

School Year: **2019-20**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Emilie Ritchen Elementary School	56725386110738	October 14, 2019	November 13, 2019

Purpose and Description

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

Schoolwide Program

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

As described within our Vision and Mission Statements, Emilie Ritchen Elementary School is committed to providing the best educational program possible for our students. The quality of our instructional program is a reflection of our highly committed staff. We are dedicated to ensuring Ritchen School is a welcoming, stimulating environment where students are actively involved in their education, while building positive character traits focused on kindness. Through the shared vision of our staff, parents, and community, our students are challenged to reach their maximum potential. Our academic focus has centered on building strong foundations in reading, writing, and mathematics. Throughout the 2019-20 school year, Emilie Ritchen will emphasize building rigor across all grade levels, while scaffolding instruction to strengthen students' skills on grade-level standards. Students are encouraged and supported to meet their Accelerated Reader trimester goals to build their literacy skills and reach their reading potential. Teachers will also concentrate on

building students' writing ability across all core content areas to promote critical thinking and to better equip students with the skills required to meet expectations of state-wide summative assessments. Finally, teachers will continue focusing on implementing Mathematical Mindset strategies across all grade levels, enabling students to build their academic vocabulary and reasoning skills in the area of Mathematics.

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

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

Utilizing the Response to Instruction and Intervention (RTI2) or Multi-Tiered Systems of Support (MTSS) Model, students are identified through the Coordination of Services Team (CST) and Student Success Team (SST) process to receive Tier I-Level Intervention services by classroom teachers during daily core instruction in English Language Arts, Mathematics, Social Studies and Science. Tier II to Tier III-Level Intervention services are provided by classroom teachers during Universal Access and English Language Development, our Intervention Support Providers (ISPs) in small group settings, and/or our K-2 Reading Specialist, also within a small group setting. Our Reading Specialist supports struggling readers in grades Kindergarten, 1st and 2nd with the goal of having underperforming students reading at grade level by the time they enter 3rd grade. The Reading Specialist works directly with students, collaborates with teachers, and serves as a resource for reading instruction for both classroom teachers and ISPs.

Aligned to our Strand Focus centered on Science and Technology, classroom teachers provide science lessons and labs to students utilizing Foss Curricular materials aligned to Next Generation Science Standards (NGSS). Identified Gifted and Talented Education (GATE) students, as well as other targeted students, are provided academic enrichment through Robotics to meet their academic ability and extend their instructional programs. Students are also given the opportunity, based on need, to enroll and participate in the Oxnard Scholars after school program to receive additional core instruction, academic enrichment, and study skills support. Our Preschool and Transitional Kindergarten programs prepare students to enter Kindergarten with the academic and social/emotional skills necessary to ensure school success.

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

student discipline data, identify areas of focus, and provide recommendations to school staff in order to strengthen our school's positive learning environment. Weekly Eagle Assemblies and monthly Awards Assemblies honor and recognize the hard work and positive choices students make by rewarding students with praise, recognition, and incentives.

In order for students to achieve their fullest potential, we know that parental involvement is a critical factor to ensure students' educational success. Our English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC), in coordination with our Outreach Coordinator, offer and encourage parents to become active participants in their children's education by participating in the meaningful and productive opportunities offered. The school's Parent Involvement Policy provides clear guidelines for parents to serve as volunteers in classroom and school activities. Our Back to School Night, Parent Nights focusing on Literacy, Math, and/or the Strand Focus, along with Trimester "Ritchen Coffee Talk" meetings, further support and foster parental engagement. Moreover, by offering a rigorous academic curriculum taught using data driven instructional practices, by maintaining high expectations for student success, by fostering a safe, positive learning environment, and by strengthening home-school partnerships to increase parental involvement, Emilie Ritchen Elementary School will meet the goals identified within this School Plan for Student Achievement.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

Within a Professional Learning Community context, grade-level teams will collaborate frequently to analyze data from both formative (Star 360 Early Literacy/Reading/Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, and curriculum-embedded assessments) and summative (CAASPP, ELPAC) assessments to monitor student achievement and identify key learning targets within the Common Core State Standards to target and modify instruction. Ongoing monitoring of summative and formative assessment data will also enable grade-level teams to identify, through the Coordination of Services Team (CST) and Student Success Team (SST) process, students in need of intensive, evidence-based small group intervention provided by the classroom teacher, the K-2 Reading Specialist, and/or the Intervention Support Providers (ISPs) during Universal Access time or during before or after school tutoring.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

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

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders.

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

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

Ritchen Elementary will continue to prioritize parent involvement during the 2019-20 school year. Parents, community representatives, classroom teachers, and other school personnel serve a vital role in guiding the planning, implementation, and evaluation of ConApp programs. Parent representatives on the School Site Council, English Language Advisory Committee, and Parent Teacher Association are elected on an annual or biennial basis. School or district-adopted bylaws govern the protocols and decision-making process for each of these committees to ensure annual goals and fiscal spending is centered on student success. Throughout the 2019-20 school year, the school staff, community, and governance stakeholder groups will continue to monitor the actions identified to support the SPSA goals and to determine the school's effectiveness of meeting these goals. School Site Council and the English Language Advisory Committee meet monthly to discuss and monitor the school's progress towards meeting the SPSA goals, as well as to review the implementation of supports, programs, and services identified within the SPSA. The Principal will meet with classroom teachers and other school personnel on a weekly basis to analyze and monitor student achievement data in order to improve curriculum, instruction, and assessment.

Funding

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

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

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Emilie Ritche Elementary School governance stakeholder groups were involved in the development of the School Plan for Student Achievement. School Site Council met on September 30th and October 14th to analyze 2018-19 summative and current 2019-20 formative student achievement data to align categorical funding to students' academic and social/emotional/behavioral needs. In addition, School Site Council acknowledged the input provided by school staff to support the development of the three SPSA goals and objectives focused on setting high academic standards in ELA and Math, providing social emotion support and fostering a positive and safe school climate, and increasing parent and family engagement. Similarly, the English Language Advisory Committee met on September 25th and October 16th and provided recommendations to the School Site Council, particularly in the areas of parent and family engagement and building English Learners' language proficiency skills to ensure academic success. The school's Parent Teacher Association was also involved in supporting the development of the SPSA by aligning the PTA budget and activities to support the overall goals identified within the SPSA.

