

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School site Council (SSC) Approval Date	Local Board Approval Date
Ridgecrest Intermediate	19 64865 6117584	October 23, 2019	December 11, 2019

Purpose and Description

The purpose of the School Plan for Student Achievement is to create a cycle of continuous improvement of student performance and growth, and to ensure that all students succeed in reaching state academic standards. Site administration, staff, site leadership, parent groups, students, and the school community provide active collaboration in the creation, reflection, budgeting, and site needs analysis throughout the school year on the plan. At Ridgecrest Intermediate School, the focus of this plan also includes the staff effort to continue to connect with students during the academic day.

In alignment with the PVPUSD District's Local Control Accountability Plan (LCAP), the Ridgecrest Intermediate School's SPSA addresses all three approved LCAP categories and all specific site related actions as approved. The plan also provides specific site related measures to these District-wide goals to support improvement and growth.

In addition, parent, family, community, and other stakeholder involvement continues to modify the plan, provide avenues for involvement, expenditures, and reflection, as well as assists in obtaining feedback for the District and Board of Education to further transparency. At the site level, the following information is shared to seek feedback:

1. Professional Development and Targeted Teacher Collaboration Specific to Site
2. Supplemental Programs and Data Analysis to Support Growth of All Learners
3. Site Funds Targeted to Support Specific Learners

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

Dates of Review with Stakeholder Groups:

- Initial Presentation, Review, and Goal Setting with School Site Council: October 23, 2019
- Initial Presentation, Review, and Goal Setting with School Site Staff: August 27, 2019
- SPSA Draft and Goal Approval with School Site Staff: October 21, 2019
- SPSA Draft and Goal Approval with School Site Council: October 23, 2019
- Presentation and Feedback with ELAC Members: October 23, 2019
- SPSA and Budget Update with School Site Council: October 23, 2019
- Presentation at Parent/Teacher Student Association Meeting: October 15, 2019
- Mid-Year Evaluation and Progress Reporting with School Site Council: February 5, 2020
- Annual Evaluation with SSC: April 22, 2020
- Annual Evaluation Presentation with ELAC: March 25, 2020

Resource Inequities

Areas of improvement are shared with all stakeholder groups and feedback is solicited in various formats. Growth areas continue to be overall Chronic Absenteeism rates, EL students and students with Disabilities who are underperforming in some Academic indicators, higher suspension rates for students with Disabilities and English Learners. In addition, trends for participation in the Academic Indicators continue to drop.

Goals, Actions, Expenditures, & Annual Review

Goal 1

Maintain district facilities (as measured by SARC) and employ a highly-skilled staff (as measured by CALPADs and SARC) to deliver TK-12 curriculum aligned with the CA State Standards (as measured by CA Dashboard Academic Indicator, English Learner Progress Indicator, and Local Measures) giving all students access to required college and career readiness (as measured by College/Career Readiness Indicator, where appropriate).

Identified Need

CA Dashboard: In 2018, the number of chronically absent students increased by 1.2% to 4.5%. The percentage of chronically absent students with disabilities increased by 8.6%.

CAASPP:

- 8th grade students that did not meet standards in ELA increased by 1%
- 8th grade students that nearly met standards in ELA increased by 4%
- 8th grade students that did not meet standards in math increased by 9%
- Current English Learners declined 4.3 points from standard in English/Language Arts.
- Reclassified English Learners declined 11.8 points from standard in English/Language Arts.
- Reclassified English Learners declined 21.4 points from standard in math.

i-Ready Baseline Results:

- Reading: 69% in Tier 1, 16% at Tier 2 and 15% at Tier 3 or At Risk.
- Math, 68% in Tier 1, 23% in Tier 2 and 9% at Tier 3 or At Risk.

SARC Report—3 teachers are still working to complete EL certification.

