

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Gold Ridge Elementary School	3467330611568	September 19, 2022	October 20, 2022

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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
Comprehensive Support and Improvement
Targeted Support and Improvement
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 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. Due to COVID-19, this plan is meant to remain a viable document throughout the 2022-2023 school year.

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.
We are committed to re-engaging students in core instruction, after the disruptions of COVID-19 and it's side affects regarding student and parent engagement.

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).

Gold Ridge surveys parents and teachers and pulls 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 Panorama student SEL 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 Elementary 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 i-Ready. 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 is 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 an 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. This has been modified in its depth, due to COVID-19 and missing educational engagements.

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 the adopted curriculum and we provide differentiated support to aid 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 re-teaching. 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 PTO supports parental engagement through family nights, 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 through FCUSD.

We maintain a robust website that receives hundreds 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, PTO 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.

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

Community meetings including School Site Council, LCAP, and PTO 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, though in a virtual format for 2022-2023.

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. 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). Gold Ridge Elementary School's focus is to remedy these issues with direct instruction that supports the data received at the start of the 2022-2023 school year. Additional staffing is also needed, but is not available due to applicant shortages. This is not a reflection on the district, but is a reality of the 2022-2023 school year.

School and Student Performance Data

Student Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		0
African American	1.82%	1.3%	1.97%	11	7	11
Asian	28.88%	34.7%	27.56%	175	190	140
Filipino	4.79%	4.8%	3.54%	29	26	18
Hispanic/Latino	11.55%	13.7%	15.75%	70	75	80
Pacific Islander	0.5%	0.6%	0.59%	3	3	3
White	41.25%	34.7%	39.17%	250	190	199
Multiple/No Response	11.22%	10.2%	11.42%	68	56	58
Total Enrollment				606	547	508

Student Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	97	76	69
Grade 1	88	88	75
Grade 2	97	85	96
Grade3	104	91	79
Grade 4	115	93	96
Grade 5	105	114	93
Total Enrollment	606	547	508

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 of students from India, but also includes students from the Middle East, China, Taiwan, Southeast Asia, and Japan. This data is current pre-COVID-19.
3. Grade level data shows a "bubble" or slightly higher number of students at 4th and 5th grade. These bubbles are typical and the reason we often have at least one grade level combination class each year. This data is current pre-COVID-19.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	92	78	78	15.2%	14.30%	15.4%
Fluent English Proficient (FEP)	89	77	75	14.7%	14.10%	14.8%
Reclassified Fluent English Proficient (RFEP)	2	12		2.6%	2.20%	

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. This data is now current, post-COVID-19.
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. This data is current post-COVID-19.
3. Of the 30 different languages spoken by students and families, Telugu is the most common. In 2021, 47 students were Telugu speakers. This data is current post-COVID-19.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	107	94	77	107	0	77	108	0	77	100	0.0	100.0
Grade 4	101	98	95	99	0	95	99	0	95	98	0.0	100.0
Grade 5	100	109	97	98	0	97	98	0	97	98	0.0	100.0
All Grades	308	301	269	304	0	269	304	0	269	98.7	0.0	100.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2506.		2465.	60.75		46.75	24.30		24.68	9.35		15.58	5.61		12.99
Grade 4	2511.		2488.	46.46		36.84	20.20		22.11	22.22		14.74	11.11		26.32
Grade 5	2566.		2532.	44.90		30.93	37.76		38.14	7.14		13.40	10.20		17.53
All Grades	N/A	N/A	N/A	50.99		37.55	27.30		28.62	12.83		14.50	8.88		19.33

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	60.75		33.77	33.64		54.55	5.61		11.69
Grade 4	40.40		26.32	45.45		62.11	14.14		11.58
Grade 5	54.08		30.93	38.78		58.76	7.14		10.31
All Grades	51.97		30.11	39.14		58.74	8.88		11.15