Resource Inequities

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

Due to cuts to 2019-20 categorical funding, Ritche Elementary has had to eliminate one Intervention Support Provider (ISP) position and will now only be able to fund two, instead of three, ISP positions. Ritche Elementary has also had to eliminate the Technology Mentor and Math Mentor stipends, which not only eliminate those two positions, but also the professional development these positions provided to school staff. Instructional aides to support first grade intervention during Universal Access time, student assemblies and additional Leveled Literacy Intervention kits and materials have also been eliminated from the 2019-20 school budget. Campus supervision has also been negatively impacted by 2019-20 funding cuts, which created a reduction of one campus supervisor position resulting in a total of five campus supervisors instead of six. In addition, Ritche Elementary has experienced reduced categorical funding to support student field trips, before and after school tutoring, playground equipment, school supplies, and supplemental classroom instructional materials.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.16%	%	1	1	
African American	1.7%	1.75%	%	11	11	
Asian	0.9%	0.95%	%	6	6	
Filipino	0.9%	1.11%	%	6	7	
Hispanic/Latino	89.1%	89.98%	%	569	566	
Pacific Islander	0.2%	%	%	1		
White	6.3%	5.72%	%	40	36	
Multiple/No Response	%	%	%			
Total Enrollment				639	629	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	140	123	
Grade 1	93	121	
Grade 2	91	91	
Grade 3	93	91	
Grade 4	118	91	
Grade 5	104	112	
Total Enrollment	639	629	

Conclusions based on this data:

From 2016 to 2018, there have been only two significant subgroups of students (30 or more students) at Ritche Elementary: Hispanic/Latino and White. The percent of total of enrollment for each of these two significant subgroups has remained consistent during this time. Based on analysis of student enrollment by grade level between 2016 and 2018, total enrollment has decreased by 10 students. It is important to note that this data reflects school enrollment from three (2016-17) and two (2017-18) years ago. Current Kinder through 5th grade enrollment for the 2019-20 school year is 571 not including Ritche Elementary's Transitional Kindergarten or Preschool programs. This reflects a further decrease of student enrollment since the 2017-18 school year. As a result, Ritche Elementary school staff will continue to monitor changes in student enrollment and the impact these changes have on the programs and support services provided at each grade-level.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	272			42.6%		
Fluent English Proficient (FEP)	27			4.2%		
Reclassified Fluent English Proficient (RFEP)	20			7.7%		

Conclusions based on this data:

Based on analysis of English Learner enrollment at Ritchen Elementary for the 2016-17 school year, 42.6% of Ritchen Elementary's total student population were English Learners. An additional 7.7% of Ritchen Elementary total student population during the 2016-17 school year was made up of students who had been redesignated as Reclassified Fluent English Proficient students. The sum of these two student group enrollment percentages was close to half of Ritchen Elementary's total student population in the 2016-17 school year. As a result, Ritchen Elementary will continue to provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills throughout the instructional day.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	89	90	101	88	89	99	88	88	99	98.9	98.9	98
Grade 4	119	82	89	118	81	89	118	81	89	99.2	98.8	100
Grade 5	105	112	91	104	112	89	104	112	89	99	100	97.8
All Grades	313	284	281	310	282	277	310	281	277	99	99.3	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2372.	2377.	2390.	10.23	9.09	10.10	14.77	17.05	17.17	25.00	25.00	31.31	50.00	48.86	41.41
Grade 4	2395.	2425.	2425.	7.63	18.52	14.61	16.10	9.88	16.85	12.71	16.05	20.22	63.56	55.56	48.31
Grade 5	2424.	2439.	2463.	4.81	7.14	6.74	14.42	17.86	24.72	21.15	24.11	25.84	59.62	50.89	42.70
All Grades	N/A	N/A	N/A	7.42	11.03	10.47	15.16	15.30	19.49	19.03	22.06	25.99	58.39	51.60	44.04

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.64	9.09	13.13	29.55	44.32	44.44	56.82	46.59	42.42
Grade 4	10.17	17.28	13.48	38.14	39.51	47.19	51.69	43.21	39.33
Grade 5	7.69	8.04	14.61	34.62	41.07	40.45	57.69	50.89	44.94
All Grades	10.32	11.03	13.72	34.52	41.64	44.04	55.16	47.33	42.24

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.23	9.09	10.10	40.91	30.68	44.44	48.86	60.23	45.45
Grade 4	7.63	16.05	8.99	38.14	38.27	56.18	54.24	45.68	34.83
Grade 5	8.65	11.61	8.99	40.38	38.39	51.69	50.96	50.00	39.33
All Grades	8.71	12.10	9.39	39.68	35.94	50.54	51.61	51.96	40.07

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.36	10.23	13.13	57.95	63.64	62.63	30.68	26.14	24.24
Grade 4	5.08	7.41	8.99	49.15	62.96	66.29	45.76	29.63	24.72
Grade 5	8.65	4.46	7.87	51.92	53.57	62.92	39.42	41.96	29.21
All Grades	8.06	7.12	10.11	52.58	59.43	63.90	39.35	33.45	25.99

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.50	12.50	7.07	48.86	45.45	56.57	38.64	42.05	36.36
Grade 4	7.63	12.35	10.11	41.53	49.38	48.31	50.85	38.27	41.57
Grade 5	7.69	14.29	11.24	32.69	35.71	50.56	59.62	50.00	38.20
All Grades	9.03	13.17	9.39	40.65	42.70	51.99	50.32	44.13	38.63

Conclusions based on this data:

Based on analysis of CAASPP summative data for English Language Arts/Literacy, all students in grades 3-5 at Ritchen Elementary have demonstrated improved student achievement outcomes between 2015 and 2018, with the total number of students who met or exceeded standard increasing from 19% in the 2015-16 school year to 26.33% in the 2017-18 school year. Although the percentage of students who nearly met standard also increased from 19% in the 2015-16 school year to 22.06% in the 2017-18 school year, the percentage of students who did not meet standard decreased from 62% in the 2015-16 school year to 51.6% in the 2017-18 school year. Analysis of data from the four CAASPP Claim areas shows that all students in grades 3-5 at Ritchen Elementary showed greatest gains in the Claims of Writing and Research/Inquiry between 2015 and 2018, with increases by 5.1 percentage points and 5.17 percentage points respectively. Overall, percentages of all students in grades 3-5 scoring below standard in all four Claims decreased between 2015 and 2018, with the greatest decrease occurring in the Reading Claim in which the percentage of students scoring below standard fell by 15.67 percentage points. Based on the small percentages of grades 3-5 students meeting or exceeding standards, Ritchen Elementary classroom teachers will continue to implement evidence-based instructional practices in order to provide all students clearly articulated learning goals based on Common Core State Standards; depths of knowledge levels throughout instructional activities to increase rigor within and across grade-level standards; scaffolding to connect students' prior knowledge and current ability levels to grade-level standard expectations; immediate feedback to students; reteaching of core subject matter based on formative assessment data; opportunities for student collaboration and peer modeling; and high expectations for student success on grade-level Common Core State Standards. Teachers will also provide underperforming students Tier I level intervention, including intensive, small group instruction before, during, and after school in order to increase students' skills in English Language Arts.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	89	90	101	88	90	99	88	90	99	98.9	100	98
Grade 4	119	82	90	118	81	89	118	81	89	99.2	98.8	98.9
Grade 5	105	112	91	104	112	89	104	112	89	99	100	97.8
All Grades	313	284	282	310	283	277	310	283	277	99	99.6	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2376.	2392.	2405.	3.41	3.33	10.10	17.05	18.89	25.25	30.68	34.44	25.25	48.86	43.33	39.39
Grade 4	2399.	2425.	2433.	3.39	3.70	4.49	6.78	14.81	15.73	27.97	37.04	49.44	61.86	44.44	30.34
Grade 5	2401.	2417.	2450.	0.96	4.46	4.49	5.77	2.68	13.48	15.38	25.00	24.72	77.88	67.86	57.30
All Grades	N/A	N/A	N/A	2.58	3.89	6.50	9.35	11.31	18.41	24.52	31.45	32.85	63.55	53.36	42.24

