

School Year:

2022-23



# School Plan for Student Achievement (SPSA)

## Section 1: Stakeholder Engagement

Instructions and requirements for completing the SPSA may be found in the Addendum and Plan Requirements.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Loma Ridge Elementary School	30736500138719	May 19, 2022	

### 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 Impact that Stakeholder Engagement had on the process**

At Loma Ridge, we engaged all of our stakeholder groups in a variety of ways to determine areas of focus for our 2022-2023 Single Plan for Student Achievement (SPSA). Students in grade 3-6, parents, and staff responded to our annual survey which provided an abundance of feedback to

guide our planning for next year. We were able to analyze the data and identify areas of celebration as well as areas of growth which have informed the development of our goals for the school year. Additionally, we engaged our students in the pilot of a new social emotional screening tool, Panorama. The data we captured through the utility of this pilot screener has given us specific areas of focus for social emotional learning. Our certificated staff and school site council engaged in a thorough review of the annual survey data, Panorama data, and the academic screener data to make informed decisions about areas of goal focus for our 2022-2023 SPSA.

## 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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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)
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

X English Learner Advisory Committee

Signature

X Special Education Advisory Committee

Signature

X Gifted and Talented Education Program Advisory Committee

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: May 19, 2022

Attested:

Jenna Berumen

Typed Name of School Principal Signature of School Principal Date

Alexis Swanson

Typed Name of SSC Chairperson Signature of SSC Chairperson Date

## School Site Council Membership

### The School Plan for Student Achievement

The purpose of the School Plan for Student Achievement (SPSA) is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually. Whenever there are material changes that affect the academic program for students at the school, changes must be reviewed with School Site Council.

### School Site Council Membership (SSC)

Education Code Section 64001 requires that this plan be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application. The current make-up of the council is as follows:

Name of Members	Group A			Group B	
	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jenna Berumen	1				
Autumn Ceniza				1	
Scindia Dhanasekaran				1	
Ben Hong				1	
Larry Hsia				1	
April Ryan			1		
Ted Shu		1			
Kathi Skeber		1			
Alexis Swanson			1		
Fern Tanakomsirichot				1	
<b>Numbers of members of each category</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>5</b>	
<b>(Totals of Group A and Group B must equal)</b>	<b>Total Group A: 5</b>			<b>Total Group B: 5</b>	

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

## ELAC Membership

### English Learner Advisory Committee

All IUSD schools with **21 or more English Learners** are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

### Membership

1. Has been elected by the parents or guardians of EL Students at the school site
2. Has had the opportunity to elect at least one member to the district's EL advisory committee (DELAC)
3. Has received appropriate training and materials and training to assist members in carrying out their legal responsibilities
4. ELAC's legal responsibilities are to advise the principal and staff on:
  - a. The development of the section in the SPSA pertaining to EL students' education
  - b. The development of the school's needs assessment
  - c. Implications of language census for translation requirement
  - d. Efforts to make parents aware of the importance of regular school attendance

Names of Members	Principal	Chair	DELAC Rep.	Other Member
Numbers of members of each category	1			

### Guidelines for Combining SSC and ELAC:

The school may designate an existing school level advisory committee, or subcommittee of such advisory committee to fulfill the legal responsibilities of ELAC if the advisory body meets the same criteria for the membership of the ELAC. (EC52176[b]{c}, 64001[a], 5 CCR 11308[d]) Check box below if site meets the above criteria and has chosen this option. If the site has chosen the option to combine, leave ELAC membership empty.

**X Site has chosen to combine SSC and ELAC using the above guidelines.**

**OR**

**Site has chosen NOT to combine SSC and ELAC using the above guidelines.**

## Budgets and Summary

### Centralized Services for Planned Improvements in Student Performance:

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

State Programs	Preliminary Allocation (Fall)	Amount Allocated in SPSA
<b>Local Control Funding Formula (LCFF) – Base Grant</b> Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$101,582.00	85,500
<b>LCFF – Supplemental Grant</b> Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$33,624.00	28,000
<b>Lottery Funds</b> Purpose: Purchase site instructional materials	\$	
Total amount of state categorical funds allocated to this school		113,500
Federal Programs	Preliminary Allocation (Fall)	Amount Allocated in SPSA
<b>Title I, Part A: Allocation (IUSD schools are School Wide)</b> Purpose: To improve basic programs operated by local educational agencies (LEAs). 1% of funding is allocated for parental involvement. Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs.	\$0.00	

<b>Title III Centralized Services Allocated - EL and Immigrant Students</b> Purpose: to ensure English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. Purpose: to enhance instructional opportunities for immigrant students and their families and ensure that immigrant students meet the same challenging grade level and graduation standards as all other students.	\$0.00	
Total amount of federal categorical funds allocated to this school \$		
Total amount of state and federal categorical funds allocated to this school	\$135,206	\$113,500

