Not School Year: 2018-2019

Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ridgecrest Intermediate	19-64865-6117584	October 23, 2018	December 12, 2018

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

The school met with the School Site Council. The SSC is comprised of Ridgecrest stakeholders, including, principal, assistant principal, teachers, classified staff, students, members of the parent associations and an elected ELAC representative.

Goals, Strategies, & Proposed Expenditures

Goal 1

Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students access to required college and career readiness

Basis for this Goal

A well-maintained school and highly skilled staff are essential for providing a quality educational program. It is essential that all students have the basic necessities for learning. There must be sufficient materials and student furniture for our students to succeed in class. A highly skilled staff is instrumental in delivering standards-based curriculum. They ensure that each student has access to quality instruction that will prepare them for college and career readiness.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
3 Social Studies teachers will attend the CA History-Social Science Framework rollout.	No previous training as the new framework is rolled out this year.	Social Studies teachers will begin the process of aligning their current practices to the new curriculum.
One Math teacher will attend CA. Math Council Conference in October.	Teacher has not attended in two years.	Teacher will return and share best practices with department.
100% of Math department will attend CGI training in October.	Math department is currently not using any CGI strategies during instruction.	After receiving CGI math training, all math teachers will use at least two CGI strategies during instruction.
Science department will receive PD and pilot new science curriculum: Amplify and StemScopes	Department has been implementing Next Generation Science Standards without a district-approved adopted program.	100% will pilot district provided resources.
100% of ELA teachers will receive refresher training on LA adopted curriculum	100% of ELA teachers are currently using StudySync at different levels of fidelity.	100% of ELA teachers will increasingly use components of the district adopted curriculum.
Dance teacher will go through credentialing process.	Teacher hired as a long-term substitute.	Teacher will meet the "Highly Skilled Staff" criteria.
Dance teacher will attend National Dance Education Conference	Has not attended education conferences related to dance before.	Teacher will meet the "Highly Skilled Staff" criteria.
School library will be renovated.	Plans and funding were discussed for rollout in 2018-19 school year.	Funding secured. Library will undergo renovation in two phases in 2018-19 school year.
Two new Chromebook carts will be purchased to support the science pilot.	Science department shared Chromebooks with other teachers and were able to use 2 times per week.	New carts will enable science teachers to have access to student Chromebooks three to four times a week.

One teacher will complete his BTSA credential program	Teacher was hired as a 1st year teacher.	Teacher will complete 2nd year of two-year BTSA program.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

All math teachers will attend CGI training and will learn how to modify their instruction using at least two components of CGI to allow students to apply their knowledge to the process of learning math.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$1500
Source(s)	Ed Services
Budget Reference(s)	Substitutes

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Teachers will attend ELA refresher course on adopted curriculum and will continue to incorporate components of the program including the use of technology into their lessons.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$800
Source(s)	Ed Services
Budget Reference(s)	Substitutes

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Science teachers will be trained on the NGSS-aligned curriculum Amplify and StemScopes and will pilot the programs and further align their existing instruction to NGSS.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$1500
Source(s)	Ed Services
Budget Reference(s)	Substitutes

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Two social studies teachers will attend the History/Social Science framework rollout and bring the information back to the rest of the department so they can begin to align their existing curriculum to the new framework.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$300
Source(s)	Site discretionary.
Budget Reference(s)	Substitutes.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Two new Chromebook carts will be purchased for the Science department to use with the pilot programs Amplify and StemScopes.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$23,000
Source(s)	Ed Services
Budget Reference(s)	Chromebook carts.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The library will be renovated to reflect a 21st century learning center with modular furniture for students to collaborate and use technology in a more modern workspace.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$42,000
Source(s)	RIS Boosters, PTSA, Parent Associations
Budget Reference(s)	Furniture

Goal 2

Provide an instructional program which raises achievement for all students in all four core content areas

Basis for this Goal

Every trimester approximately 20% of our students have a least one D or F on their report card in one of the four content areas. It is imperative that the school's stakeholders reflect on how all of our students perform in the four content areas and seek to ensure that everyone improves in these areas based on agreed upon criteria.