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	57.01		28.57	39.25		55.84	3.74		15.58
Grade 4	34.34		28.42	55.56		48.42	10.10		23.16
Grade 5	58.16		23.71	34.69		62.89	7.14		13.40
All Grades	50.00		26.77	43.09		55.76	6.91		17.47

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	46.73		20.78	50.47		64.94	2.80		14.29
Grade 4	34.34		18.95	58.59		66.32	7.07		14.74
Grade 5	26.53		18.56	67.35		72.16	6.12		9.28
All Grades	36.18		19.33	58.55		68.03	5.26		12.64

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	48.60		32.47	44.86		53.25	6.54		14.29
Grade 4	37.37		21.05	47.47		66.32	15.15		12.63
Grade 5	47.96		24.74	42.86		60.82	9.18		14.43
All Grades	44.74		25.65	45.07		60.59	10.20		13.75

2019-20 Data:

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Conclusions based on this data:

- 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. This data is current pre-COVID-19.
- 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. This data is current pre-COVID-19.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	106	94	77	107	0	77	107	0	77	100	0.0	100.0
Grade 4	101	98	95	99	0	95	99	0	95	98	0.0	100.0
Grade 5	100	109	97	99	0	97	99	0	97	99	0.0	100.0
All Grades	308	301	269	305	0	269	305	0	269	99	0.0	100.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2507.		2490.	56.07		45.45	25.23		28.57	15.89		16.88	2.80		9.09
Grade 4	2506.		2494.	22.22		31.58	42.42		29.47	27.27		20.00	8.08		18.95
Grade 5	2538.		2526.	41.41		30.93	15.15		20.62	26.26		24.74	17.17		23.71
All Grades	N/A	N/A	N/A	40.33		35.32	27.54		26.02	22.95		20.82	9.18		17.84

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	71.03		54.55	23.36		35.06	5.61		10.39
Grade 4	36.36		37.89	45.45		44.21	18.18		17.89
Grade 5	46.46		27.84	27.27		49.48	26.26		22.68
All Grades	51.80		39.03	31.80		43.49	16.39		17.47

2019-20 Data:

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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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	58.88		51.95	34.58		37.66	6.54		10.39
Grade 4	34.34		28.42	50.51		48.42	15.15		23.16
Grade 5	34.34		23.71	49.49		56.70	16.16		19.59
All Grades	42.95		33.46	44.59		48.33	12.46		18.22

2019-20 Data:

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

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	66.36		41.56	30.84		49.35	2.80		9.09
Grade 4	42.42		31.58	44.44		51.58	13.13		16.84
Grade 5	34.34		25.77	45.45		61.86	20.20		12.37
All Grades	48.20		32.34	40.00		54.65	11.80		13.01

2019-20 Data:

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

Conclusions based on this data:

1. CAASPP results from the last three (pre-COVID-19) 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. This data is current pre-COVID-19.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1471.2	1530.6	1454.8	1471.3	1525.0	1455.7	1471.0	1543.7	1452.5	15	16	12
1	1484.4	1517.6	*	1483.2	1526.5	*	1484.9	1508.4	*	20	19	8
2	1513.9	*	1526.2	1517.1	*	1528.5	1510.1	*	1523.5	15	10	11
3	*	1547.6	*	*	1544.6	*	*	1549.9	*	8	16	7
4	*	*	1506.3	*	*	1503.3	*	*	1508.8	10	8	12
5	*	*	*	*	*	*	*	*	*	*	10	7
All Grades										71	79	57

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	26.67	81.25	41.67	66.67	12.50	33.33	6.67	6.25	16.67	0.00	0.00	8.33	15	16	12
1	35.00	57.89	*	50.00	21.05	*	15.00	15.79	*	0.00	5.26	*	20	19	*
2	33.33	*	54.55	46.67	*	36.36	13.33	*	9.09	6.67	*	0.00	15	*	11
3	*	62.50	*	*	25.00	*	*	6.25	*	*	6.25	*	*	16	*
4	*	*	33.33	*	*	16.67	*	*	16.67	*	*	33.33	*	*	12
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.76	64.10	36.84	57.75	21.79	29.82	11.27	10.26	15.79	4.23	3.85	17.54	71	78	57