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	9.09	13.33	14.14	27.27	34.44	41.41	63.64	52.22	44.44	
Grade 4	4.24	12.35	7.87	16.10	27.16	35.96	79.66	60.49	56.18	
Grade 5	0.96	5.36	6.74	13.46	15.18	26.97	85.58	79.46	66.29	
All Grades	4.52	9.89	9.75	18.39	24.73	35.02	77.10	65.37	55.23	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.23	10.00	15.15	42.05	45.56	47.47	47.73	44.44	37.37
Grade 4	5.08	9.88	8.99	26.27	43.21	42.70	68.64	46.91	48.31
Grade 5	2.88	3.57	4.49	22.12	29.46	35.96	75.00	66.96	59.55
All Grades	5.81	7.42	9.75	29.35	38.52	42.24	64.84	54.06	48.01

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.95	6.67	14.14	50.00	52.22	52.53	42.05	41.11	33.33
Grade 4	5.93	8.64	8.99	27.97	38.27	40.45	66.10	53.09	50.56
Grade 5	0.96	1.79	4.49	24.04	40.18	46.07	75.00	58.04	49.44
All Grades	4.84	5.30	9.39	32.90	43.46	46.57	62.26	51.24	44.04

Conclusions based on this data:

Based on analysis of CAASPP summative data for Mathematics, all students in grades 3-5 at Ritche Elementary have demonstrated improved student achievement outcomes between 2015 and 2018, with the total number of students who met or exceeded standard increasing from 13% in the 2015-16 school year to 15.2% in the 2017-18 school year. Although the percentage of students who nearly met standard also increased from 29% in the 2015-16 school year to 31.45% in the 2017-18 school year, the percentage of students who did not meet standard decreased from 58% in the 2015-16 school year to 53.36% in the 2017-18 school year. Analysis of data from the three CAASPP Claim areas shows that all students in grades 3-5 at Ritche Elementary showed greatest gains in the Claims of Concepts and Procedures and Problem Solving and Modeling/Data Analysis between 2015 and 2018, with increases by 2.89 percentage points and 2.42 percentage points respectively. Overall, percentages of all students in grades 3-5 scoring below standard in all three Claims decreased between 2015 and 2018, with the greatest decrease occurring in the Problem Solving and Modeling/Data Analysis Claim in which the percentage of students scoring below standard fell by 11.94 percentage points. Based on the small percentages of grades 3-5 students meeting or exceeding standards, Ritche Elementary classroom teachers will focus on integrating Mathematical Mindset strategies throughout the instructional core Mathematics program to build students' critical thinking skills, while, at the same time, providing underperforming students intensive, small group intervention before, during, and after school. Classroom teachers will also implement effective, evidence-based instructional strategies in order to provide all students clearly articulated learning goals based on Common Core State Standards; depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; scaffolding to connect students' prior knowledge and current ability levels to grade-level standard expectations; immediate feedback to students; reteaching of core subject matter based on formative assessment data; opportunities for student collaboration and peer modeling; and high expectations for student success on grade-level Common Core State Standards in the area of Mathematics.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students									
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Conclusions based on this data:

Due to the recent administration of the ELPAC summative assessment, no data is available at this time.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
629	77.4%	43.6%	1.0%

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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	274	43.6%
Foster Youth	6	1.0%
Homeless	16	2.5%
Socioeconomically Disadvantaged	487	77.4%
Students with Disabilities	61	9.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.7%
American Indian	1	0.2%
Asian	6	1.0%
Filipino	7	1.1%
Hispanic	566	90.0%
Two or More Races	2	0.3%
White	36	5.7%






Conclusions based on this data:

Based on Dashboard Student Population data, there were a total of three significant subgroups at Ritche Elementary during the 2017-18 school year: English Learners (43.6%), Socioeconomically Disadvantaged (77.4%), and Students with Disabilities (9.7%). In addition, there was one significant subgroup based on ethnicity during the 2017-18 school year: Hispanic (90%). Based on this data, Ritche Elementary will focus on strengthening both Integrated and Designated English Language Development (ELD) for English Learners (ELs) throughout the instructional day, while, at the same time, analyzing formative and summative student achievement data for ELs, Socioeconomically Disadvantaged, and Students with Disabilities subgroups in order to progress monitor student achievement outcomes, identify underperforming students, and develop targeted, intensive intervention for students not meeting grade-level standards.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Green	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

Based on 2018 Dashboard Overall Performance data for all students, Ritche Elementary will continue to focus on improving student achievement outcomes in the areas of English Language Arts and Mathematics. Since Overall Performance for all students within the Dashboard indicators of Chronic Absenteeism and Suspension Rate fell within the green range, Ritche Elementary will continue to monitor and address daily student tardies and absences, implement effective preventative programs and incentives to increase students' positive attendance, and address students' behavioral, social, and emotional needs in order to administer progressive and meaningful measures of corrective action, while minimizing the need for student suspension. Both College/Career and Graduation Rate Dashboard indicators were both not applicable to Ritche Elementary School in 2018.