Furthermore, CAASPP scores show over the past two years that an average of 21% of students in ELA and 24% of students in math did not meet standard.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Math schoolwide math scores	2018 Spring results: Not met: 6.6%, Nearly met: 17.5%.	Using iReady as a supplemental Tier 1 and Tier II intervention, students in the "Not Met" or "Nearly Met" band in CAASPP Math will decrease by 2% and 3% respectively.
CAASPP ELA schoolwide math scores.	2018 Spring results: Not met: 6.1%, Nearly met: 11.8%.	Using iReady as a supplemental Tier 1 and Tier II intervention, students in the "Not Met" or "Nearly Met" band in CAASPP ELA will decrease by 2% and 2% respectively
# of students who screen below grade level in reading per AIMSweb	Fall 27 students grades 6-8 screen below grade level in reading per AIMSweb	By spring, 50% of students who screened below grade level will screen at grade level.
% of students who earn one or more Ds or Fs in content areas per trimester.	1st trimester data (November, 2018)	By 3rd trimester (June, 2018), the % of students who earn one or more Ds or Fs in content areas will decrease by 10%.
Students who are not at grade level in ELA and math per CAASPP data and Aeries Analytics.	100% of teachers have not received training on how to use Aeries Analytics to identify their own students who are not at grade level in ELA and math.	100% of teachers will be able to identify their own students who are not at grade level in ELA and math.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students performing below grade level in math per iReady Diagnostic.

Strategy/Activity

Math and special education teachers will be trained to use iReady as a Tier I and Tier II intervention for students who perform below grade level in order to move each student to grade level proficiency. Number of students who perform below grade level will decrease by 20%.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$1000
Source(s)	Boosters
Budget Reference(s)	After school Math Club and Language Arts Club

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students reading below grade level per AIMSWEB and iReady diagnostic.

Strategy/Activity

Language Arts and special education teachers will be trained to use iReady as Tier I and Tier II interventions for students reading below grade level. Number of students reading below grade level will decrease by 50%.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$1000
Source(s)	Boosters
Budget Reference(s)	After school support classes

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

All social studies teachers will incorporate instructional strategies to better support all students. They will supplement their instruction with more visual aides, cloze activities and other strategies, which will address low scores on the listening claim on the CAASPP. The number of students below and at/near standard will decrease by 5%.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$0
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students.

Strategy/Activity

Science department will incorporate a variety of strategies and supports, such as providing access to notes prior to lesson and offering a variety of assessments in order to raise achievement for all of their students. Students not meeting standards in science as evidenced by CAST scores as well as class grades will decrease by 10%.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$0
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students performing below grade level in math.

Strategy/Activity

Math teachers will use IXL as a Tier I and Tier II intervention for students who perform below grade level. Number of students who perform below grade level will decrease by 20%.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$4,200
Source(s)	Supplemental
Budget Reference(s)	Program license.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All students performing grade-level in math or language arts.

Strategy/Activity

Language Arts teachers will use IXL as Tier I and Tier II interventions for students whose reading is below grade level. Number of students performing below grade level will decrease by 25%.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$4,200
Source(s)	Supplemental
Budget Reference(s)	Program license.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

All students receiving multiple Ds and Fs in core classes.

Strategy/Activity

Identified students will receive a folder that would be used exclusively for homework. The student would use this to carry all assignments due the next day so it will always be easy to locate.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$200
Source(s)	PTSA
Budget Reference(s)	Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

All students performing grade-level in language arts.

Strategy/Activity

Language Arts Specialist will use targeted strategies to address identified deficits either one on one or in small groups. Number of students performing below grade level will decrease by 20%.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$15,000
Source(s)	General Fund FTE
Budget Reference(s)	20% of EL specialist budget.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

All students reading below grade-level.

Strategy/Activity

Language Arts Specialist will use targeted strategies and reading intervention programs to address identified reading deficits either one on one or in small groups. Number of students reading below grade level will decrease by 20%.

 Proposed Expenditures for this Strategy/Activity

Amount(s)	$3,000
Source(s)	Supplemental
Budget Reference(s)	Reading program license.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

All students performing below grade-level in core content areas

Strategy/Activity

Teams of teachers will visit model intervention schools to develop a plan for Ridgecrest that meets the needs of our at-risk students.

 Proposed Expenditures for this Strategy/Activity

Amount(s)	$2835
Source(s)	Supplemental
Budget Reference(s)	Substitutes

Strategy/Activity 11

Students to be Served by this Strategy/Activity

All students not meeting standard in core content areas, with targeted inclusion of EL, SPED, Homeless and Foster Youth

Strategy/Activity

A committee of teachers will develop an intervention program to target students who are not meeting standard o the CAASPP and CAST test, as well as not demonstrating mastery based on trimester grades. The committee will investigate program components from model schools and design a program for targeted intervention, including enhancement of EL program and intervention program targeting homeless and foster youth.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$3000.00
Source(s)	Supplemental
Budget Reference(s)	Substitutes and comp time.