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	40.00	81.25	41.67	53.33	12.50	33.33	6.67	6.25	16.67	0.00	0.00	8.33	15	16	12
1	25.00	63.16	*	65.00	21.05	*	10.00	15.79	*	0.00	0.00	*	20	19	*
2	60.00	*	72.73	26.67	*	9.09	6.67	*	18.18	6.67	*	0.00	15	*	11
3	*	75.00	*	*	12.50	*	*	12.50	*	*	0.00	*	*	16	*
4	*	*	41.67	*	*	25.00	*	*	0.00	*	*	33.33	*	*	12
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.25	71.79	45.61	47.89	15.38	26.32	7.04	11.54	10.53	2.82	1.28	17.54	71	78	57

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	26.67	81.25	16.67	60.00	6.25	41.67	13.33	12.50	33.33	0.00	0.00	8.33	15	16	12
1	25.00	31.58	*	50.00	47.37	*	25.00	10.53	*	0.00	10.53	*	20	19	*
2	13.33	*	27.27	53.33	*	54.55	26.67	*	18.18	6.67	*	0.00	15	*	11
3	*	43.75	*	*	31.25	*	*	18.75	*	*	6.25	*	*	16	*
4	*	*	16.67	*	*	25.00	*	*	25.00	*	*	33.33	*	*	12
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.90	46.15	19.30	54.93	34.62	36.84	23.94	14.10	29.82	4.23	5.13	14.04	71	78	57

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	20.00	62.50	50.00	80.00	37.50	41.67	0.00	0.00	8.33	15	16	12
1	55.00	78.95	*	45.00	21.05	*	0.00	0.00	*	20	19	*
2	60.00	*	72.73	33.33	*	27.27	6.67	*	0.00	15	*	11
3	*	50.00	*	*	43.75	*	*	6.25	*	*	16	*
4	*	*	41.67	*	*	33.33	*	*	25.00	*	*	12
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.85	65.38	47.37	54.93	32.05	36.84	4.23	2.56	15.79	71	78	57

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	53.33	81.25	41.67	46.67	12.50	50.00	0.00	6.25	8.33	15	16	12
1	20.00	68.42	*	80.00	21.05	*	0.00	10.53	*	20	19	*
2	46.67	*	54.55	40.00	*	45.45	13.33	*	0.00	15	*	11
3	*	87.50	*	*	12.50	*	*	0.00	*	*	16	*
4	*	*	33.33	*	*	33.33	*	*	33.33	*	*	12
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	49.30	77.33	43.86	46.48	17.33	38.60	4.23	5.33	17.54	71	75	57

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	13.33	50.00	16.67	86.67	50.00	66.67	0.00	0.00	16.67	15	16	12
1	35.00	63.16	*	65.00	26.32	*	0.00	10.53	*	20	19	*
2	13.33	*	27.27	80.00	*	72.73	6.67	*	0.00	15	*	11
3	*	50.00	*	*	43.75	*	*	6.25	*	*	16	*
4	*	*	16.67	*	*	41.67	*	*	41.67	*	*	12
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.90	53.85	21.05	77.46	41.03	59.65	5.63	5.13	19.30	71	78	57

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	73.33	75.00	50.00	26.67	25.00	50.00	0.00	0.00	0.00	15	16	12
1	20.00	31.58	*	75.00	63.16	*	5.00	5.26	*	20	19	*
2	33.33	*	45.45	60.00	*	54.55	6.67	*	0.00	15	*	11
3	*	43.75	*	*	50.00	*	*	6.25	*	*	16	*
4	*	*	25.00	*	*	41.67	*	*	33.33	*	*	12
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.03	39.74	35.09	57.75	55.13	50.88	4.23	5.13	14.04	71	78	57

2019-20 Data:

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

Conclusions based on this data:

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

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
547	13.2	14.3	0.2
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.	This is the percent of students whose well-being is the responsibility of a court.