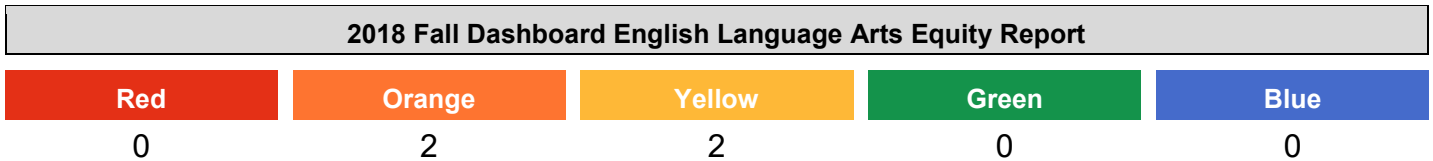
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 56.3 points below standard Increased 16.3 points 277 students	<p>English Learners</p>  Orange 72.6 points below standard Increased 11.6 points 134 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	<p>Socioeconomically Disadvantaged</p>  Yellow 69 points below standard Increased 9.3 points 218 students	<p>Students with Disabilities</p>  Orange 118.1 points below standard Increased 12.9 points 41 students

2018 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 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 60 points below standard Increased 16.9 points 248 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 22.7 points below standard Declined -16.9 points 20 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
110.5 points below standard Declined -10.8 points 82 students	12.9 points below standard Declined -8.8 points 52 students	40.9 points below standard Increased 22.1 points 143 students

Conclusions based on this data:

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

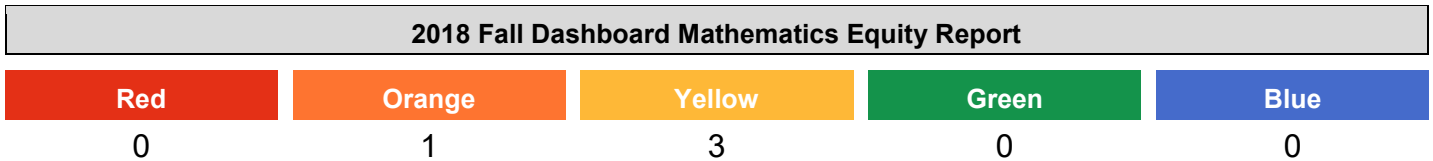
School and Student Performance Data

Academic Performance Mathematics







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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 74.5 points below standard Increased 16.9 points 278 students	<p>English Learners</p>  Yellow 86.9 points below standard Increased 13.9 points 134 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	<p>Socioeconomically Disadvantaged</p>  Yellow 86.4 points below standard Increased 9 points 219 students	<p>Students with Disabilities</p>  Orange 127.2 points below standard Increased 16.5 points 42 students

2018 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 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 79 points below standard Increased 15.4 points 249 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 37.1 points below standard Increased 9.3 points 20 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
108.5 points below standard Increased 4.8 points 82 students	53 points below standard Declined -16.3 points 52 students	63 points below standard Increased 20.7 points 144 students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
244	20.1%	38.1%	23.8%	18%

Conclusions based on this data:

Based on 2018 Dashboard English Language Proficiency Assessments for California (ELPAC) data, Ritchen Elementary classroom teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. Students in Kindergarten will continue to receive 30 minutes of daily Designated ELD instruction, while students in grades 1-5 will continue to receive 45 minutes of daily Designated ELD instruction. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

The College/Career Dashboard indicator was not applicable to Ritchen Elementary in 2018.

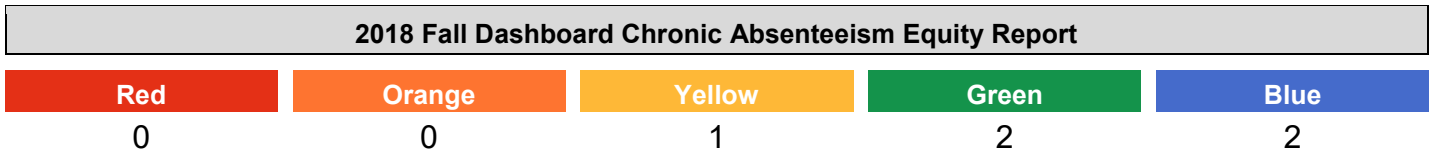
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green	 Blue	 No Performance Color
5.6% chronically absent	3.9% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 3%	Declined 3.2%	6 students
646 students	284 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Green	 Yellow
9.5% chronically absent	6.5% chronically absent	11.4% chronically absent
Declined 16.6%	Declined 2.7%	Declined 5.9%
21 students	523 students	88 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 9.1% chronically absent Increased 1.4% 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.8% chronically absent Declined 2.8% 582 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Blue 0% chronically absent Declined 7.3% 37 students

Conclusions based on this data:

Based on 2018 Dashboard Chronic Absenteeism data for all students, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant subgroups, Ritche Elementary will continue to build on its success to address students' and family's challenges to attend school daily. School staff, including the Outreach Coordinator, School Counselor, Attendance Tech, and Principal, will meet regularly to monitor student attendance, identify students at-risk of being identified as chronically absent, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance. School staff will provide support to families and will recommend and/or refer students or parents to Ventura County-based social services, counseling, or other community-based services or programs with the intention of offering families support to address barriers which negatively impact student attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

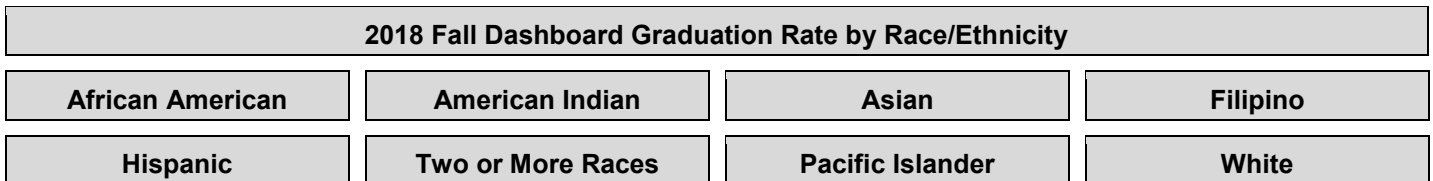
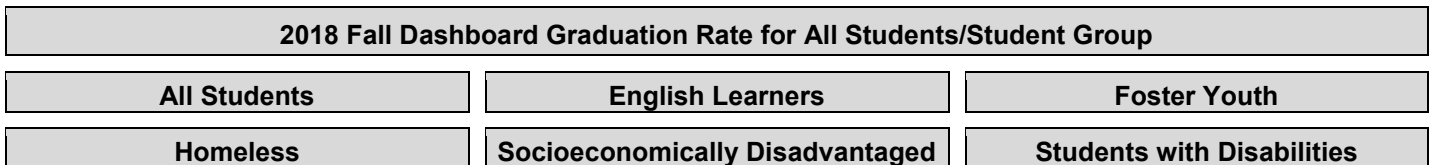
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

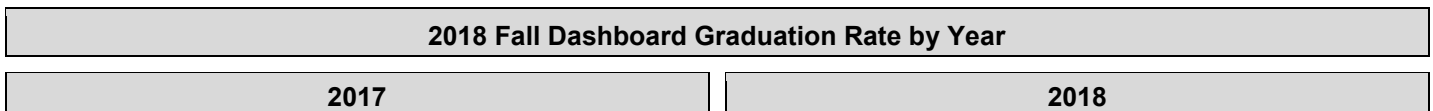
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

The Graduation Rate Dashboard indicator was not applicable to Ritchen Elementary in 2018.

