased one level of proficiency in English.
2. Supporting English Learners with high quality English Language Development instruction remains a focus.
3. Providing accommodations to support Level 1 and Level 2 English Learners' access to core instruction (in Benchmark Advance and Envision Math) continues to be a priority.

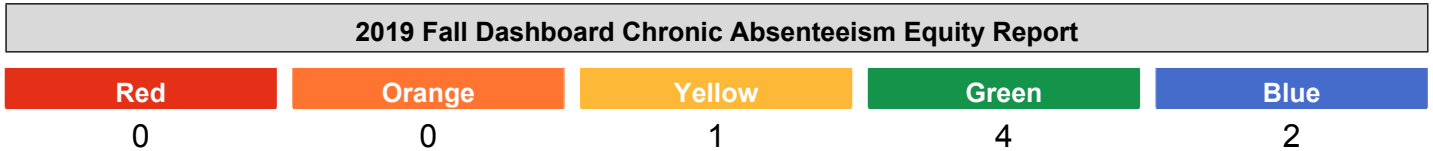
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>1.9</p> <p>Maintained -0.4</p> <p>621</p>	<p>English Learners</p>  <p>Yellow</p> <p>4.3</p> <p>Increased +1.2</p> <p>94</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>3.2</p> <p>Declined -1.3</p> <p>95</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>3</p> <p>Declined -5.9</p> <p>66</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Maintained 0 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Blue 2.1 Declined -1.2 194	 No Performance Color 0 Maintained 0 29
Hispanic	Two or More Races	Pacific Islander	White
 Blue 1.6 Declined -2.3 63	 Green 3.1 Declined -2.4 65	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 1.9 Increased +1.2 258

Conclusions based on this data:

- Overall positive attendance was above 97% for the 2018-2019 school year.
- According to the Fall 2019 Dashboard, English Learners have a higher rate of absenteeism than other students. This will be an area for focus and intervention. Additionally, Students with Disabilities are chronically absent more than students without disabilities, though that percentage decreased over the previous year. We currently house three classrooms for students with Autism. This higher absenteeism of Students with Disabilities may reflect associated health issues.
- As we prepare for school openings in the future, a focus on safe and healthy habits including frequent hand washing, wearing a mask, not touching your face, and passive at home screening measures will be emphasized.

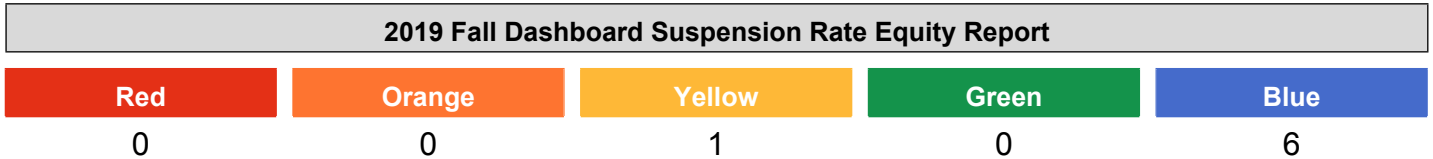
School and Student Performance Data

Conditions & Climate Suspension Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>0.2</p> <p>Declined -0.3</p> <p>631</p>	<p>English Learners</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>96</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>8</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>98</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>1.5</p> <p>Maintained 0</p> <p>66</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 9.1 Increased +9.1 11	 No Performance Color 0 Maintained 0 199	 Blue 0 Maintained 0 29	 No Performance Color 0 Maintained 0 29
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 67	 Blue 0 Declined -1.8 65	 No Performance Color Less than 11 Students - Data 1	 Blue 0 Declined -0.7 259

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
0	0.5	0.2

Conclusions based on this data:

1. There was one student suspended at Gold Ridge Elementary during the 2018-2019 school year.
2. Gold Ridge Elementary continues to work to develop a positive school culture and climate that includes all students, features robust PBIS practices, and makes use of restorative strategies in response to errant student behavior.

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

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)

1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

1.2 Maintain schools in good repair.

1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

Goal 1

At Gold Ridge Elementary, highly qualified teachers will engage and instruct students in district adopted curriculum.