## Section 2: Goals, Strategies, & Proposed Expenditures

### Goal 1

#### Goal Statement

<p>Social Justice</p> <p>We will integrate the social justice standards into our daily instruction while incorporating weekly lessons about identity, d action.</p>
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**LCAP Goal:** This school goal supports which of the following District LCAP Goals:  
(select all that apply)

<p><input checked="" type="checkbox"/> LCAP Goal #1: Ensure all students attain proficiency in the current content standards.</p> <p><input checked="" type="checkbox"/> LCAP Goal #2: Ensure access to rigorous and relevant learning tools, resources, and skills for all staff and students.</p> <p><input checked="" type="checkbox"/> LCAP Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth.</p> <p><input type="checkbox"/> LCAP Goal #4: Communicate effectively and form strategic alliances to secure the support and resources</p>
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### Expected Annual Measurable Outcomes

#### Metric/Indicator Baseline Expected Outcome

<p>Teacher goals focused on this goal</p>

Annual Survey

<p>We believe our students are emerging in understanding and/or developing these areas</p>	<p>Teachers instruction and will rep of the lea Students wi culture/iden experiences of belongin students w impact on a</p>
<p>Our 2022 Annual Survey Data indicates many areas to celebrate related to social justice work at our school. One area of opportunity for growth is to increase the number of students who agree that their culture is represented in the curriculum. This year only 59% of our students agreed with that statement.</p>	<p>We will see responses statement of celebrati survey data</p>

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Goal Statement

SOCIAL EMOTIONAL LEARNING- Implementation of best practices to support student social and emotional growth

Our specific focus this year is to implement PBIS, Calm Classroom, Zones of Regulation, Restorative Circles, Morning G lessons across all grade levels so that students feel emotionally and physically safe and supported at school while increa emotions, manage self, and develop resilience. We expect students will be able to answer these questions:

What are the behavioral expectations at my school?  
 How will I know if I am on target in meeting these expectations?  
 What can I do to help myself when I feel uncomfortable (anxious, angry, sad)?  
 Who are the adults and students on campus with whom I feel connected?

**LCAP Goal:** This school goal supports which of the following District LCAP Goals:  
 (select all that apply)

- X LCAP Goal #1: Ensure all students attain proficiency in the current content standards.
- X LCAP Goal #2: Ensure access to rigorous and relevant learning tools, resources, and skills for all staff and students.
- X LCAP Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth.
- LCAP Goal #4: Communicate effectively and form strategic alliances to secure the support and resources

## Expected Annual Measurable Outcomes

### Metric/Indicator Baseline Expected Outcome

Second Step Digital Lesson Dashboard
MTSS Action Plan
Zones of Regulation

Classroom teachers, in collaboration with our elementary resource counselor, implement all lessons in the four units of study.	Classroom the four un content
MTSS team met consistently throughout the 2021- 2022 school year. Team tools were created to stay on top of how at-risk and on watch students were being supported. "BEEPS" meetings with grade level teams were implemented each trimester to discuss concerns and/or update on student progress.	Goals for th
Many students currently use the zones of regulation language to communicate their	Students w Regulation expressing

### Metric/Indicator Baseline Expected Outcome




Calm Classroom
Morning Greeting
Restorative Circles
Annual Survey
Panorama Social Emotional Screener

emotions. All staff utilize the zones of regulation language when working with our students.	
Calm Classroom was implemented with fidelity during the 2021-2022 school year until EDL started.	Calm Classroom across all classrooms one time per year
Morning greeting was implemented across all classrooms daily in 2021-2022 with students choice of type of contact for their	

greeting (huc, high five, etc.)	Every student connection morning re connections
Teachers implement circles once each week and when necessary for restorative purposes. When there wasn't a need for restorative practices, the teachers used these weekly circle as a discussion starter for students to share, learn more about one another, and build relationships.	Weekly utilization each class relationship focusing on standards
61% of students either disagreed or didn't respond that students treat each other with respect at school. 59% of students agreed that they can explain their feelings to others. 57% of students report that their level of stress is generally low.	We will see responses questions r climate, so
68% of kinder through second grade students responded favorably to questions targeting self efficacy. 57% of kinder through second grade students responded favorably to questions targeting self management. 63% of third through fifth grade students responded favorably to questions targeting self efficacy. 52% of third through fifth grade students responded favorably to questions targeting emotional regulation. 70% of sixth grade students responded favorably to questions targeting self-efficacy. 55% of sixth grade students responded favorably to questions targeting emotional regulation.	We will see favorable r the end of

## Goals, Strategies, & Proposed Expenditures

### Goal 3

#### Goal Statement

PLC - We will work collaboratively in our PLCs to follow the learning cycle to provide best first instruction in the form of direct instruction at appropriate grade levels in the areas of ELA and Math. We will intentionally make connections from student's' daily lives to their learning, encourage students to make mistakes, and provide a relevant, engaging, and challenging experience for all students. Students should be able to...