FAC Recommendations—Campus continues to be rated in good to fair condition.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	In 2019, 5% did not meet standard and 22.5% nearly met standard.	In 2020, the number that will not meet standard will decrease by 2% and the number that will nearly meet standard will decrease by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	In 2019, 2.5% did not meet standard and 40% nearly met standard.	In 2020, the number that will not meet standard will decrease by 1% and the number that will nearly meet standard will decrease by 10%.
ELPAC Summative	In 2019, 5% were designated Level 1 and 8.5% were designated Level 2.	In 2020, 3% will be designated Level 1 and 6.5% will be designated Level 2.
CAST Baseline Results	Student results have not yet been released.	n/a
CA Dashboard (Red/Orange/Yellow Areas)	In 2018, the number of chronically absent students increased from 1.2% to 4.5%.	In 2019, the number of chronically absent students will decrease by 2%.
i-Ready Diagnostic	The 2019, initial diagnostic for reading had 69% of all students in Tier 1, 16% at Tier 2 and 15% at Tier 3 or At Risk. In math, 68% were Tier 1, 23% were Tier 2 and 10% were at Tier 3 or At-Risk.	Students At Risk in Reading will decrease by 7% by the 3 rd Diagnostic and those students At Risk in math will decrease by 4% by the 3 rd diagnostic.
SARC Report/FAC Recommendations	Three teachers are still considered misassigned with respect to teaching of EL students.	In 2019-20 school year, the three teachers will continue their work towards CLAD certification.

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

All Students and “At-Risk” Students

Maintain baseline levels of technology and site facilities in good repair, prioritizing classrooms/student areas for improvement.

80 new Chromebooks have been purchased for the site.

Renovation of library – Phase 2

Installation of benches throughout campus

Replacement of lunch area tables

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$10,892 (40 Chromebooks)	Supplemental Grant (At-Risk Students)
\$12,474 (Chromebook Cart)	Gifting
\$43,000 (library renovation)	Gifting
\$3000 (bench installation)	Gifting

Action 2

All Students

Hire and support highly trained and qualified staff for new positions, collaborating with mentor and lead teachers, as well as the Induction Office to ensure skilled site staffing.

Two math teachers, one science teacher and one part-time special education teacher were hired to fulfill staffing needs and maintain a reasonable teacher to student class ratio.

Two teachers are participating in the Induction Program to fulfill credentialing requirements.

One dance teacher is completing required coursework to fulfill credentialing requirements.

HR will continue to support the three teachers who are working on CLAD certification.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
3.2 FTEs	General fund (FTEs)

Action 3

All Students

Monitor and evaluate implementation of state standards, current adoptions, and Technology Scope, including supplemental and support software/programs, providing staff with timely, data-driven feedback to improve learning outcomes, student achievement, continuous improvement, and staff proficiencies if needed. Evaluation of programs includes core content areas, ELD, VAPA, World Language, and College/Career Readiness.

Science department is in the process of adopting a new NGSS-based curriculum.

i-Ready program utilized as a universal diagnostic tool for Language Arts and Math Departments.

Social Studies teachers attend workshops to prepare for the changes in California's History-Social Science Framework.

Math teacher attends annual math conference to share best practices with department.

World Language department visits Los Alamitos HS to observe and adapt curricular program.

Ridgecrest adds California Junior Scholarship Federation, a club that focuses on recognizing student achievement and service.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$900 Sub costs for science adoption meetings	District Funds
\$6,732 Diagnostic license.	Supplemental grant
\$500 Registration and sub costs for social studies teachers	Site Discretionary
\$450 Registration and sub costs for math teacher.	Site Discretionary and PTSA Start-up Funds
\$50 reimbursement for mileage	Site Discretionary

Action 4

EL, SPED, Low-Income, Homeless,

Identified EL students attend a designated instruction Support class daily.

Identified EL students receive targeted instruction in a 4:1 teacher: student ratio with EL Specialist

Identified Special Ed students receive targeted instruction in a Support class daily

Identified EL, Low-Income and Homeless students receive targeted support using i-Ready Intervention software.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$15,000 ELD Support class	General Fund FTE
\$49,000 EL Specialist	Supplemental Grant

Goal 2

Provide a comprehensive and inclusive instructional program to provide measurable growth and achievement for all students, including those recognized as English Language Learners, identified for Special Education or Multi-Tiered Support Services, and those qualified as Gifted and Talented (GATE), as measured by State and Local Measures of Proficiency, Qualification and Exit Criteria Figures, and Comparative Annual Program Participation.

Identified Need

CA Dashboard -In 2018, the number of chronically absent students increased from 1.2% to 4.5%.