2020-21 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	78	14.3
Foster Youth	1	0.2
Homeless	7	1.3
Socioeconomically Disadvantaged	72	13.2
Students with Disabilities	53	9.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.3
American Indian or Alaska Native		
Asian	190	34.7
Filipino	26	4.8
Hispanic	75	13.7
Two or More Races	56	10.2
Native Hawaiian or Pacific Islander	3	0.5
White	190	34.7

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 PTO has identified multicultural education as a priority and is funding assembly programs, library books, and special family events.
3. Staff receives 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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Blue	Suspension Rate  Blue
Mathematics  Green		

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. This data is current pre-COVID-19, however, and real data separated out by live, hybrid, and virtual presence are unknown.

School and Student Performance Data

Academic Performance English Language Arts

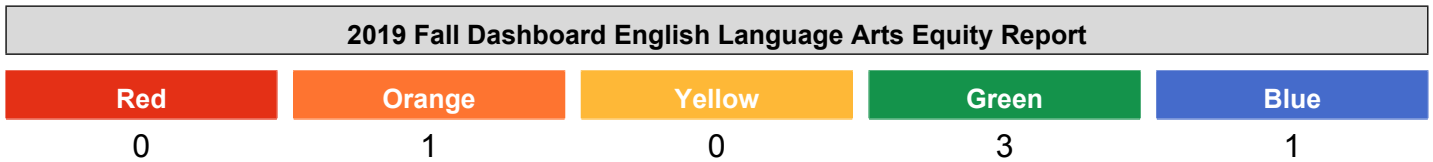
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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. This data is current pre-COVID-19.
- 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 staff through PLC work is a priority.

School and Student Performance Data

Academic Performance Mathematics

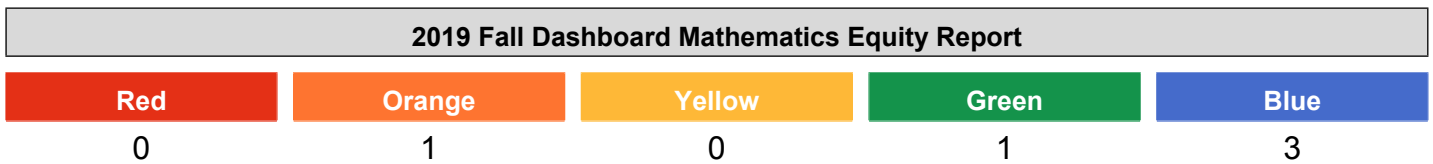
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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 ++22.5 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 ++17.0 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. This data is current pre-COVID-19.
- 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

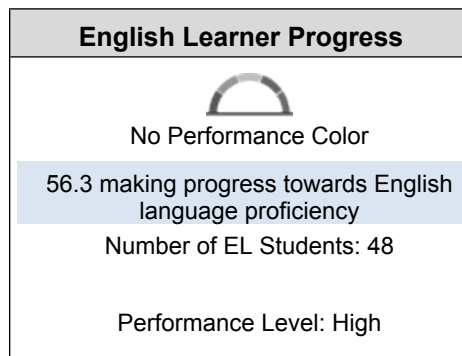
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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
14.5	29.1	6.2	

Conclusions based on this data:

1. According to the 2019 Dashboard, over half of our English Learners increased one level of proficiency in English. This data is current pre-COVID-19, however, and based on ancillary review by the GRE team, may change.
2. Supporting English Learners with high quality English Language Development instruction remains a focus at GRE.
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 Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Not applicable to Gold Ridge Elementary.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

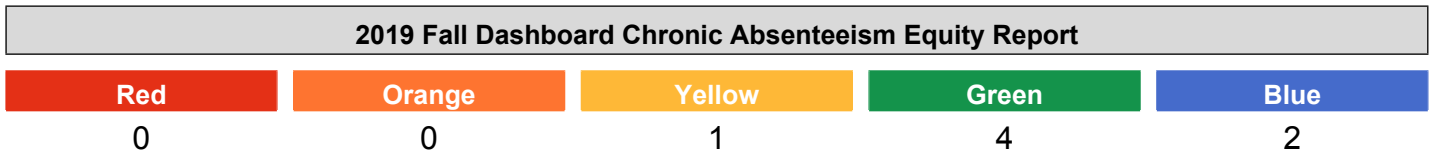
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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