Goal 3

Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)

Basis for this Goal

Those students identified as EL or those who receive Special Education services score disproportionately lower in the CAASPP test with more students scoring in nearly met or not met standard.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Scores	SpEd students: ELA 51%[i] not met or nearly met. Math 71% not met or nearly met.	Percentage of SpEd students in both ELA and math who do not or nearly meet standard will decrease by 10%.
CAASPP Scores	EL students: ELA 18% not met or nearly met. Math 24% not met or nearly met.	Percentage of EL students in both ELA and math who do not or nearly meet will decrease by 10%.
100% of Faculty will receive PD on ELD Standards.	100% of teachers do not formally incorporate ELD standards for their EL students.	100% of teachers will incorporate ELD standards into their instruction for their EL students.
ELD teacher will attend a writing workshop on academic writing support for LTELs.	LTELs who have not demonstrated adequate writing proficiency to be reclassified.	Increase # of LTELs who will be reclassified by 10%
# of EL students in Basic and Below Basic on the SRI	68% of 6th graders, 74% of 7th graders and 89% of EL students fall in the Basic and Below Basic range.	Percentage of students who fall in the basic and below basic evel on the SRI will decrease by at least 10% per grade level.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

EL students

Strategy/Activity

ELD Specialist will use targeted strategies to address identified deficits of EL students working with them either one on one or in small groups. The number of EL A students that will advance to B and EL B students that will advance to C will increase by 20%.

Amount(s)	$40,000
Source(s)	Supplemental budget
Budget Reference(s)	40% of EL specialist budget.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

EL Students.

Strategy/Activity

EL Accommodation Plan for each EL student is sent to each teacher to inform of EL level and specific strategies.

Proposed Expenditures for this Strategy/Activity

Amount(s)	None
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

GATE students

Strategy/Activity

Faculty will be trained in specific strategies to support GATE students by the GATE Site Specialist

Amount(s)	$200
Source(s)	Ed Services
Budget Reference(s)	Gate Specialist stipend.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

EL Students

Strategy/Activity

After EL training, teachers will incorporate at least two strategies aligned to ELD standards to meet the needs of all EL and LTEL students. The number of LTEL students who will be reclassified will increase by 10%.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$0
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Students with special needs.

Strategy/Activity

Collab teachers will implement strategic grouping, sharing instructional responsibility with Gen. Ed. Teacher in order to best meet the needs of all students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$0
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 6

Students to be Served by this Strategy/Activity

Students with special needs.

Strategy/Activity

Math and ELA teachers will utilize subject specific intervention websites to support students with special needs who are not performing at grade level. Number of students with special needs not performing at grade level will decrease by 10%

Proposed Expenditures for this Strategy/Activity

Amount(s)	$0
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 7

Students to be Served by this Strategy/Activity

EL Students

Strategy/Activity

Allocate sub time for EL teacher to create EL Accommodation Plans for all teachers.

Amount(s)	$1500
Source(s)	Supplemental
Budget Reference(s)	Substitute coverage

Strategy/Activity 8

Students to be Served by this Strategy/Activity

EL Students

Strategy/Activity

ELD Teacher will attend the California Association of Bilingual Educators conference to learn latest and best practices for teaching EL students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$500
Source(s)	Supplemental
Budget Reference(s)	Conference registration and Substitute coverage

Strategy/Activity 9

Students to be Served by this Strategy/Activity

Foster, Homeless, Low-SES Students

Strategy/Activity

Staff school library for one hour after school once a week.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$1000
Source(s)	Supplemental
Budget Reference(s)	After-school program staffing

Goal 4

Provide a school environment that fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement

Basis for this Goal

The 2018 CHKS (compared to the 2016 CHKS), results show a drop in the number of students who feel connected, safe and who feel have meaningful relationships on campus. There is a correlation between students' ability to perform academically and their feeling that they are physically, socially, and emotionally safe.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CHKS 2018	Overall Supports and Engagement - 351	Overall Supports and Engagement - 380
Discipline Data	7 suspensions in 2017-18 school year.	Fewer suspensions in 2018-19 school year.
Attendance data	# of truancies (or chronically absent) in 2017-18	# of truancies decrease by 10% or more.
Student Support Team log entries	# of students referred to CASSY Student Support Specialist	# of students receiving CASSY support will increase.
Social-Emotional Learning presentations	CHKS 2018 survey results.	# of students indicating on the 2019 CHKS that they do not feel connected or safe at school.
Student Support Specialist referrals	# of referrals after 1st trimester	# of referrals at end of year.
Change of Counseling Model	Number of student/counselor meetings.	Counselors will meet with each student at least twice per year.
School Safety plan will be redacted and updated for the 2018-19.	School Safety plan will be redacted and updated for the 2018-19.	School Safety Plan will be updated to reflect changes to school and district protocols.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

School will roll out a school-wide implementation of PBIS to promote positive behaviors which will create a positive school climate.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$5000
Source(s)	Ed Services, PTSA
Budget Reference(s)	Substitutes for training, hourly rate for teachers for meetings, incentives for students (RIStix).