CAASPP —Increased 5.6 points in Mathematics and Maintained in English/Language Arts

English Learners: ELA 17.6% Nearly Met and 8% Not Met

- Current English Learners declined 4.3 points in English/Language Arts.
- Reclassified English Learners declined 11.8 points from standard in English/Language Arts.
- Reclassified English Learners declined 21.4 points from standard in math.

Special Ed: ELA 29.8% Nearly Met and 26.3% Not Met

i-Ready Baseline Results:

- iReady Baseline Results—5% of students at-risk in math, 16% at risk in reading
- Reading: 69% in Tier 1, 16% at Tier 2 and 15% at Tier 3 or At Risk.
- Math, 68% in Tier 1, 23% in Tier 2 and 9% at Tier 3 or At Risk.

SARC Report—three teachers are still working to complete EL certification.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	<p>English Learners: ELA 17.6% Nearly Met 8% not met</p> <p>Reclassified English Learners: ELA Declined 11.8 Points</p> <p>Special Ed: ELA 29.8% Nearly met 26.3% not met</p>	<p>Decrease percentage of English Learners who nearly met or who did not meet ELA standards by 4% and 3% respectively.</p> <p>Decrease percentage of Special Education students who nearly met or who did not meet ELA standards by 6% and 5% respectively.</p>
CAASPP Math	<p>English Learner: Math 9% Nearly Met 7% Not met</p> <p>Reclassified English Learners: Math Declined 21.4 Points</p> <p>Special Ed: Math 29.3% Nearly Met 37.9% Not Met</p>	<p>Decrease the percentage of English Learners who nearly met or who did not meet math standards by 2% and 2% respectively.</p> <p>Decrease the percentage of Special Education students who nearly met or who did not meet math standards by 6% and 7% respectively.</p>
ELPAC Summative	<p>6 students at level 1 10 students at level 2</p>	<p>Decrease the number of students at levels 1 and 2 by 2 and 3 students respectively.</p>
CA Dashboard (Red/Orange/Yellow Areas)	<p>In 2018, the number of chronically absent students increased from 1.2% to 4.5%.</p>	<p>Decrease the number of chronically absent students by 3%.</p>
i-Ready Diagnostic	<p>5% of students at-risk in math, 16% at risk in reading</p>	<p>Decrease the percentage of at-risk in math by 2% and by 4% in reading</p>
SARC Report Staffing	<p>23 classes over the 33 average student classes size. 3 teachers continue to work on CLAD certification.</p>	<p>Decrease the number of classes over the 33 students average. 3 teachers will complete the CLAD certification requirement.</p>
DataQuest Staffing	<p>Inexperienced teacher rates with only 1 teacher in first year and 1 teacher in 2nd year.</p>	<p>Focus will be on hiring experienced teachers to fill vacancies.</p>

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

English Language Learners

ELD Support class for Level 1 and 2 EL students.

Small class size for ELD A and B classes.

EL Specialist pulls out EL students in small groups for targeted language instruction.

IReady Intervention program for EL Students.

After school EL Homework Club with tutors.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$10,000 (1 class)	Site Fund (FTE)
\$49,000 (EL Specialist)	Supplemental Grant
\$20,000 (2 classes)	Site Fund (FTE)
\$1260 (i-Ready program)	Supplemental Grant
\$2700 (2 after-school EL classes)	Supplemental Grant

Action 2

Special Education/"At-Risk" Students Receiving Tiered Supports

Creating Support Classes.

Programmatic support within the General Ed classroom per students IEP services.
i-Ready Intervention program for all Special Ed students.
Para-Educator support in Social Studies and Science Classes
Special Day Classes in Math and Language Arts.
Providing Speech and Language services.
Supporting Counseling with Individual and group services.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
3 classes @ \$15,000 ea.	General Fund
i-Ready intervention licenses - \$1,260	General Fund
4 classes @ \$15,000 ea.	General Fund
6 Para-Educators - \$206,407	General Fund
2 Special Day Classes @ \$15,000	General Fund
Speech and Language services @ \$67,695	General Fund
Counseling services @ \$138,256	General Fund

Action 3

Gifted and Talented Students (GATE)

Create enrichment opportunities for GATE students.