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 0	 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. This is disassociated with any COVID-19 issues.
- As schools are open as pre-covid, a focus on safe and healthy habits including frequent hand washing, optional masking, not touching your face, and passive at home screening measures will be emphasized.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. Not applicable to Gold Ridge Elementary (Preschool -5th grade)

School and Student Performance Data

Conditions & Climate Suspension Rate

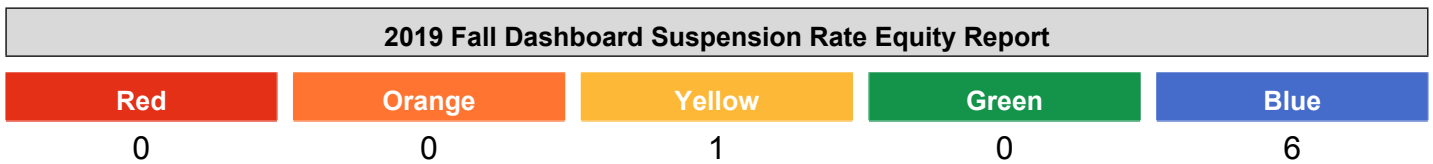
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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		 Blue 0 Maintained 0 199	 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
	0.5	0.2

Conclusions based on this data:

1. There was one student suspended at Gold Ridge Elementary during the 2018-2019 school year. This data is current pre-COVID-19, and is not reflective of the 2019-2020, 2020-2021, and 2021-2022 school years.
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 behaviors.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP Goal 1: High quality instruction and curriculum

LEA/LCAP Goal

Goal 1 - All students will receive equitable instruction from highly qualified teachers and have access to a curriculum that 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 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students.

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, as well as home support.

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 at GRE.

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)

[Empty box for Amount(s)]

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries

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)

[Empty box for Amount(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)

[Empty box for Amount(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/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
6000-6999: Capital Outlay
Murals and signs to enhance the attractiveness of the school campus.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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 one teacher participating in BTSA received monthly coaching and release days to observe highly qualified teachers. The purchase and implementation of a 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.

Goal Subject

LCAP Goal 2: Student, parent, and community engagement

LEA/LCAP Goal

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning, and outcomes for LCAP student groups (state priority 3, 5, and 6).
 2.1 - Increase student attendance rates and reduce chronic absences for all students.
 2.2 - Increase the high school graduation rate and decrease the dropout rate.
 2.3 - Reduce student suspensions, expulsion rates, and bullying incidents.
 2.4 - Increase opportunities for family engagement and parent input and the utilization of volunteers.
 2.5 - Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child well being.
 2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders.

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	Few parents were cleared to volunteer last year. This changed in April, with a small number of parents reengaging.	Increase
Parent Surveys	3 parent surveys completed last year	1 per trimester
Student Surveys	3 (PBIS/Panorama) surveys completed last year	1 per trimester
Family education events	3 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)

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 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)

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)

Source(s)

2,000

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)

Source(s)

4,500

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. This is an ongoing issue, due to the lack of staffing available for 2021-2022.

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)

1,000

Source(s)

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

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Attendance for the 2021-2022 school year was below average, due to Covid issues.. 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 the 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. This data is recently updated, post-Covid, and is still being assessed.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP Goal 3: Professional learning and support for high quality instruction

LEA/LCAP Goal

Goal 3 - Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4, and 7)
 3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.
 3.2 - Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards.
 3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
 3.4 - Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP), and Science, Technology, Engineering, and Mathematics (STEM) courses to ensure students are college and career ready.