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All 6th grade students and approximately 25% of 8th graders.

Strategy/Activity

Ridgecrest will implement Where Everyone Belongs (WEB) as a program to benefit all 6th graders help them transition to middle school. Approximately 75 8th graders will serve as WEB Leaders and mentors to the 6th graders. The 8th graders will create opportunities for the students to connect to others and support the 6th graders through their first year of middle school.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$8000
Source(s)	TUPE Grant, Ed Services and PTSA
Budget Reference(s)	Training of WEB Teachers, Substitutes, supplies and food for WEB events.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Tier II students (social-emotional)

Strategy/Activity

A registered MFT Student Support Specialist will meet with students identified through bi-monthly student support meetings and through referrals. The Specialist will provide counseling to individuals and groups struggling with a variety of social-emotional issues.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$250
Source(s)	District, PTSA startup costs
Budget Reference(s)	Supplies for Specialist's office

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Teachers will be trained in Mindful Listening and use these strategies to connect better to their students and teach students to do the same with each other.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$0
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The school will present/host Cultural Assemblies, Ribbon Weeks, Parent University nights, Hike 'n' Hangs, and Family Nights to create a more connected Ridgecrest community for all stakeholders.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$10,000
Source(s)	PTSA
Budget Reference(s)	Guest speakers.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Counselors will deliver Social Emotional Learning lessons to all students throughout the year.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$0
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 7

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Various service providers host lunchtime social groups and activities to provide a place for students to connect.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$0
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 8

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Student Council and Leadership host numerous activities and events throughout the year to help build a sense of community for all of our Ridgecrest students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$3,500
Source(s)	ASB and Site Allocation (Other gifts)
Budget Reference(s)	Supplies for activities

Strategy/Activity 9

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The administration and counseling department circulate the campus during lunchtime to be accessible and approachable to students in a non-threatening environment and to ensure campus safety.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$0
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 10

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Different incentives will be offered to students for attendance and arriving to class on time in order to reduce truancy and tardiness.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$500
Source(s)	ASB and Site Allocation (Other Gifts)
Budget Reference(s)	Supplies/food

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students access to required college and career readiness

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Highly qualified teaching staff: BTSA training, StudySync training, AR training, Achieve 3000 training, I-Ready, SRI	Training provided for staff.	Staff was trained in respective programs.
NGSS PD	Training implemented for all science teachers	All science teachers received training in NGSS.

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Teachers will participate in district-based and site-based professional development to use StudySync.	Professional development to train teachers in LA to use the newly district-adopted curriculum.	$1500	$1500

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
One teacher will attend the annual California Math Council Conference to learn and share best practices with the department.	Teacher attended conference and shared highlights with colleagues in department.	$500	$500

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Science teachers will be given release time to develop units aligned to the Next Generation Science Standards	Teachers developed units aligned to NGSS	$1500	$1500

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
RIS will purchase 4 Chromebook Carts to support StudySync adoption.	4 Chromebook carts were purchased to support adoption.	$48000	$48000

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Ridgecrest will update the School Library (furniture, media, and resources) in order to increase student access to resources before, during, and after school.	Funding secured.	$41000	$41,000 to be spent in 2018-19 school year.

Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Instructional Software (SMART, BrainPop, I-ready, SRI, RNN) will be used to support classroom interventions and increase access to instruction.	Software licenses renewed/purchased for use to support classroom interventions and increase access to instruction.	$4300	$4300

ANALYSIS

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

All strategies/activities listed were implemented during the 2017-18 school year. Department-based PD gave teachers a deeper understanding of new frameworks and/or instructional strategies for social science, science and math. The Language Arts department were able to collaborate with other teachers from other sites and develop curriculum based on the district-adopted program. The library renovation project is still in development due to funding. However, the plans and phase 1 is set to be completed

in the fall with the goal of completing the entire project by spring, 2019. Instructional software was purchased and used to support different programs on the site.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Stated goals were effective and the goals listed were achieved. The goals for Language Arts teachers have expressed the need for more time to collaborate with colleagues from site and other middle schools to further develop units of study using the curriculum.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The proposed expenditure for the library renovation was far below the actual cost of the project due to original plan and scope of project. When Boosters offered to fund the project further, we increased the scope of the project.