- Field trip to JPL
- After-school workshops taught by GATE certified teachers.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Substitute and transportation \$500	District GATE Funds
Teacher stipend \$2000	District GATE Funds

Goal 3

Provide a comprehensive and rigorous instructional program which annually raises achievement and facilitates growth for all students in all four core content areas, as measured by CA Dashboard Academic Indicator, State and Local Assessment Measures (specify below), Student Report Card/Grades, and Site Extra-/Co-Curricular Program Participation Information.

Identified Need

- CA Dashboard – In 2018, the number of chronically absent students increased from 1.2% to 4.5%. The percentage of chronically absent students with disabilities increased by 8.6%.
- CAASPP

8th grade students that did not meet standards in ELA increased by 1%

8th grade students that nearly met standards in ELA increased by 4%

8th grade students that did not meet standards in math increased by 9%

English Learners: ELA 17.6% Nearly Met and 8% Not Met

Current English Learners declined 4.3 points from standard in English/Language Arts.

Reclassified English Learners declined 11.8 points from standard in English/Language Arts.

Reclassified English Learners declined 21.4 points from standard in math.

Special Ed: ELA 29.8% Nearly Met and 26.3% Not Met

- i-Ready Baseline Results:

Reading: 69% in Tier 1, 16% at Tier 2 and 15% at Tier 3 or At-Risk.

Math, 68% in Tier 1, 23% in Tier 2 and 9% at Tier 3 or At-Risk.

- SARC Report—Comparison to Previous Year
- FAC Recommendations—Committee Work to be Completed at Site

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	In 2019, 5.9% did not meet standard and 15.7% nearly met standard.	In 2020, the number that will not meet standard will decrease by 2% and the number that will nearly meet standard will decrease by 5%.
CAASPP Math	In 2019, 8.6% did not meet standard and 16.4% nearly met standard.	In 2020, the number that will not meet standard will decrease by 3% and the number that will

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		nearly meet standard will decrease by 8%.
ELPAC Summative	In 2019, 5% were designated Level 1 and 8.5% were designated Level 2.	In 2020, 3% will be designated Level 1 and 6.5% will be designated Level 2.
CA Dashboard (Red/Orange/Yellow Areas)	In 2018, the number of chronically absent students increased from 1.2% to 4.5%.	In 2019, the number of chronically absent students will decrease by 2%.
i-Ready Diagnostic	The 2019, initial diagnostic for reading had 69% of all students in Tier 1, 16% at Tier 2 and 15% at Tier 3 or At-Risk. In math, 68% were Tier 1, 23% were Tier 2 and 10% were at Tier 3 or At-Risk.	Students At-Risk in Reading will decrease by 7% by the 3 rd Diagnostic and those students At-Risk in math will decrease by 4% by the 3 rd diagnostic.

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

All Students

In collaboration with staff, administration will analyze student performance measures to identify areas of Professional Development specific to site in addition to what is district provided.

Department-based Professional Learning Communities will focus on identifying Essential Standards that all students should know and be able to do.

Common assessments will be created focusing on essential standards to align curriculum and instruction to best meet the needs of all students.

Department chairs will facilitate PLCs to ensure goals are met.

Tier I and II Interventions are implemented based on data showing student need.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
IReady Intervention Software \$1,260	Supplemental Grant
Department Chair stipends 6.5% of salary	General Fund
Department planning days. Substitutes @ \$900/day	General Fund

Action 2

All Students and At-Risk Students

Teachers and Administration will continue to implement Interim Assessments and other research-based assessments to monitor student performance in grade-level standards, adjust instructional program using related performance reporting, and prepare students for success on state assessment measures, specifically students within targeted populations who are not meeting standard/proficiency.

i-Ready Diagnostic tool will be used to establish baseline data, set goals and develop action plan for those students at risk.

Create intervention plan to support all students at different tiers based on established need.

Provide pull out and after-school intervention support for students identified at-risk.

Teachers will administer performance tasks in their respective subjects.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
IReady Intervention License \$1,260	Supplemental (At-Risk)
Pull-out support \$30,000	Supplemental 40% FTE
After-School Intervention \$3,240	Low Performing Student Block Grant

Action 3

All Students

Students will be provided access to counseling for goal setting, academic pathway planning, course access, post-secondary opportunities, and graduation requirements.