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
i-Ready Scores	2021 End Of Year ELA = 83%, Math = 84%	ELA = 90%; Math = 89%
CAASPP Scores	2021 End Of Year 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. Please note that Gold Ridge is currently trying to secure new training days for 2022-2023. Our first training is in September of 2022, but more training is needed.

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)

8000

Source(s)

General Fund
5800: Professional/Consulting Services And
Operating Expenditures

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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 (see above).

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 will be rescheduled for 2021-2022.

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.

Goal Subject

LCAP Goal 4: Student progress and education outcomes will be monitored for success

LEA/LCAP Goal

Goal 4 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4, and 8)

4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 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 grade level progress through access to grade level curriculum and quality first instruction.

4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.

4.5 - Improve Kindergarten readiness as measured by curriculum embedded assessment.

4.6 - Graduation rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

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 State Standards as evidenced by CAASPP scores. We want to re-teach and intervene early to support struggling students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready 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 at GRE.

Strategy/Activity

Teachers work in Professional Learning Communities (PLCs) at least three 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)

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)

Source(s)

10,000

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, excluding further COVID-19 issues.

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)

1000

Donations
1000-1999: Certificated Personnel Salaries
Release days for grade level teams to complete
ECBN meetings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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 Student 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 (\$)
------------------	-----------------

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/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$1,500.00
Parent-Teacher Association (PTA)	\$8,500.00

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	79885	77,885.00
Donations	4500	-6,500.00

Expenditures by Funding Source

Funding Source	Amount
Donations	11,000.00
General Fund	9,000.00
LCFF - Supplemental	2,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,500.00
Parent-Teacher Association (PTA)	8,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,000.00
2000-2999: Classified Personnel Salaries	5,500.00
5000-5999: Services And Other Operating Expenditures	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	14,000.00
6000-6999: Capital Outlay	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Donations	1,000.00
5000-5999: Services And Other Operating Expenditures	Donations	10,000.00

2000-2999: Classified Personnel Salaries	General Fund	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	2,000.00
6000-6999: Capital Outlay	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,500.00
2000-2999: Classified Personnel Salaries	Parent-Teacher Association (PTA)	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	4,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,500.00
Goal 2	11,500.00
Goal 3	8,000.00
Goal 4	11,000.00

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

Name of Members	Role
Shawn Lundberg	Principal
Tara Koelzer	Classroom Teacher
Kaila Kepler	Classroom Teacher
Terry English	Classroom Teacher
Darlene Kunstel	Classroom Teacher
Nicole Vandermejde	Parent or Community Member
Stefanie Ellis	Other School Staff Parent or Community Member
Shaina L'Heurex	Parent or Community Member
Kate Thurbon	Parent or Community Member
Latifa Bani	Parent or Community Member
Sari Dierking	Parent or Community Member
	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 ELAC Members	Role
Tara Koelzer	Classroom Teacher
Latifa Bani	Parent or Community Member
Shawn Lundberg	Principal Parent or Community Member

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

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 September 19, 2022.

Attested:

Principal, Shawn Lundberg on 9/19/22

SSC Chairperson, Stefanie Ellis on 9/19/22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

NOTICE OF REGULAR MEETING
OPEN TO THE PUBLIC

Gold Ridge Elementary School

School Site Council

Monday, September 19, 2022

Gold Ridge Office

3:00 PM

Agenda

1. Introductions
2. Election of Officers
3. School Plan for Student Achievement
4. Review of Site Council 2019-2022
5. New Business
6. Adjourn