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.

Language arts teachers will attend a refresher course in the fall and will be given time from site admin to plan units (Goal 1) The budget proposal for the library renovation has been adjusted to better reflect the scope of the project and funding for phase 1 has been secured for completion in fall, 2018. (Goal 1) Chromebook carts were purchased and are used by Language Arts teachers to support the StudySync adoption. Instructional materials have been updated, repaired or replaced. Software licenses that were purchased for the 2017-18 school year will be increased to reach a greater number of students and another program will be purchased to further support students.

Goal 2

Provide an instructional program which raises achievement for all students in all four core content areas

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Data	RIS has planned a multi-year approach to increase the number of students meeting and exceeding standards in ELA and	ELA reported an increase in students meeting and exceeding by .58%. Math department reported a decrease in students

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Math by at least 2.5% overall.	meeting and exceeding by 1.72%.
D, F, U reports	Although no specific metric was given for reduction, the expected outcome would be less than the 120 that were originally counted at the 2017 Fall Trimester Progress Report.	D, F, U reports were taken from three other grading periods during the 2017-18 school year.
Reclassification data for EL students	No specific goal was stated. However, the assumption would be to increase number of students to be reclassified from 11 students in 2016-17.	13 students were reclassified in 2017-18.

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Teachers will use the Accelerated Reader Program as Tier I supports for all students. In 2017-18, the supports were given during an Opportunity class and in Support classes (special ed).	Teachers used AR as Tier 1 supports.	$4300	$4300

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
5 faculty/staff attend PBIS training, then return to train entire faculty.	6 faculty/staff attended PBIS training and returned to train faculty.	$1800	$1800

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Opportunity, special ed., collaboration and ELD teachers will receive training in the I-Ready program to support students at Tier I and II levels.	Opportunity and ELD teachers received I-Ready training and program was used as Tier I and II supports.	$300	$300

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Teacher leaders will be trained in project-based learning, inquiry-based instruction, data-driven instruction, UDL and instructional technology.	Teacher leaders were trained in Inquiry-based instruction, data-driven instruction and UDL.	$700	$1500

ANALYSIS

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

The strategies/activities were implemented with fidelity. However, in some cases, the activity did not include all parties named. The ELD teacher did not receive I-Ready training. Also, teacher leaders were trained to train others in UDL and data-driven

instruction but for the other instructional strategies, the entire staff received training as a whole.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Some of the strategies, namely using I-Ready and Accelerated Reader as Tier I and II interventions were effective to raise achievement among targeted students. It is not possible to determine the effectiveness of the PBIS training since this is technically 2018-19 will be the first year of implementation. The different instructional strategies were not as effective in that the level of implementation per teacher varied.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There weren't any significant differences in proposed versus actual expenditures. The only difference was that in one case, fewer teachers were trained.

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.

I-Ready training will be implemented once again to address goal 2 with a different approach for targeting students. After school support classes will be offered as well as training for teachers to be able to implement strategies to support during class. PBIS will continue and data will be collected to determine effectiveness on school climate and student behavior. A variety of instructional strategies will be addressed in Goal 3 to support specifically our ELD students and our students with special needs.

Goal 3

Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reclassification data for EL students.	15% of EL Students reclassifying as Fluent during the 2017-18 school year.	8 students were reclassified during the 2017-18 school year.
CAASPP data	Reduce the gap between results of students with disabilities and students with an economic disadvantage with the overall group.	On the 2018 CAASPP test, gaps decreased by 5% in math for students with disabilities, remained the same in ELA for this group. For students with an economic disadvantage, the gap remained the same for ELA and increased in math.