- What am I learning?
- Why am I learning this?
- Where am I now on the four point scale?
- What are my next steps to continue my growth?
- What tools are available to me to support my learning?

**LCAP Goal:** This school goal supports which of the following District LCAP Goals:  
(select all that apply)

- LCAP Goal #1: Ensure all students attain proficiency in the current content standards.
- LCAP Goal #2: Ensure access to rigorous and relevant learning tools, resources, and skills for all staff and students.
- LCAP Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth.
- LCAP Goal #4: Communicate effectively and form strategic alliances to secure the support and resources

## Expected Annual Measurable Outcomes

**Metric/Indicator Baseline Expected Outcome**

Annual Survey
Panorama Social Emotional Screener

<p>Our 2022 Annual Survey data indicates some areas of growth.</p> <p>18% of students do not understand the connection of learning to use in everyday life. 57% of students disagreed with or didn't respond to the statement that their coursework is challenging. 57% of students feel comfortable making mistakes at school.</p>	<p>The Annual Survey data indicates an increase in student self-efficacy with the question "I am confident in my ability to handle the challenges of everyday life, and I am comfortable making mistakes."</p>
<p>Our mid-year screening data indicated self efficacy, how much students believe they can succeed in achieving academic outcomes, as an area of growth for our students at every grade level.</p>	<p>The end of the year data indicated an increase in student self-efficacy with the question "I am confident in my ability to handle the challenges of everyday life, and I am comfortable making mistakes."</p>

**Metric/Indicator Baseline Expected Outcome**

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68% of K-2nd grade students responded favorably in the area of self-efficacy.  
63% of 3rd-5th grade students responded favorably in the area of self-efficacy.  
70% of 6th grade students responded favorably in the area of self-efficacy.

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**Goals, Strategies, & Proposed Expenditures**

**Goal 4**

**Goal Statement**

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**LCAP Goal:** This school goal supports which of the following District LCAP Goals:  
(select all that apply)

LCAP Goal #1: Ensure all students attain proficiency in the current content standards. LCAP Goal #2: Ensure access to rigorous and relevant learning tools, resources, and skills for all staff and students. LCAP Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth. LCAP Goal #4: Communicate effectively and form strategic alliances to secure the support and resources
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**Expected Annual Measurable Outcomes**

**Metric/Indicator Baseline Expected Outcome**

## Goals, Strategies, & Proposed Expenditures

### Goal 5

#### Goal Statement

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**LCAP Goal:** This school goal supports which of the following District LCAP Goals:  
(select all that apply)

LCAP Goal #1: Ensure all students attain proficiency in the current content standards. LCAP Goal #2: Ensure access to rigorous and relevant learning tools, resources, and skills for all staff and students. LCAP Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth. LCAP Goal #4: Communicate effectively and form strategic alliances to secure the support and resources
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#### Expected Annual Measurable Outcomes

Metric/Indicator Baseline Expected Outcome

## Goals, Strategies, & Proposed Expenditures

### Planned Strategies/Activities

Please list all strategies and/or activities along with their description, students to be served, person responsible, funding source, and total expenditure across the related goals. Then place an “X” in the box under each goal for which the strategy or activity applies.

Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2
1. Provide necessary pupil supplies to support student learning.	All students PK-6th	All staff	LCAP B 30,000.00	X	X
2. Provide PBIS incentives, replacement games for the game cart, and extra equipment for the playground.	All students PK-6th	All staff	LCAP B 4,000.00		X
3. Provide tech maintenance and additional equipment and materials to enhance the innovation lab experience for our students.	All students PK-6th	All staff	LCAP B 5,000.00 Other 10,000.00		X
4. Purchase additional teaching resources to support SEL and social justice.	All students PK-6th	All staff	LCAP B 4,000.00	X	X
5. Provide resources to support a school wellness garden.	All students PK-6th	All staff	LCAP B 2,000.00		X

6	Provide daily playground & lunch supervision.	All students PK-6th	All staff	LCAP B 20,000.00		X
7	Provide teacher resources to support academic instruction.	All students PK-6th	All staff	LCAP B 2,000.00		
8	Provide instructional support for small groups to provide differentiation and intervention in academic areas and social emotional learning when needed (for all learners including ELs).	All students PK-6th	All staff	LCAP S 25,000.00		X