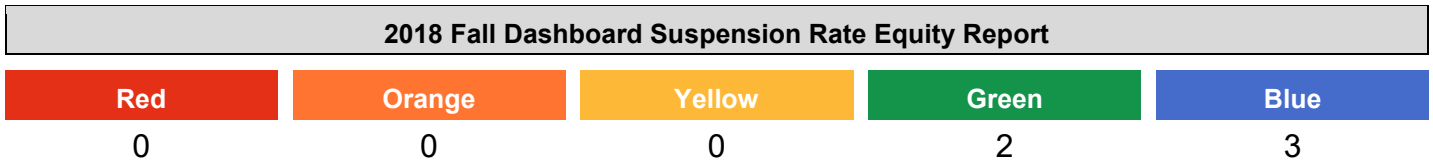
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>1.1% suspended at least once</p> <p>Declined -1.9%</p> <p>658 students</p>	<p>English Learners</p>  <p>Blue</p> <p>1% suspended at least once</p> <p>Declined -2.1%</p> <p>289 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0% suspended at least once</p> <p>Declined -8.7%</p> <p>21 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>1.3% suspended at least once</p> <p>Declined -2.2%</p> <p>532 students</p>	<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least once</p> <p>Declined -3.6%</p> <p>89 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% suspended at least once Declined -15.4% 12 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 6 students	 No Performance Color Less than 11 Students - Data 9 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.2% suspended at least once Declined -1.6% 589 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Declined -2.4% 39 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.9% suspended at least once	2.9% suspended at least once	1.1% suspended at least once

Conclusions based on this data:

Based on 2018 Dashboard Suspension Rate data for all students, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant subgroups, Ritchen Elementary will continue its success in addressing students' behavioral needs through the implementation of a progressive discipline policy in order to minimize the need for student suspension. Classroom teachers will closely monitor and document student behavior throughout the instructional day and across a variety of contexts, including the classroom, playground, cafeteria, hallways, bathrooms, ingress, and egress. Classroom teachers will continue to maintain open lines of communication with parents to inform parents of behaviors that negatively impact the safe, positive learning environment within the school. The school will communicate to Spanish-speaking parents in their primary language to ensure parents have a good understanding of their child's behavior at school. Minor infractions will be documented using a student behavior monitoring log. Major infractions will result in an office discipline referral, which will be followed up by the school principal. Consequences for student misbehavior will align to the severity of the infraction and will take into consideration the context of the infraction, the historical background of the student, as well as the students' social/emotional/academic/intellectual needs. For most cases, restorative practices will be provided to address the social/emotional harm caused or created by the infraction. The discipline process will emphasize student accountability, self-reflection, and problem solving in order to redirect student behavior and build positive outcomes with peers.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2018-19 CAASPP Data (All Students): 29.96% Met/Exceeded 25.99% Nearly Met 44.04% Not Met	2019-20 CAASPP Expected Outcomes (All Students): 39.96% Met/Exceeded 25.99% Nearly Met 34.04% Not Met
CAASPP Math	2018-19 CAASPP Data (All Students): 24.91% Met/Exceeded 32.85% Nearly Met 42.24% Not Met	2019-20 CAASPP Expected Outcomes (All Students): 34.91% Met/Exceeded 32.85% Nearly Met 32.24% Not Met
ELPAC	Based on 2018 ELPAC data: 18% of all students scored at Level 1 (Beginning Stage) 23.8% of students scored at Level 2 (Somewhat Developed) 38.1% of students scored at Level 3 (Moderately Developed) 20.1% of students scored at Level 4 (Well Developed).	Decrease percentages of students scoring at Level 1 and Level 2 to 13% and 18% respectively.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Early Literacy 2019-20 Baseline Data (September, 2019)	<p>Kindergarten Fall 2019 Baseline Data: 40% At/Above Benchmark 11% On Watch 26% Intervention 23% Urgent Intervention</p> <p>1st Grade Fall 2019 Baseline Data: 41% At/Above Benchmark 20% On Watch 20% Intervention 19% Urgent Intervention</p>	<p>Kindergarten 2019-20 Expected Outcomes: 50% (Winter); 60% (Spring) At/Above Benchmark 9% (Winter); 7% (Spring) On Watch 22% (Winter); 18% (Spring) Intervention 19% (Winter); 15% (Spring) Urgent Intervention</p> <p>1st Grade 2019-20 Expected Outcomes: 51% (Winter); 61% (Spring) At/Above Benchmark 18% (Winter); 16% (Spring) On Watch 16% (Winter); 12% (Spring) Intervention 15% (Winter); 11% (Spring) Urgent Intervention</p>
STAR 360 Reading 2019-20 Baseline Data (Fall, 2019)	<p>2nd Grade Fall 2019 Baseline Data: 19% Level 4 12% Level 3 44% Level 2 25% Level 1</p> <p>3rd Grade Fall 2019 Baseline Data: 8% Level 4 19% Level 3 36% Level 2 37% Level 1</p> <p>4th Grade Fall 2019 Baseline Data: 12% Level 4 21% Level 3 27% Level 2 40% Level 1</p> <p>5th Grade Fall 2019 Baseline Data: 6% Level 4 30% Level 3 36% Level 2 28% Level 1</p>	<p>2nd Grade 2019-20 Expected Outcomes: 24% (Winter); 29% (Spring) Level 4 17% (Winter); 22% (Spring) Level 3 39% (Winter); 34% (Spring) Level 2 20% (Winter); 15% (Spring) Level 1</p> <p>3rd Grade 2019-20 Expected Outcomes: 13% (Winter); 18% (Spring) Level 4 24% (Winter); 29% (Spring) Level 3 31% (Winter); 26% (Spring) Level 2 32% (Winter); 27% (Spring) Level 1</p> <p>4th Grade 2019-20 Expected Outcomes: 17% (Winter); 22% (Spring) Level 4</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>26% (Winter); 31% (Spring) Level 3 22% (Winter); 17% (Spring) Level 2 35% (Winter); 30% (Spring) Level 1</p> <p>5th Grade 2019-20 Expected Outcomes: 11% (Winter); 16% (Spring) Level 4 35% (Winter); 40% (Spring) Level 3 31% (Winter); 26% (Spring) Level 2 23% (Winter); 18% (Spring) Level 1</p>
<p>STAR 360 Math 2019-20 Baseline Data (Fall, 2019)</p>	<p>1st Grade Fall 2019 Baseline Data: 3% Level 4 21% Level 3 60% Level 2 16% Level 1</p> <p>2nd Grade Fall 2019 Baseline Data: 1% Level 4 33% Level 3 38% Level 2 28% Level 1</p> <p>3rd Grade Fall 2019 Baseline Data: 7% Level 4 27% Level 3 35% Level 2 31% Level 1</p> <p>4th Grade Fall 2019 Baseline Data: 5% Level 4 28% Level 3 44% Level 2 23% Level 1</p> <p>5th Grade Fall 2019 Baseline Data: 4% Level 4</p>	<p>1st Grade 2019-20 Expected Outcomes: 8% (Winter); 13% (Spring) Level 4 26% (Winter); 31% (Spring) Level 3 55% (Winter); 50% (Spring) Level 2 21% (Winter); 26% (Spring) Level 1</p> <p>2nd Grade 2019-20 Expected Outcomes: 6% (Winter); 11% (Spring) Level 4 38% (Winter); 43% (Spring) Level 3 33% (Winter); 28% (Spring) Level 2 23% (Winter); 18% (Spring) Level 1</p> <p>3rd Grade 2019-20 Expected Outcomes: 12% (Winter); 17% (Spring) Level 4 32% (Winter); 37% (Spring) Level 3 30% (Winter); 25% (Spring) Level 2</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	7% Level 3 39% Level 2 49% Level 1	26% (Winter); 21% (Spring) Level 1 4th Grade 2019-20 Expected Outcomes: 10% (Winter); 15% (Spring) Level 4 33% (Winter); 38% (Spring) Level 3 39% (Winter); 34% (Spring) Level 2 28% (Winter); 33% (Spring) Level 1 5th Grade 2019-20 Expected Outcomes: 9% (Winter); 14% (Spring) Level 4 12% (Winter); 17% (Spring) Level 3 34% (Winter); 29% (Spring) Level 2 44% (Winter); 39% (Spring) Level 1
Writing	2019-20 will serve as baseline data	2019-20 Expected Outcomes for Grades K-5: 20% of All Students in Grades K-5 will score a 3 or higher on the scoring rubric for the Fall Writing benchmark assessment. 25% of All Students in Grades K-5 will score a 3 or higher on the scoring rubric for the Winter Writing benchmark assessment. 30% of All Students in Grades K-5 will score a 3 or higher on the scoring rubric for the Spring Writing benchmark assessment.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Teachers will meet in grade level teams to collaborate and discuss ongoing assessment data and student needs on an ongoing basis in order to identify and implement instructional best practices in all core subjects and English Language Development, while designing evidence-based support services to address students' academic needs.