Identified Need

Teacher effectiveness is highly correlated with student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Credential audits	100 percent	100 percent
Instructional materials checks	100 percent	100 percent
Monthly Facilities Checklists	100 percent	100 percent

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

Annual teacher evaluations

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Beginning Teacher Support and Assistance program (BTSA) and school site level support for new teachers

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)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Experienced site and district teachers provided mentoring, instruction, and observation opportunities to the five teachers on our site participating in BTSA.

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

Inventory and ordering of both core and supplemental instructional materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
District purchase of supplemental reading materials including SIPPS, FLEX, and Steps to Advance.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Campus beautification and improvement projects

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)

1,500

Source(s)

Parent-Teacher Association (PTA)
6000-6999: Capital Outlay
Murals and signs to enhance the attractiveness of the school campus.

Annual Review

SPSA Year Reviewed: 2019-20

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.

All teachers were credentialed and successfully evaluated during the school year. Teachers received feedback and support, as well as coaching to improve their instructional practices. The two teachers participating in BTSA received monthly coaching and release days to observe highly qualified teachers. The purchase and implementation of supplemental curriculum enhanced learning for all students.

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

There were no differences between the intended and actual implementation of the goal.

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

No changes are anticipated.

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

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)

- 2.1 Increase student attendance rates and reduce chronic absences.
- 2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically underperforming subgroups.
- 2.3 Decrease 8th grade dropout rates.
- 2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.
- 2.5 Increase family engagement and parent input and the utilization of volunteers.
- 2.6 Increase community partnerships that support student learning.
- 2.7 Increase the efficiency, timeliness and accessibility of district communications.

Goal 2

Gold Ridge Elementary will increase student and parent engagement and create a healthy, and positive learning environment.

Identified Need

The foundation of learning is a safe and welcoming environment where students and families feel connected.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Attendance Rate	97.2 percent	97% or higher
Parent Volunteers	300 parents were cleared to volunteer last year	Maintain or increase
Parent Surveys	2 parent surveys completed last year	1 per trimester
Student Surveys	2 (PBIS) surveys completed last year	1 per trimester
Family education events	2 last year	1 per trimester

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

Attendance tracking and recognition activities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

LCFF - Supplemental
4000-4999: Books And Supplies
Attendances rewards and recognition
certificates

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

Engage parent volunteers to participate in and contribute toward school events including 3E Science, Eagles Art, and family education activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4000

Parent-Teacher Association (PTA)
5800: Professional/Consulting Services And
Operating Expenditures
Eagles Art and 3E curriculum and parent
training necessary to run monthly docent
programs.

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

Fully implement Second Step social skills curriculum

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

LCFF - Supplemental

4000-4999: Books And Supplies
Purchase of additional copies of Second Step curriculum and related materials.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Build a robust Positive Behavior Intervention Supports (PBIS) team to model and train staff in evidenced based practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

LCFF - Supplemental
5800: Professional/Consulting Services And Operating Expenditures
California PBIS Conference, Site Climate Coach stipends

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement Social Emotional Learning (SEL) programs including Special Friends

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)

4,500

Source(s)

Parent-Teacher Association (PTA)
2000-2999: Classified Personnel Salaries

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Hire a parent coordinator and allocate additional resources to support volunteer outreach and parent engagement

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

General Fund
2000-2999: Classified Personnel Salaries
Extra hours to support monthly parent newsletters, family nights, and related communication

Annual Review

SPSA Year Reviewed: 2019-20

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.

Attendance for the 2018-2019 school year was over 97%. The Positive Behavior Intervention/Instruction and Support (PBIS) team attended the California (CA) PBIS Conference and worked closely with staff to increase our use of Second Step curriculum. Site climate coaches lead a PLC focused on increasing PBIS and SEL instruction as well as mental health services for students. Parent volunteers on campus increased through the implementation of the 3E Science Program and the continuation of the Eagles Art parent docent visual arts program.

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

There were no differences between the intended and actual implementation of the goal.

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

No changes are anticipated.

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

Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)
 3.1 Provide professional development in new adoptions and local curriculum.
 3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
 3.3 Provide access to A-G, Career and Technical Education, International Baccalaureate, Advanced Placement and Science, Technology, Engineering and Mathematics courses.