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	<b>Strategy/Activity Description</b>	<b>Students to be Served</b>	<b>Person(s) Responsible</b>	<b>Funding Source and Total Expenditures</b>	<b>Goal 1</b>	<b>Goal 2</b>
9	Provide materials for our DASH Squad activities throughout the school year.	All students PK-6th	All staff	LCAP B 2,500.00		X
10.	Provide prompt cards for diversity & inclusion and social emotional learning.	All students PK-6th	All staff	LCAP B 2,000.00	X	X
11.	Provide picture books that support the social justice standards for teacher and school library.	All students PK-6th	All staff	LCAP B 2,000.00	X	X
12.	Provide necessary emergency supplies to ensure student care and wellness in the event of an emergency.	All students PK-6th	All staff	LCAP B 2,000.00		X
13.	Provide "Rebellious Read Aloud" teacher book for each teacher.	All students PK-6th	All staff	LCAP B 1,000.00	X	
14.						
15.						
16.						
17.						
18.						

19.						
20.						

## Section 3: Supporting LCAP targeted student

### groups English Language Learners:

How does this plan support the unique needs of English Language Learners at your site? How will Title III and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective language programs.)

1. English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.
2. Activities, strategies, and Professional learning are designed to:
  1. Create a culturally and linguistically responsive learning environment
  2. Include parent and family engagement that enhances learning support for their children
  3. Implement integrated and designated ELD to ensure language development occurs in and through subject matter learning
  4. Provide appropriate levels of scaffolding (substantial, moderate, light) to increase comprehension and participation
  5. Provide authentic practice and application for oral and written language skills development

Staff use formative assessment to:

1. Understand, monitor, support, and report student learning and acquisition of language
2. Evaluate the impact of strategies and activities implemented to meet the academic and language proficiency needs of English learners

Our goals directly support our English Learners (EL) by creating an environment focused on meeting their behavioral, social and emotional needs first in order to create a safe environment for learning. ELs naturally take risks on a regular basis in our classrooms due to their limited English and, first and foremost, it is important to ensure that they feel safe and supported participating in the learning environment. This initial focus will ensure that they are able to access the learning. Further, the utility of the learning cycle by our teams will provide an opportunity for our teachers to clarify the learning for all students and elicit evidence of student learning. The analysis of the evidence will provide the team with an understanding of what further supports are necessary within their language rich environment to support the learning needs of our ELs and instructional support from additional staff will provide opportunities for small group and one on one instruction.

### Low-Income/Foster Youth Students:

How does this plan support the unique needs of low-income/foster youth students at your site? How will Title I and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective targeted programs).

4. Provide opportunities for all students, including low-income and foster youth, to meet the challenging state academic standards through:
  1. The implementation of scientifically-based strategies that strengthen the core academic program in the



school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.

2. The implementation of activities that address the needs of all students in the school, with a particular focus on low-income/foster youth, in meeting the challenging state academic standards. This could include strategies to improve students' skills outside the academic subject areas; the implementation of a schoolwide tiered model to prevent and address problem behavior; professional development for teachers, paraprofessionals, and other school personnel to improve instruction and the use of data; and preparation for or building awareness of postsecondary opportunities.

Our goals directly support our Low-Income & Foster Youth students by creating an environment focused on meeting their behavioral, social and emotional needs first in order to create a safe environment for learning. Given the unique circumstances that some of our low income and foster youth students come to school having experienced, it is important to ensure that they feel safe and supported in participating in their learning environment. Focusing on this safety first will ensure that they are able to access the learning. Further, the utility of the learning cycle by our teams will provide an opportunity for our teachers to clarify the learning for all students and elicit evidence of student learning. Analysis of

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evidence will provide the team with an understanding of what further supports are necessary to meet the learning needs of our students in this sub-group so that they can take action utilizing instructional support from additional staff to provide opportunities for small group and one on one instruction.

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## Addendum

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

### Instructions

#### 1. Stakeholder Engagement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g. School Site Council, English Learner Advisory Councils, student advisory groups, etc.).

**Involvement Process:** Directions included in document.

**Impact of stakeholder consultations:** How did the engagement process impact the final SPSA plan?

**School Site Council Membership:** At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

**English Learner Advisory Committee (ELAC):** All IUSD schools with 21 or more English Learners are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

#### 2. Needs Assessment

**LCAP Goal #1 Summary of Analysis:** Summarize site strengths and needs related to student proficiency in the content standards, including a summary of data used in the analysis, and a summary of any performance gaps in student achievement (areas in red, orange or yellow) on the English Language Arts and mathematics sections of the CA Dashboard. This section must include a reference to data from the CA Dashboard. Below are possible data

sources and questions to consider as you complete your analysis:

Relevant Data Sources:

**CA Dashboard (Required)**

Universal Screening Assessments (K-8)  
District End of Course Exams  
Common Formative Assessments

Questions to Consider:

Are there any content areas or grade levels that may benefit from additional support?  
Do any performance gaps exist (e.g., for EL, low-income, or foster youth)?