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Instructional Assistants support English Learners in ELD class and other core subjects.	IAs supported these students.	$23,000	$23,000

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
ELD teachers will introduce SRI to all EL students for EL placement and reading lexile level.	The teachers introduced SRI.	$0	$0

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
ELD teachers will use Achieve 3000 as a supplemental curriculum to support students.	Program was used with ELD students.	$0	$0

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
RIS will purchase 4 Chromebook Carts to support use of SRI and Achieve 3000.	Carts were purchased and use to support these programs and others.	$40,676	$40,676

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
One GATE Coach and One GATE certified counselor will train teachers on best practices for GATE students.	This training did not take place.	$0	$0

Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
The OLSAT test will be administered to identify grade 6 GATE students.	OLSAT Test was administered.	$0	$0

Strategy/Activity 7

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Ridgecrest will continue to offer STEM pathways to support all students especially those identified as GATE students and increase the number of students enrolled in STEM courses.	The pathways program continues supports GATE and all other students. Enrollment increased in 6th grade but remains relatively the same in 7th and 8th grade.	$20,000	$20,000

Strategy/Activity 8

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Social Studies and science departments will abridge units to make them more accessible to EL students and students with disabilities.	This activity is still taking place.	$1800	$1800

ANALYSIS

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

Most of the activities were fully implemented throughout the year. The GATE coach and the abridged units of study will be revisited this year to determine. An RIS teacher has been certified to train teachers on best practices. The Units of study will be a factor for consideration for the science department as they pilot science curricula. The social studies department will also consider how the new framework addresses the needs of students with disabilities and EL students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The activities did not prove to be significantly effective to achieve the articulated goal as evidenced by the minimal change in reducing the gap between EL and students with disabilities.

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

The most significant change based on the analysis of results will be the implementation of an EL Specialist who will work directly with ELD A and ELD B students to help them move quickly from one level to the next. The other significant change is that there will be a GATE Certified Teacher who will train teachers in best practices.

Goal 4

Provide a school environment which fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Aeries Assertive Discipline Data	Reduction of Teacher referrals, Ed Code Violations, Suspensions	7 total suspensions,
Attendance Data	Reduction in Chronically Absent students	2% reduction from previous year
SST Data	SST meetings that address social-emotional and student engagement issues.	9 meeting for Social-Emotional
Student Support Team Meeting Notes	At-risk students are identified and plans are made to address respective issue.	Meetings continue and have been streamlined to best support students. Students are continuously monitored until SS Team determines that the student is no longer at-risk.

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Admin. Will attend PBIS training.	Admin attends PBIS training.	$0	$0

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Teacher leaders will attend PBIS training/meetings.	6 teachers/staff attend meetings.	$0	$0

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Counseling Intern will support the Schoolwide attendance campaign as well as the social emotional needs of students.	The counseling intern did these activities.	$0	$0

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Counselors and admin will implement Social Emotional Learning Curriculum with students as a means of providing positive corrective interventions	Did not happen in the 2017-18 school year but is scheduled for 2018-19.	$300	$300

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Admin., counselors and attendance clerk will initiate a Monthly Attendance Campaign	Several monthly attendance campaigns took place in 2017-18	$1500	$1500

Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Admin, counselors and school psych will meet weekly in Student Support Meetings to monitor and support students at risk (i.e.: attendance, behavior, academics)	The Student Support Meetings took place every two weeks.	$0	$0

Strategy/Activity 7

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Field Trips will allow hands-on access to curriculum	Three grade-level field trips took place.	$21,300	$21,300

Strategy/Activity 8

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
The school will implement a PBIS incentive program to reward students for following classroom and	PBIS Incentive program was implemented.	$3000	$3000

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
school-wide behavioral expectations.			

Strategy/Activity 9

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Ridgecrest will continue to offer lunch time activities for students: Raider Rampages, ASB, and Leadership class events.	Lunchtime activities took place throughout the school year.	$0	$0

Strategy/Activity 10

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Ridgecrest Boosters will continue to provide after school enrichment and athletic activities through Booster Club.	After school enrichment and athletic activities took place after school throughout the year.	$0	$0

Strategy/Activity 11

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Ridgecrest will update school safety procedures and participate in monthly drills (fire, evacuation, lock down, etc.)	Monthly drills for fire, evacuation and lock-down took place.	$0	$0

ANALYSIS

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

The activities listed above were implemented fully to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies/activities were somewhat effective in achieve the articulated goal. Suspensions were reduced in the 2017-18 school year and SST meetings were instrumental in addressing students' academic and social-emotional needs. However, according to the California Healthy Kids Survey there were some students who still did not feel connected despite these different strategies.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was no significant difference between the proposed expenditures and the actual expenditures.

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.

PBIS has already begun a more successful rollout with more teacher commitment and participation. The introduction of a CASSY Counselor as well as a change to our counseling model will ensure that students have someone to connect to on campus as part of goal 4. The implementation of WEB will also help ensure that students have someone to connect to on campus. These three strategies are in addition to the existing activities that were working on campus.