Counselors will meet with each student at least twice per year to check-in and support.

Using the Naviance program, Counselors will teach lessons about College and Career as well as goal setting.

Counselors will attend CSU, UC and CASC conferences to better support their students.

Counselors will host a College Week for all grade levels.

Counselors will teach a Finding Your Direction to Success lesson to all 6th graders.

Counselors will teach Social/Emotional Learning Lessons to all grade levels.

Counselors will meet with each student to review course selection for the following school year.

Counselors check in with students who are absent more than three consecutive days.

Every student receives a Compass (student planner)

Raider Net was added to Compass for counselors to review with student.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$4,105 - Naviance program

General Fund

Conference registrations

Ed Services and Site Discretionary

Goal 4

Provide a school environment that fosters physical and emotional security, encourages community and family involvement, and focuses the school climate on creating opportunities for student engagement, as measured by the Site Parent Participation Rates, CA Healthy Kids Survey, Attendance, Tardy, and Truancy Rates, State Assessment Participation Rates, and Discipline Data.

Identified Need

CA Dashboard

- In 2018, the number of chronically absent students increased from 1.2% to 4.5%.
- The percentage of chronically absent students with disabilities increased by 8.6%.

In 2018, several student groups, White, Hispanic, and students with disabilities dropped below 95% participation rate in CAASPP assessment.

CA Healthy Kids Survey

- For two years in a row there has been a downward trend in student responses with respect to Overall Supports and Engagement at Ridgecrest, which include: high expectations and caring relationships, opportunities for meaningful participation, perceived school safety and school connectedness.

FAC Recommendations—Committee Work to be Completed at Site

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	4.5% Overall 8.6% students with disabilities	Decrease the percentage of chronic absenteeism by 2.5% overall and 3% for students with disabilities.
CA Healthy Kids Survey Overall Supports and Engagement results	Overall School Climate Subscale Results for 2019: 323	Increase the School Climate Subscale Results for 2020 to 340.
PTSA recommendations	Beautification projects in 2018-20	In 2019-20, at least 3 beautification projects will be completed.
FAC Recommendations	FAC recommended upgrading of all facilities as well as addition of air conditioning in classrooms, perimeter security around school and shade structure in lunch area.	Support from Ridgecrest community for approving the upgrading of school facilities.

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

All Students

Provide inclusive school environment for all students by providing opportunities for school community participation during and outside of the school day, recognizing the strength of cultural and linguistic diversity, the importance of leadership roles, the experience of co-/extra-curricular activities, and commitment to life-long learning.

After-school Booster Activities are available to all students. Some are based on tryouts.

Lunchtime Activities occur at least every other week and are open to all students.

Raider Rampages – Activities planned by Leadership class to create a spirit of competition among grade-level students.

Spirit Weeks – Activities planned to promote fun spirited activities at school.

Student Council – Students are welcome to join as representatives.

CJSF – Academic based organization open to all who meet grade criteria every trimester.

GSA Gay-Straight Alliance – Club will offer a safe place to belong and feel supported.

KFC (Kids for Christ) – A Christian club open to all students.

Muslim Club – A Muslim club open to all students.

Library Renovation: Phase 2 to be completed.

Campus beautification projects will be completed.

Talent Showcase .

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Activities Director stipend \$6000	RIS Boosters
Raider Rampage and Spirit Week Prizes \$600	PTSA
Student Council Advisor stipend \$1500	General Fund
CJSF Advisor stipend	Boosters
Library Renovation \$40,000	Boosters
Beautification projects \$6000	Gifting
Talent Showcase costs \$200	PTSA

Action 2

All Students

Provide Parent Involvement and Education Opportunities within the school community, communicating and engaging frequently, timely, and transparently, and in collaboration with the

District Parent Organizations (PEF, PTA, etc.).

PTSA meetings are held once a month and all parents are welcome to attend.

Parents volunteer daily to supervise during lunch.

Japanese, Chinese and Korean Parent Associations meet several times a year and present a gift and a luncheon to Ridgecrest.

English Language Advisory Committee meets three to four times a year to discuss progress and changes to the English Language Learner program.

Two parent nights are planned for this year. Based on a student survey, one will address the use of Social Media and use and abuse with our students. The other will address stress and anxiety in teens.