**LCAP Goal #2 Summary of Analysis:** Summarize site strengths and needs around access to rigorous and relevant learning tools, resources, and skills, including a summary of data used in the analysis. Below are possible data sources and questions to consider:

Relevant Data Sources:

BrightBytes Survey  
School technology access  
Professional Learning Plan

Questions to Consider:

What additional tools, resources, or trainings might be needed?  
What needs would these tools, resources or trainings serve and for whom?

**LCAP Goal #3 Summary of Analysis:** Summarize site strengths and needs regarding a positive school culture and system of supports, including a summary of data used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

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Relevant Data Sources:

**Annual Survey (Required)**

Office discipline referrals (SWIS Data), suspensions and expulsions  
Attendance data  
Site based surveys (PLC implementation, PBIS Self-Assessment Survey)  
Records of school support systems and processes, including available interventions and enrichment supports

Questions to Consider:

What are some areas of potential growth within our school culture and climate?  
What aspects of core instruction, intervention, or enrichment might be improved to better support student academic, behavioral, and social-emotional growth?  
How might we improve our process for identifying students who need additional support, matching supports to individual needs, and monitoring progress?

**LCAP Goal #4 Summary of Analysis:** Summarize site strengths and needs regarding communication and strategic alliances, including a summary of data sources used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

**Annual Survey (Required)**

SSC participation and attendance at PTA Meetings  
Communication plans or site procedures  
Community partnerships

Questions to Consider:

What aspects of communication and parent engagement might be improved?  
What strategic alliances are in place to support our school vision? Are any additional alliances needed?

**Areas in Which School Has Made Progress:** Include a summary of school strengths and/or areas in which progress has been made in relation to one or more of the four district LCAP goals.

**Prioritize Two or More Key Areas of Need to Address this Year:** Based on your analysis of site strengths and areas for potential improvement, prioritize two or more key areas of need for your school. These areas will provide the basis for your school goals and should be related to one or more of the district LCAP goals. Each key area may include multiple strategies within your school plan.

### 3. Goals, Strategies and Proposed Expenditures

**Goal Statement:** State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

**LCAP Goal:** Identify which LCAP goal(s) this site goal supports.

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

#### **Planned Strategies and Activities:**

1. Strategy/Activity Description: Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference. (Each goal can have one or more identified strategies and/or actions.)

**\*Title 1 Schools:** A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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2. Students to be Served: Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.
3. Person(s) Responsible: Identify who will be responsible for ensuring that the strategy/action is implemented as planned.
4. Proposed Expenditure and Funding Source: For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget (drop down menu under Funding Source).

### 5. Supporting Targeted Groups

Directions included in the document.

### 6. Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA.

The budget summary should be completed as follows:

1. **Preliminary Allocation:** This amount is the total amount of funding provided to the school through State and Federal programs for the school year. The school year means the fiscal year for which the SPSA is adopted or updated. (Completed by district in fall)
2. **Funds Allocated in Plan:** Total Funds site has allocated for strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once. (Data collected from funds allocated in your plan.)

#### **Title I**

The Title 1, Part A program requires the district to reserve funds for parent involvement purposes (minimum of 1%). IUSD has chosen to allocate these earmarked funds to the sites and to monitor expenditures. The Title 1, Part A program also requires the district to reserve some funding for serving homeless students prior to allocating funds to the sites. IUSD reserves \$5,000 for these purposes annually.

### **Title III – LEP and Immigrant**

The Title III plan includes the integrated design and implementation of effective district-wide instructional programs for English Language Learners and Immigrant students. Title III funding is centralized to ensure appropriate levels of instructional supports that include 1) paraprofessionals and co-teaching models in the Newcomer/SEI classrooms, 2) extended learning and intersession opportunities, 3) high quality professional development for teachers and support staff in meeting the needs of ELL and immigrant students, and 4) Parent Outreach and Involvement Activities that provide multiple ways for parents/guardians to be involved in the work of the school and the learning of their students.