Goal 3

Gold Ridge Elementary provides staff with professional development to support all students to reach high levels of learning.

Identified Need

We want all students to achieve at high levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Scores	2019 EOY ELA = 83%, Math = 84%	ELA = 90%; Math = 89%
CAASPP Scores	2019 EOY CAASPP ELA = 77%, Math = 67%	ELA = 80%; Math = 75%

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

Train new cohort of grade level leaders in Professional Learning Community strategies through participation in Solution Tree PLC That Work Professional Development seminar

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)
8000	General Fund

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

Set aside one teacher meeting each month for site level Professional Development focused on Common Core instruction in essential standards, with special emphasis on Math and low performing subgroups.

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)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
District Lead Teachers provide Professional Development

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The COVID-19 pandemic led to the cancellation of the Solution Tree training, however teachers met monthly in grade level PLCs to work on essential standards.

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 Solution Tree training with Mike Mattos will be rescheduled this year.

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.

No changes are anticipated.

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

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)

4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).

4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).

4.3 Ensure English Learners make yearly progress.

4.4 Ensure Special Education students make yearly progress.

4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.

4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

Goal 4

At Gold Ridge Elementary, staff work together to monitor student achievement and use assessment results for instruction and intervention.

Identified Need

20-30 percent of students are not mastering Common Core standards as evidenced by CAASPP scores. We want to reteach and intervene early to support struggling students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Scores	ELA = 83%; Math = 84%	Meet or exceed
CAASPP Scores	ELA = 77%; Math = 67%	Meet or exceed
Envision Topic Tests	Monitored by teacher	Monitored collaboratively as part of PLC
Benchmark Advance Unit Tests	Monitored by teacher	Monitored collaboratively as part of PLC
Bi-monthly PLC meetings	Twice monthly meetings	Two or more meetings per month

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

Teachers work in Professional Learning Communities (PLCs) at least two times a month to analyze summative and formative assessments and collaboratively plan instruction and intervention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

[Empty box for Amount(s)]

Source(s)

General Fund
1000-1999: Certificated Personnel Salaries
Teacher collaboration completed during contract hours

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

Teachers participate in Professional Development to fine tune Professional Learning Community work

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)

10,000

Source(s)

Donations
5000-5999: Services And Other Operating Expenditures
Professional Learning Community conference and training for Guiding Coalition

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

Twice yearly grade level Every Child By Name meetings

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)

1000

Source(s)

Donations
1000-1999: Certificated Personnel Salaries

Release days for grade level teams to complete ECBN meetings

Annual Review

SPSA Year Reviewed: 2019-20

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.

Teachers worked collaboratively to learn and implement professional learning community practices focused on identifying essential standards at all grade levels and measuring progress using common formative assessments. They met twice a year in grade levels to discuss Every Child By Name and plan RtI for groups and interventions for individual students.

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

There were no differences between the intended and actual implementation of the goal.

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

No changes are anticipated

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$32,000.00

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 (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
Donations	\$11,000.00
General Fund	\$9,000.00
LCFF - Supplemental	\$2,000.00
Parent-Teacher Association (PTA)	\$10,000.00

Subtotal of state or local funds included for this school: \$32,000.00

Total of federal, state, and/or local funds for this school: \$32,000.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 5 Parent or Community Members

Name of Members	Role
David Frankel	Principal
Darlene Kunstel	Classroom Teacher
Donald Drifill	Classroom Teacher
Terry English	Classroom Teacher
Denise Swanson	Classroom Teacher
Nicole Heglie	Parent or Community Member
Shaina L'Heureux	Parent or Community Member
Bharvik Vyas	Parent or Community Member
Stephanie Ellis	Parent or Community Member
Kinga Wierzchnicka	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.

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELACMembers	Role
Darlene Kunstel	Classroom Teacher
Kinga Wierzchnicka	Parent or Community Member
Bharvik Vyas	Parent or Community Member
David Frankel	Principal

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. The school's annual language census.
- c. Ways to make parents aware of the importance of regular school attendance.

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

Not Available

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 August 31, 2020.