MEETING MATERIALS AVAILABLE UPON REQUEST

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

GOLD RIDGE SITE COUNCIL MEETING MINUTES

September 19, 2022

3:00 PM

Attendees: S. Dierking, S. DiMariano L'Heureux, S. Ellis, L. Hadzijasufovic,

D. Kunstell, S. Lundberg, K. Thurbon, N. Vandermyde

- I. Meeting called to order (Lundberg)
 - A. Introductions
- II. Description of Site Council
 - A. Expect 3 or so meetings this year
 - B. Meetings can formalize funding, safety, and programs for children
- III. Election of Officers
 - A. Chair - Stefanie (unanimous)
 - B. Secretary - Shaina (unanimous)
- IV. School Plan for Student Achievement
 - A. Submit all proposed changes by September 30, 2022
 - B. Comprehensive needs assessment on p. 4 (will be discussed again in November)
 - C. Changes proposed: change PTA (nationally run and organized) to PTO (fewer fees, legal restrictions, and funding restrictions)
 - D. Document will go to the FCUSD Board for approval in October
 - E. School & Student Performance Data on p. 9
 1. 44% of students live in apartments (largest in district), which results in a lot of transiency in and out of the school over the course of the year.
 2. 4th largest elementary in the district
 3. Increasing population of Ukrainian, Russian, and Afghani children

4. CAASPP results are phenomenal, especially coming off of COVID. New: 5th grade science specific testing, which scored very low across the state (20% pass).
 5. ELPAC (English learners) leads to annual testing in their English proficiency.
 6. Student population on p. 19
 - a) Current enrollment is 544 (similar to last listed report)
 7. Setbacks in K-2nd after COVID (Vandermyde): Decrease in fine motor skills, social skills, stamina, and needing extra assistance learning how to work in a group and with others.
 8. Chronic absenteeism on p. 33
 - a) 15-20 kids coming in late each day
 - b) Disruptive to teaching and to other students
 - c) Meetings have begun with families
 - d) Doors locked on time and kids required to go to the office, which is embarrassing for the children
 - e) Breakfast is an incentive
 - f) Would carpool, walking, biking be an aid to control and responsibility in this area?
 - g) Next August campus will be fully closed and coming through the office will be mandatory.
 9. Suspensions on p. 36
- F. Goals, Strategies, and Proposed Expenditures on p. 38
1. Will be adjusted based on the data that will be included at a later date
 2. Important to review closely prior to the next meeting
- G. Budget on p. 51
1. Not under control of the school at all

2. PTO, donations, and fundraising are the only sources of flexible dollars (e.g. annual donation from Intel).

H. Instructions on p. 57

1. Outlines purpose, strategies, and goal of Site Council

- I. Pre-formal approval, excluding data to be added, motion unanimously passed

V. Next meeting date TBD

VI. Meeting adjourned at 4:13pm

GOLD RIDGE ELEMENTARY

ELAC 2022 – 2023

8/23/2022 3:00pm

Agenda

- 1) Welcome
- 2) Review 2022-2023 School Site Plan – Separate Meeting
- 3) ELAC
- 4) What's Happening at GRE?
- 5) Future Meeting Dates
- 5) Adjournment

GOLD RIDGE ELEMENTARY

ELAC 2022 – 2023

8/23/2022 3:00pm

Meeting Notes

Attendees: S. Dierking, S. DiMariano L'Heureux, S. Ellis, L. Hadzijasufovic, D. Kunstell, S. Lundberg, K. Thurbon, N. Vandermyde, Tara Koelzer, Galina Kaydris

1) Welcome (3:05 pm)

2) Review 2022-2023 School Site Plan

- This will be pending full approval later this month at our SSC meeting.

3) ELAC

- Shawn reviewed ELAC information as it affects Gold Ridge. ELAC happens in the classroom. BIA (Galina) would help with this instruction by pulling students in small groups during classroom instruction to give support.
- Currently GRE has 46 ELL students. A site must have 21 students in order to have an ELAC Committee.
- Students typically here at GRE will be reclassified during grades 4 and 5. Initial assessments are conducted by District Staff in the conference room here at Gold Ridge

during the first few weeks of school. The site then conducts the end of the year assessments when the window opens in February.

4) What's Happening at GRE?

- See school calendar and website for the most updated information. As it relates to ELAC, new materials are available. Galina and Tara will be putting forward some recommended purchases.

5) Future Meeting Dates

- Second Tuesday of each month (GRE Conference Room, 3:00 pm)

5) Meeting adjourned (3:45 pm)