### **Programs Included in this Plan (Allocation as of Fall)**

The amounts listed in this plan reflect the state and federal programs in which the school participates. The amounts allocated for each program are entered by the district. The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. • Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. • Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

School Plan for Student Achievement (SPSA) Page 21 of 46 Loma Ridge Elementary School  
School Plan for Student Achievement (SPSA) Page 22 of 46 Loma Ridge Elementary School

## **Appendix A: Plan Requirements for Schools Funded Through the ConApp**

### **Basic Plan Requirements**

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent

with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## **Schoolwide Program Requirements**

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic

standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;

c. the devotion of sufficient resources to effectively carry out professional development activities; and d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

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

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## Appendix B: School and Student Performance Data

### Student Enrollment Enrollment By Student Group

### Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
<b>Kindergarten</b>		51	32
<b>Grade 1</b>		61	39
<b>Grade 2</b>		60	36
<b>Grade3</b>		39	41
<b>Grade 4</b>		41	29
<b>Grade 5</b>			38
<b>Total Enrollment</b>		252	215

## School and Student Performance Data

### Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners		40	19		15.9%	8.8%
Fluent English Proficient (FEP)		28	32		11.1%	14.9%
Reclassified Fluent English Proficient (RFEP)		0	11		0.0%	27.5%

## 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	Scores 18-19	20-21	17-18	Tested 18-19	20-21
Grade 3			48			0			0			0.0
Grade 4			34			0			0			0.0
Grade 5			42			0			0			0.0
All Grades			124			0			0			0.0

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

2019-20 Data:

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

Overall Achievement for All Students					
Grade Level	Mean Scale Score	% Standard	% Standard Met	% Standard Nearly	% Standard Not

					<b>Exc eed ed</b>					-21 -21 -21 -21 -21		<b>Met</b>			<b>Met</b>	
<b>All Grades</b>	N/A	N/A	N/A													

2019-20 Data:

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

<b>Reading Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>

2019-20 Data:

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

<b>Writing Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>

2019-20 Data:

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

<b>Listening Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>

2019-20 Data:

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

<b>Research/Inquiry Investigating, analyzing, and presenting information</b>									
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Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:

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

## 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



2019-20 Data:

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

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>

2019-20 Data:

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

## School and Student Performance Data

### ELPAC Results

<b>ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students</b>				
<b>Grade Level</b>	<b>Overall</b>	<b>Oral Language</b>	<b>Written Language</b>	<b>Number of Students Tested</b>

	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>All Grades</b>												34

2019-20 Data:

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

<b>Overall Language</b>														
<b>Percentage of Students at Each Performance Level for All Students</b>														
<b>Grade Level</b>	<b>Level 4</b>			<b>Level 3</b>			<b>Level 2</b>			<b>Level 1</b>			<b>Total Number of Students</b>	
			17-17-17-17-17-											
<b>All Grades</b>			20.5 9			38.2 4			23.5 3			17.6 5		34

2019-20 Data:

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

<b>Oral Language</b>														
<b>Percentage of Students at Each Performance Level for All Students</b>														
<b>Grade Level</b>	<b>Level 4</b>			<b>Level 3</b>			<b>Level 2</b>			<b>Level 1</b>			<b>Total Number of Students</b>	
			17-17-17-17-17-											
<b>All Grades</b>			29.4 1			29.4 1			20.5 9			20.5 9		34

2019-20 Data:

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

<b>Written Language</b>														
<b>Percentage of Students at Each Performance Level for All Students</b>														
<b>Grade Level</b>	<b>Level 4</b>			<b>Level 3</b>			<b>Level 2</b>			<b>Level 1</b>			<b>Total Number of Students</b>	
									-21 -21 -21 -21 -21					

<b>All Grades</b>			14.7 1			32.3 5			38.2 4			14.7 1			34
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2019-20 Data:

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

<b>Listening Domain</b>												
<b>Percentage of Students by Domain Performance Level for All Students</b>												
<b>Grade Level</b>	<b>Well Developed</b>			<b>Somewhat/Moderately</b>			<b>Beginning</b>			<b>Total Number of Students</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>All Grades</b>			35.29			47.06			17.65			34

2019-20 Data:

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

<b>Speaking Domain</b>												
<b>Percentage of Students by Domain Performance Level for All Students</b>												
<b>Grade Level</b>	<b>Well Developed</b>			<b>Somewhat/Moderately</b>			<b>Beginning</b>			<b>Total Number of Students</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>All Grades</b>			26.47			47.06			26.47			34

2019-20 Data:

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

<b>Reading Domain</b>												
<b>Percentage of Students by Domain Performance Level for All Students</b>												
<b>Grade Level</b>	<b>Well Developed</b>			<b>Somewhat/Moderately</b>			<b>Beginning</b>			<b>Total Number of Students</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>All Grades</b>			20.59			55.88			23.53			34

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades			38.24			44.12			17.65			34

2019-20 Data:

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

## School and Student Performance Data

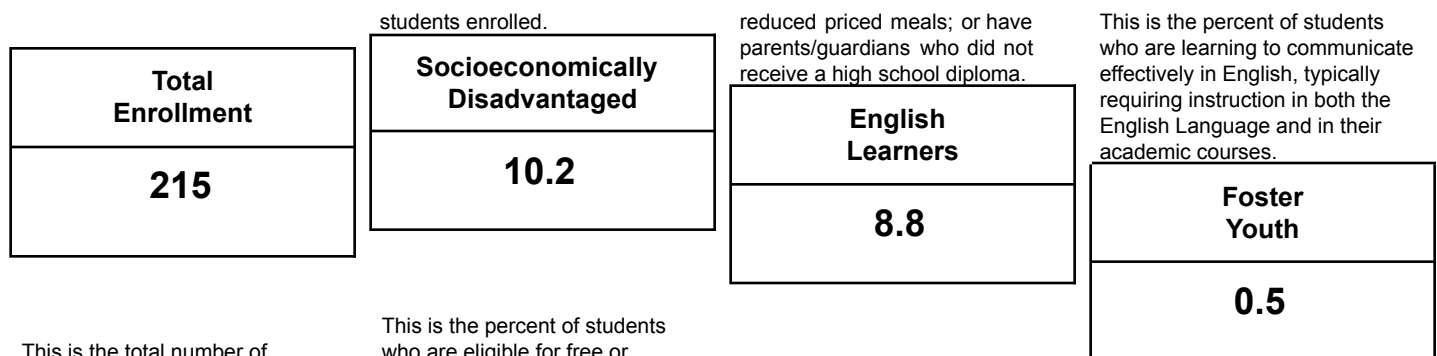
### Student Population

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

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

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

#### 2020-21 Student Population



This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage

English Learners 19 8.8 Foster Youth 1 0.5 Homeless  
 Socioeconomically Disadvantaged 22 10.2 Students with Disabilities 32 14.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage

African American 1 0.5 American Indian or Alaska Native  
 Asian 106 49.3 Filipino 7 3.3 Hispanic 23 10.7 Two or More Races 28 13.0 Native Hawaiian or Pacific  
 Islander  
 White 49 22.8

Conclusions based on this data:

1.

## School and Student Performance Data

### Overall Performance

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

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

<b>2019 Fall Dashboard Overall Performance for All Students</b>
---

Conclusions based on this

data: 1.

Academic Performance

Academic Engagement

Conditions & Climate

## School and Student Performance Data

### Academic Performance English Language Arts



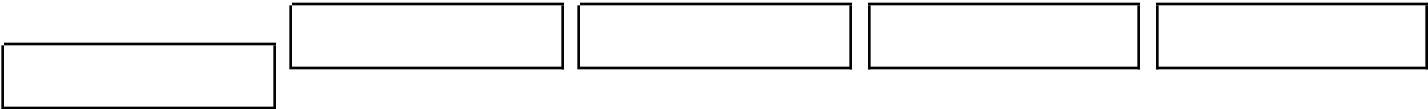
California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

The performance levels are color-coded and range from lowest-to-highest performance in the following order:  
provides number of student groups in each color.

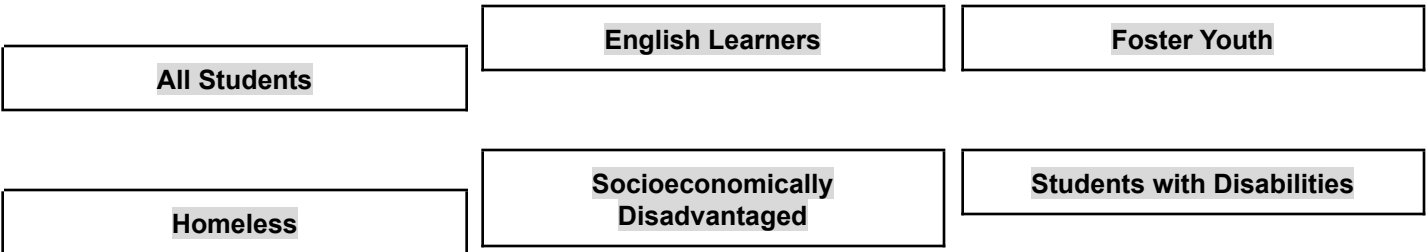
Lowest  
Performance Red Orange Yellow Green Blue This section Highest  
Performance

**2019 Fall Dashboard English Language Arts Equity Report**

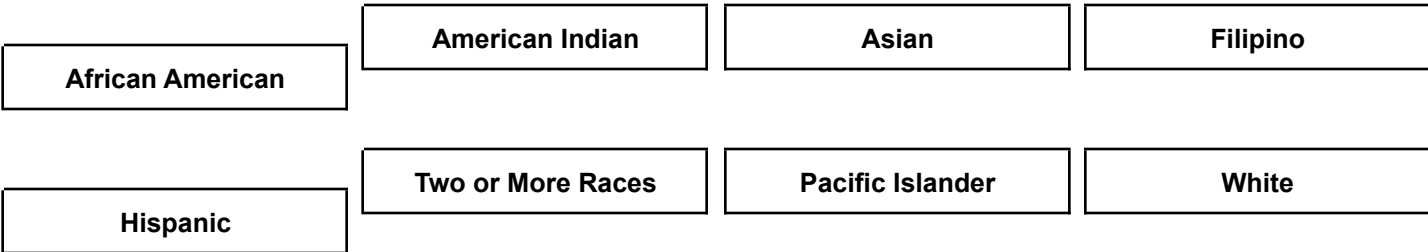


This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment,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