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)

19594

Title I
1000-1999: Certificated Personnel Salaries
Certificated Extra Hours for Data Analysis and
Collaboration meetings

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

School will provide staff with materials, supplies, and professional development to support full implementation of district-wide curriculum, enhance classroom instruction and technology, and reward students with academic incentives.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

20694

Discretionary
4000-4999: Books And Supplies
Warehouse charges, Publication Charges,
Materials and Supplies, Computer Supplies and
Software, and Equipment

250

Discretionary

	5000-5999: Services And Other Operating Expenditures Travel and Conference
5991	LCFF - Targeted 4000-4999: Books And Supplies Computer Equipment, Books, Materials, and Supplies
1200	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Travel and Conference
8939	Title I 4000-4999: Books And Supplies Books, Materials and Supplies
281	Title III 4000-4999: Books And Supplies Books, Materials and Supplies
1088	Discretionary 1000-1999: Certificated Personnel Salaries Certificated Extra Hours

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Continue implementing the RTI/MTSS model using the CST and SST process in order to monitor student achievement and identify students who are in need of targeted intervention and support to address academic needs.

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)

3323

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Floating Certificated Subs for Teacher Release
to attend SST meetings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

English Learners

Strategy/Activity

Teachers will provide English Learners daily designated and integrated English Language Development instruction using effective instructional strategies (e.g., SIOP) and district adopted curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	District Funded 5800: Professional/Consulting Services And Operating Expenditures Designated and Integrated ELD Professional Development
11288	Title III 1000-1999: Certificated Personnel Salaries ISP Certificated Salary

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

The After School Program will be offered to students in grades 1-5 and will provide enrichment for students through opportunities for collaborative learning and hands-on academic activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	District Funded 5800: Professional/Consulting Services And Operating Expenditures Professional development and training materials
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10778

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

653

Discretionary
2000-2999: Classified Personnel Salaries
Instructional Assistants Substitutes and Extra Help

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Support transportation and entrance fee expenses related to grade-level field trips that are aligned to Common Core State Standards and/or School Strand Focus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

6000

LCFF - Targeted
5700-5799: Transfers Of Direct Costs
Field Trip Transportation Fees

1500

LCFF - Targeted
5800: Professional/Consulting Services And
Operating Expenditures
Field Trip Expense Fees

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2700

Source(s)

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

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

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.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
5800: Professional/Consulting Services And Operating Expenditures
District-wide Renaissance licensing, CAASPP Participation, and Curriculum Assessment costs

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

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

[Empty box for Amount(s)]

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

2800

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

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

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

Special Education

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8761

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Substitute teachers to release General Education and Special Education classroom teachers to hold annual and triennial IEP meetings

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

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

All Students in grades K-2

Strategy/Activity

Reading Specialist will provide targeted small group intervention in literacy for students in grades K - 2 who are identified as not meeting or are at-risk of not meeting grade-level Common Core standards in English Language Arts. Reading Specialist will collaborate with K - 2 grade-level teams to assess and monitor student progress in reading in order to ensure students' literacy needs are being met.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
K-2 Reading Specialist Salary

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

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

English Learners

Strategy/Activity

Implement the District Master Plan for English Learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Classroom teachers will provide science lessons and experiments utilizing FOSS Curricular materials to students in grades 2-5 to support teaching of Next Generation Science Standards (NGSS) and support the school site's strand focus, while Kindergarten and 1st grade teachers will focus on implementing integrated units focused on Science and Technology.

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

LCFF - Targeted
4000-4999: Books And Supplies
FOSS materials

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Subscriptions and Apps for iPads will be purchased using the school's existing Apple VPP credit funds in addition to categorical funding to supplement instructional activities in ELA, Math, and ELD; reinforce students' literacy skills; and enhance students' involvement in the Science and Technology Strand Focus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2550

District Funded
2000-2999: Classified Personnel Salaries
Site Computer Tech Salary

Title I
5800: Professional/Consulting Services And
Operating Expenditures
BrainPop and BrainPop Jr. site license

3850

Title I
5800: Professional/Consulting Services And
Operating Expenditures
CAPIT for Grades K-1

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

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

GATE

Strategy/Activity

Implement a robotics program for GATE and Academic Enrichment to support school-wide Strand Focus on Science and Technology.