Attested:



Principal, David Frankel on 8.31.20

Not Available

SSC Chairperson, Stefanie Ellis on 8.31.20

NOTICE OF REGULAR MEETING
OPEN TO THE PUBLIC

Gold Ridge Elementary School
English Language Advisory Committee

Monday, August 31, 2020

3:00 PM

Agenda

1. Introductions
2. Old Business
3. New Business
4. Adjourn

MEETING MATERIALS AVAILABLE UPON REQUEST

Legal requirements: Assurance, 90, CON.34 (former SIP.3)

Microsoft Teams link to access the meeting is available upon request from the Office

GOLD RIDGE ELAC MEETING MINUTES

August 31, 2019

3:00PM

Beginning of Year Meeting – Combined with School Site Council Meeting

Attendees: D. Frankel, D. Kunstel, K. Wierzchnika

I.) Update on English Language Learners at Gold Ridge

A. Presentation and discussion by D. Kunstel

2.) Update on English Language Proficiency Assessment for California (ELPAC)

A. Online assessment plans

3.) Adjourn

NOTICE OF REGULAR MEETING
OPEN TO THE PUBLIC

Gold Ridge Elementary School
School Site Council

Monday, August 31, 2020

3:00 PM

Agenda

1. Introductions
2. Election of Officers
3. School Plan for Student Achievement
4. Old Business
5. New Business
6. Adjourn

MEETING MATERIALS AVAILABLE UPON REQUEST

Legal requirements: Assurance, 90, CON.34 (former SIP.3)

Microsoft Teams link to access the meeting is available upon request from the Office

Gold Ridge Elementary School

School Site Council

Monday, August 31, 2020

MINUTES

In Attendance: Kinga Wierzchnika, Nicole Heglie, Shaina L'Heureux, Stefanie Ellis, Darlene Kunstel, Denise Swanson, Donald Driffill, Terry English, David Frankel

Absent: Bhavik Vyas

1. Introductions

- a. Parents and Staff introduced themselves, and shared briefly how Distance Learning is looking in their household or classroom

2. Election of Officers

- a. Shaina L'Heureux nominated herself to be Secretary. Stefanie Ellis seconded the motion. Motion carried 9-0.
- b. Shaina L'Heureux nominated Stefanie Ellis to be Chairperson. Terry English seconded the motion. Motion carried 9-0.

3. School Plan for Student Achievement

- a. The team reviewed chronic absenteeism (and discrepancies among subgroups), math and English language arts performance, and our school and community profile.
- b. Team members made specific edits and suggestions that were incorporated into the plan.

- c. Shaina L'Heureux moved to approve the School Plan for Student Achievement. Denise Swanson seconded the motion. Motion passed 9-0.
4. Old Business
- a. Shaina L'Heureux shared minutes for our final Site Council meeting last year including family survey results, club fact sheets, and English learner updates.
 - b. It was decided to not follow up on those items at this time.
5. New Business
- a. Discussion centered on supporting students, families, and teachers with Distance Learning such as rosters for communication, parent presentations, and tutorial videos.
 - b. We decided to consolidate technology resources to support new and existing families with Teams, SeeSaw, and Google Classroom on our website and to push that information out through our weekly newsletters. We will also make new videos to support families and have parents reach out to teachers for follow up support.
6. Adjourn
- a. Agreed to meet on November 9 at 3:00pm
 - b. Terry English motioned to adjourn. David Frankel seconded the motion. Motion passed 9-0.

SPSA Input

Name	Any Input ?	Additional Comments
Denise Swanson	All good.	Page 28 #1 ws should be was
Darlene Kunstel	Looks good.	Page 31 #1 change "were" to "was" Page 45 Are site membership names current?
Shaina L'Heureux	All good.	Question: Do we know more about why the English learners are more prone to absenteeism?
Nicole Heglie	All good.	

Sign In
School Site Council

8/31/20

(Meeting was held virtually; no physical signatures were collected. The members below were present)

<u>Name</u>
David Frankel
Kinga Wierzchinka
Nicole Heglie
Shaina L'Heureux
Stefanie Ellis
Darlene Kunstel
Denise Swanson
Donald Driffill
Terry English