Parents are invited to Back to School, Incoming 5th Grade Parent Orientation and Camp Ridgecrest Parent Orientation annually.

There is proportionate parent representation on School Site Council.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

Refreshments for parent nights \$400

PTSA

Action 3

All Students

Staff and administration will continue to develop social/emotional learning and progressive discipline supports by implementing guidance lessons, restorative practices, procedures for crisis and threat, and identifying school climate indicators to improve overall culture.

PBIS team attends training three times a year.

PBIS team trains teachers how to implement PBIS.

All staff trained in Suicide, Crisis and Threat Protocols.

Administration trained in Restorative Justice, Research and Reflection as other means of correction.

Counselors and Principal will attend 504 trainings.

Progressive Discipline Matrix will be used.

Social groups used to support students.

Restorative Justice meetings between students.

Student Support Meetings every two to three weeks address students at-risk for academic and/or social/emotional reasons.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Substitutes for PBIS Team \$1740	District Funds
Extra duty pay for counselors \$270	Site Discretionary

Goal 5

The Ridgecrest faculty will implement ways to connect with students during the school day.

Identified Need

For two consecutive years, California Healthy Kids Survey data has shown that our students still struggle to find an adult with whom they can connect on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Survey Results	2019 School Connectedness - 325	2020 School Connectedness Score - 340
Number of times Counselors meet with students per year	2018-19 1X per year	2019-20 2X per year minimum
# of suspensions	2018-19 = .6% students suspended at least once. Suspensions of students with disabilities increased by .7%, English learners increased by .9%.	2019-20 Number of suspensions of students with disabilities and English Learners will decrease.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CASSY/SAGE Student Support Specialist student meetings	2018-19 = 30 individual students assessed.	2019-20 = 45 or more students will be assessed.
Participation Rates of Connectedness Activities	2018-19 – N/A	New Goal Area/No Data to Report
Counselor Connectedness Survey Data	2018-19 – N/A	New Goal Area/No Data to Report

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

All students

An Activities Director will plan activities every other week during lunch for students to participate. Teachers are encouraged to participate/help with the activities.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
AD stipend \$6000	Boosters
Supplies \$400	PTSA/Boosters

ACTION 2

8th grade students

The 8th graders will go to an overnight science camp with approximately 18 teachers.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
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\$93,000

District Funds

ACTION 3

All students

Teachers will volunteer to participate in lunchtime competitions such as kickball tournament, game pit tournament, and soccer tournament.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

Prizes for tournaments \$300

Boosters, PTSA

ACTION 4

All students

Principal will create a Principal's Advisory Committee consisting of a mixed group of students who will provide feedback regarding how to improve school climate and connectedness at Ridgecrest.

ACTION 5

All students

Stress/Connections survey administered to students three times a year.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

None

Annual Review

SPSA Year Reviewed: 2018-19

Analysis

During the 2018-19 school year, most actions/activities effective to varying degrees in meeting the annual goals. Factors such as the unpredictability of attendance of after school programs make some of the planned activities effectiveness difficult to measure accurately. However, certain activities such as the funding of an EL Specialist had a significant positive impact on student achievement. Below is a breakdown of each activity and the outcome.

GOAL 1

Metric/Indicator	Expected Outcome	Actual Outcome
3 Social Studies teachers will attend the CA History-Social Science Framework rollout.	Social Studies teachers will begin the process of aligning their current practices to the new curriculum framework.	Social Studies teachers have attended and continue to attend trainings on Framework rollout.
One Math teacher will attend CA. Math Council Conference in October.	Teacher will return and share best practices with department.	Teacher shared best practices with department.
100% of Math department will attend CGI training in October.	After receiving CGI math training, all math teachers will use at least two CGI strategies during instruction.	Teachers implemented strategies during instruction.
Science department will receive PD and pilot new science curriculum: Amplify and StemScopes	100% will pilot district provided resources.	All teachers piloted and continue to pilot district provided resources.
100% of ELA teachers will receive refresher training on ELA adopted curriculum	100% of ELA teachers will increasingly use components of the district adopted curriculum.	Teachers are using the district adopted curriculum and will use program to create common benchmark assessments.
Dance teacher will go through credentialing process.	Teacher will meet the “Highly Skilled Staff” criteria.	Teacher is currently in the credentialing program.
Dance teacher will attend National Dance Education Conference	Teacher will meet the “Highly Skilled Staff” criteria	In process.
School library will be renovated.	Funding secured. Library will undergo renovation in two	Phase one is complete.

	phases in 2018-19 school year.	
Two new Chromebook carts will be purchased to support the science pilot.	New carts will enable science teachers to have access to student Chromebooks three to four times a week.	Carts have been purchased and are in use by science teachers.
One teacher will complete his BTSA credential program	Teacher will complete 2 nd year of two-year BTSA program	Teacher completed induction program.