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)
17399	LCFF - Intervention 1000-1999: Certificated Personnel Salaries ISP Certificated Salary
650	LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures Robotics Competition Registration Fees

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Continue implementing the RTI/MTSS model through the CST and SST process in order to provide Tier I, II, and III-level interventions to underperforming students in ELA and Math during Core Instruction, Universal Access, ELD, and before/after school tutoring.

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)
29287	LCFF - Intervention 1000-1999: Certificated Personnel Salaries ISP Certificated Salaries
5973	Title I 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Tutoring
6042	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Tutoring

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Certificated Extra Hours for Teacher Liaison

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Throughout the 2019-20 school year, Emilie Ritche will emphasize building rigor across all grade levels, while scaffolding instruction to strengthen students skills on grade-level standards. Students are encouraged and supported to meet their Accelerated Reader trimester goals to build their literacy skills and reach their reading potential. Teachers will also concentrate on building students' writing ability across all core content areas to promote critical thinking and to better equip students with the skills required to meet expectations of state-wide summative assessments. Finally, teachers will continue focusing on implementing Mathematical Mindset strategies across all grade levels, enabling students to build their academic vocabulary and reasoning skills in the area of Mathematics.

Within a Professional Learning Community context, grade-level teams will collaborate frequently to analyze data from both formative (Star 360 Early Literacy/Reading/Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, and curriculum-embedded assessments) and summative (CAASPP, ELPAC) assessments to monitor student achievement and identify key learning targets within the Common Core State Standards to target and modify instruction. Ongoing monitoring of summative and formative assessment data will also enable grade-level teams to identify, through the Coordination of Services Team (CST) and Student Success Team (SST) process, students in need of intensive, evidence-based small group intervention provided by the classroom teacher, the K-2 Reading Specialist, and/or the Intervention Support Providers (ISPs) during Universal Access time or during before or after school tutoring.

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

No major differences were identified. With increased student achievement results in 2018-19, Ritche Elementary is continuing to focus on building strong academic foundations for all students while tightening and being more purposeful and systemic with evidence-based teacher collaboration and instructional strategies.

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

Analysis of the 2018-19 SPSA and school achievement outcomes resulted in the need for improved, systemic, purposeful, and evidence-based collaboration; an increased number of common formative assessment benchmarks to more closely progress monitor student achievement; an emphasis on academic writing across all core subject areas; and continued focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem solving skills in the area of Mathematics.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

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

Goal 2

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

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data	Ritchen Elementary's Average Daily Attendance Rate for the start of the 2019-20 school year was 97.81%.	Maintain or exceed the targeted 97.5% attendance rate throughout the 2019-20 school year
Student Suspension Data	A total of 4 students were suspended during the 2018-19 school year (suspension rate = 0.64%).	Decrease total number of students suspended during the 2018-19 school year to 3 (suspension rate = .5%)
2018-19 California Healthy Kids Survey (CHKS)	Spring 2019 results from our Healthy Kids Survey taken by 5th grade students indicated that Ritchen Elementary made growth across all areas surveyed in 2019 compared to 2018. 2019 Ritchen Elementary CHKS results were above the State Average in the following areas: Low Violence Victimization and Social Emotional Learning Supports. Results were below the State Average in all other areas, including: School Connectedness, Caring	2020 Expected Outcomes for California Healthy Kids Survey results are to be at or above the State Average in 7 out of the 14 areas surveyed.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Relationships, High Expectations, Meaningful Participation, Perceived School Safety, Low Violence Perpetration, Fairness, Rule Clarity, Anti-Bullying Climate, Positive Behavior, Home High Expectations, and Parent Involvement in Schooling.	
Attendance Data	Chronic Absenteeism rates for the 2018-19 school year were: 11.54% for All Students (N=624) 15.02% for English Learners (N=213) 9.90% for SocioEconomically Disadvantaged Students (N=414) 13.00% for Special Education (N=100)	Reduce Chronic Absenteeism rates for the 2019-20 school year as follows: 9% for All Students 12% for English Learners 7% for SocioEconomically Disadvantaged Students 10% for Special Education

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

--

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
PBIS Foundations Training

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Continue Campus Supervision to ensure safety of all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

--

District Funded
2000-2999: Classified Personnel Salaries
Salaries to support 5 Campus Supervisors for
student supervision throughout the campus
during the instructional day.

196

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1176

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

2613

Discretionary
2000-2999: Classified Personnel Salaries
Clerical Substitutes

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

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

All Students

Strategy/Activity

Recognize and reward students for positive behavior and positive student attendance during weekly Eagle Assemblies and/or monthly Awards Assemblies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

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

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

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

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

Students underperforming on grade-level Common Core State Standards and Students demonstrating social/emotional challenges.

Strategy/Activity

Continue implementing the RTI/MTSS model using the CST and SST process in order to monitor student attendance, counseling, and discipline data in order to identify students who are in need of targeted intervention and support to address social/emotional/behavioral needs.

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)

1227

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Floating Certificated Subs for Teacher Release to attend SST meetings.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Ensure administrative site coverage when Principal is absent or off site.

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)

605

Source(s)

Discretionary
1000-1999: Certificated Personnel Salaries
Administrative Support / Extra Help

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

All Students including Special Education

Strategy/Activity

Ensure confidentiality of documents and information.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

350

Source(s)

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Purchase and monitor inventory of recess and PE equipment to provide playground activities for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

250

Discretionary
4000-4999: Books And Supplies
Purchase equipment necessary such as cones, bull horns, safety vests, etc.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Provide research-based individual and small group counselling services to students in need of social/emotional support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor Salary

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

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

In order to address our students' social, emotional, and behavioral needs, students are identified through the CST and SST process to receive individual and/or small group counseling services provided by our school counselor. Our progressive discipline matrix assists teachers and

administration with clear guidelines for responding to student behavior at both the classroom and school levels. The Positive Behavior Intervention and Support model concentrating on STOIC (Structure, Teach expectations, Observe and monitor, Interact positively, and Correct fluently) guides all staff in providing a proactive and positive approach to managing student behavior both in and out of the classroom. Our PBIS/School Safety Team meets on an ongoing basis to analyze student discipline data, identify areas of focus, and provide recommendations to school staff in order to strengthen our school's positive learning environment. Weekly Eagle Assemblies and monthly Awards Assemblies honor and recognize the hard work and positive choices students make by rewarding students with praise, recognition, and incentives.

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

No major differences were identified. With improved chronic absenteeism and suspension rates in 2018, Ritche Elementary is continuing to focus on building strong foundations in social and emotional learning supports, while ensuring a safe and positive school climate for all students.

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

Based on the analysis of the 2018-19 SPSA, chronic absenteeism and suspension rate data, the Ritche Elementary PBIS committee will analyze student discipline data more frequently to identify areas of focus and provide recommendations to school staff in order to strengthen our school's positive learning environment. The committee will also collaborate with school staff to develop learning activities that reinforce school-wide expectations for student behavior across all areas of the campus, including the playground, hallways, bathrooms, cafeteria, and front office.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

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

Goal 3

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

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance at Back to School Night	85% of parents attended Back to School Night in the 2018-19 school year.	Increase the percentage of parents attending Back to School Night in the 2019-20 school year to 87%.
PTA Membership	The total number of PTA Memberships during the 2018-19 school year was 274.	Increase the total number of PTA Memberships during the 2019-20 school year to 300.
Parent attendance at ELAC meetings	The average number of parents attending ELAC meetings during the 2018-19 school year was 7.	Increase the average number of parents attending ELAC meetings during the 2019-20 school year to 10.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary
192	Discretionary 2000-2999: Classified Personnel Salaries Babysitting costs
262	Discretionary 2000-2999: Classified Personnel Salaries Verbal Translation Costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

262

Source(s)

Discretionary
2000-2999: Classified Personnel Salaries
Verbal Translation - Extra Help

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Schedule trimester "Ritchen Coffee Talk" meetings with parents to improve home-school partnerships.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

250

Source(s)

Discretionary
4000-4999: Books And Supplies
Coffee and snacks

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
250	Discretionary 5700-5799: Transfers Of Direct Costs Transportation: ELAC Parent College Field Trip
200	Discretionary 2000-2999: Classified Personnel Salaries Babysitting costs

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Host Back to School Night, as well as Parent Nights focusing on Literacy, Math, Technology, and/or Science, to increase parent involvement in students' educational programs.

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)
196	Discretionary 2000-2999: Classified Personnel Salaries Campus Supervisor Extra Help

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Offer extra clerical support to support the school in making positive and sustainable connections with students, parents, and families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6859

Source(s)

Discretionary
1000-1999: Certificated Personnel Salaries
Classified Personnel Salary

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

All Students in the After School Program

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Certificated Extra Hours

Annual Review

SPSA Year Reviewed: 2018-19

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.

Parent and family engagement is a critical factor to ensure students' educational success. Our English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC), in coordination with our Outreach Coordinator, offer and encourage parents to become active participants in their children's education by participating in the meaningful and productive opportunities offered. The school's Parent Involvement Policy provides clear guidelines for parents to serve as volunteers in classroom and school activities. Our Back to School Night, Parent Nights focusing on Literacy, Math, and/or the Strand Focus, along with Trimester "Ritchen Coffee Talk" meetings, further support and foster parental engagement. Throughout the year, parents will be invited to attend Parent/Teacher Conferences to collaborate with their child and their child's teacher to review achievement data and identify strategies for improving student success. Parents will also be encouraged to attend Student Success Team meetings if their child has been identified as significantly below grade-level standards or is exhibiting significant needs in social, emotional, and/or behavioral areas. Parent training and education will be coordinated and provided by the school's Outreach Coordinator to improve parents' ability to support their children's learning. Fiscal resources provided by the Ritchen Elementary PTA assist in supporting standards-based field trips, providing supplemental instructional resources for classroom teachers, and supporting monthly Eagle Dollar Store, Awards Assemblies, and the annual Accelerated Reader Carnival to provide academic incentives and reward students for meeting their learning goals.

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

No major differences were identified. Throughout the 2019-20 school year, Ritchen Elementary will continue to focus on building strong parent and family engagement to support student success for all students.

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

Based on analysis of the 2018-19 SPSA and school outcomes, one area in which Ritchen Elementary staff will focus on is providing parents more opportunities to engage in parenting support programs to promote positive student well-being outside of school. School staff will also continue to support parents in aligning structures and positive reinforcement strategies implemented during the school day to those offered within the home environment in order to connect academic, social and emotional learning between the school and the home.

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	\$63,253.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$188,479.00

Other Federal, State, and Local Funds

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

Federal Programs	Amount (\$)
Title I	\$51,684.00
Title III	\$11,569.00

Subtotal of additional federal funds included for this school: \$63,253.00

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

State or Local Programs	Amount (\$)
Discretionary	\$39,546.00
LCFF - Intervention	\$66,039.00
LCFF - Targeted	\$19,641.00

Subtotal of state or local funds included for this school: \$125,226.00

Total of federal, state, and/or local funds for this school: \$188,479.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	51,684.00	0.00
Title III	11,569.00	0.00
LCFF - Targeted	19,641.00	0.00
LCFF - Intervention	66,039.00	0.00
Discretionary	39,546.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Discretionary	39,546.00
LCFF - Intervention	66,039.00
LCFF - Targeted	19,641.00
Title I	51,684.00
Title III	11,569.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Discretionary	8,552.00
2000-2999: Classified Personnel Salaries	Discretionary	5,750.00
4000-4999: Books And Supplies	Discretionary	21,694.00
5000-5999: Services And Other Operating Expenditures	Discretionary	2,950.00
5700-5799: Transfers Of Direct Costs	Discretionary	250.00
5800: Professional/Consulting Services And Operating Expenditures	Discretionary	350.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	66,039.00

4000-4999: Books And Supplies	LCFF - Targeted	10,291.00
5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	1,200.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	2,150.00
1000-1999: Certificated Personnel Salaries	Title I	25,567.00
2000-2999: Classified Personnel Salaries	Title I	10,778.00
4000-4999: Books And Supplies	Title I	8,939.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	6,400.00
1000-1999: Certificated Personnel Salaries	Title III	11,288.00
4000-4999: Books And Supplies	Title III	281.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	172,591.00
Goal 2	7,417.00
Goal 3	8,471.00

School Site Council Membership

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

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

Name of Members	Role
Dr. Andres Santamaria	Principal
Marina Wyatt	Parent or Community Member
Verenice Mendoza	Parent or Community Member
Sylvia Nunez	Parent or Community Member
Jessica Arciniega	Parent or Community Member
Vincent Ramos	Parent or Community Member
Alejo Perez	Classroom Teacher
Robin Steffenauer	Other School Staff
Emily Hilpert	Classroom Teacher
Manuel Hernandez	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

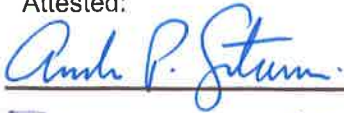
English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

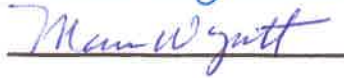
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 14, 2019.

Attested:



Principal, Dr. Andres Santamaria on 10/14/2019



SSC Chairperson, Marina Wyatt on 10/14/2019