Goal 2

Metric/Indicator	Expected Outcome	Actual Outcome
CAASPP schoolwide math scores	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.	The number “not met” increased by 2% and the number “nearly met” remained the same.
CAASPP schoolwide ELA scores.	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	The number “not met” decreased by 1% and the number “nearly met” increased by 1%.
# of students who screen below grade level in reading per AIMSweb	By spring, 50% of students who screened below grade level will screen at grade level.	N/A The district is no longer using this tool to measure.
% of students who earn one or more Ds or Fs in content areas per trimester.	By 3 rd trimester (June, 2018), the % of students who earn one or more Ds or Fs in content areas will decrease by 10%.	% of students earning Ds or Fs increased by 5%.
Students who are not at grade level in ELA and math per CAASPP data and Aeries Analytics.	100% of teachers will be able to identify their own students who are not at grade level in ELA and math.	Using i-Ready, 100% of teachers were able to identify students who were not at grade level.

Goal 3

Metric/Indicator	Expected Outcome	Actual Outcome
CAASPP Scores	Percentage of SpEd students in both ELA and math who do not meet or nearly meet standard will decrease by 10%.	Percentage of SpEd students who did not meet or nearly meet the ELA standard decreased by 9%. Percentage of SpEd students who did not meet or nearly meet math standard decreased by 3%.

School Year: 2019—2020

CAASPP Scores	Percentage of English Learners in both ELA and math who do not meet or nearly meet will decrease by 10%.	Percentage of English Learners who did not meet or nearly meet the ELA standard decreased by 5%. Percentage of students with disabilities who did not meet or nearly meet math standard decreased by 5%.
100% of Faculty will receive PD on ELD Standards.	100% of teachers will incorporate ELD standards into their instruction for their EL students.	Goal met.
ELD teacher will attend a writing workshop on academic writing support for LTELs.	Increase # of LTELs who will be reclassified by 10%	Goal partially met. In 2018-19, 69% of students were Level 1 and 30% Level 3. In 2019-20, there are 60% Level 1 and 40% Level 3.
# of EL students in Basic and Below Basic on the SRI	Percentage of students who fall in the basic and below basic level on the SRI will decrease by at least 10% per grade level.	The district no longer uses this metric. However, based on i-Ready diagnostic, there is a small decrease in the % of EL students who basic and below basic level.

Goal 4

Metric/Indicator	Expected Outcome	Actual Outcome
CHKS 2018	Overall Supports and Engagement - 380	Overall Supports and Engagement - 323
Discipline Data	Fewer suspensions in 2018-19 school year.	Decreased .9% overall.
Attendance data	# of truanancies decrease by 10% or more.	Increased 1.2%
Student Support Team log entries	# of students receiving CASSY support will increase.	Data not yet available but the trend shows an increase.
Social-Emotional Learning presentations	# of students indicating on the 2019 CHKS that they do not feel connected or safe at school.	Number of students indicating they do not feel connected or safe increased.
Student Support Specialist referrals	# of referrals at end of year	# of referrals increased.
Change of Counseling Model	Counselors will meet with each student at least twice per year.	Counselors have changed model and will meet with each student at least twice a year in 2019-20.
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.	Goal met.

Those goals that have not been met have been revisited for the 2019-20 school year with added activities and strategies. A universal diagnostic administered throughout the year to monitor the progress of at-risk students will inform teachers in their approach to supporting these students. The addition of an activities director to provide activities for students during lunch will make the school more inviting to those students who have been labeled chronically absent. Teachers continue to look for ways to connect with students during and outside of classroom and the additional lunchtime activities will provide opportunities for this to happen.