**2019 Fall Dashboard English Language Arts Performance for All Students/Student Group**



**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Conclusions based on this

**Current English Learner**

data: 1.

**English Only**

**Reclassified English Learners**

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# School and Student Performance Data

## Academic Performance Mathematics

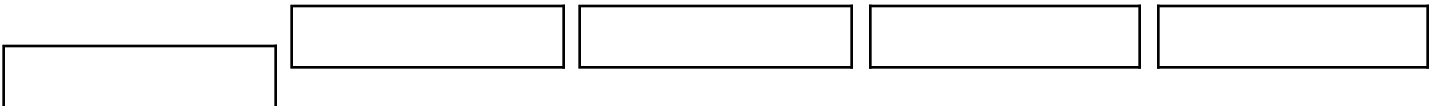
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

The performance levels are color-coded and range from lowest-to-highest performance in the following order:  
provides number of student groups in each color.

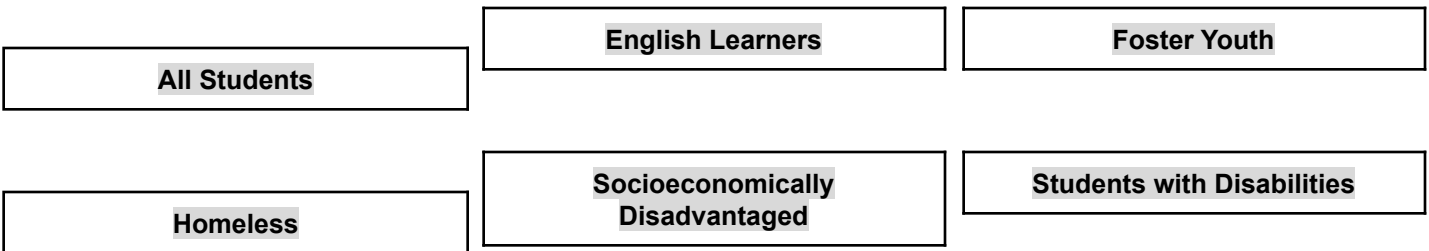
Lowest Performance Red Orange Yellow Green Blue This section Highest Performance

**2019 Fall Dashboard Mathematics Equity Report**



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

**2019 Fall Dashboard Mathematics Performance for All Students/Student Group**



**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>

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

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

**Conclusions based on this**

<b>Current English Learner</b>	<b>data: 1.</b>	<b>English Only</b>
	<b>Reclassified English Learners</b>	

School Plan for Student Achievement (SPSA) Page 36 of 46 Loma Ridge Elementary School

## School and Student Performance Data

### Academic Performance English Learner Progress

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

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

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

**2019 Fall Dashboard English Learner Progress Indicator**

<b>English Learner Progress</b>
making progress towards English language proficiency Number of EL Students:
Performance Level:

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

**2019 Fall Dashboard Student English Language Acquisition Results**



Conclusions based on this data:

- 1.

## School and Student Performance Data

### Academic Performance College/Career Measures Only Report

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

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

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
Student Group	Cohort Totals	Cohort Percent

All Students

African American

**American Indian or Alaska Native**  
**Asian**  
**Filipino**  
**Hispanic**  
**Native Hawaiian or Pacific Islander**  
**White**  
**Two or More Races**  
**English Learners**  
**Socioeconomically Disadvantaged**  
**Students with Disabilities**  
**Foster Youth**  
**Homeless**

<b>Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>

**All Students**  
**African American**  
**American Indian or Alaska Native**  
**Asian**  
**Filipino**  
**Hispanic**  
**Native Hawaiian or Pacific Islander**  
**White**  
**Two or More Races**  
**English Learners**

**Socioeconomically Disadvantaged**  
**Students with Disabilities**  
**Foster Youth**  
**Homeless**

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

<b>International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>

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

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

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>

**All Students**  
**African American**  
**American Indian or Alaska Native**  
**Asian**  
**Filipino**  
**Hispanic**

**Native Hawaiian or Pacific Islander**  
**White**  
**Two or More Races**  
**English Learners**  
**Socioeconomically Disadvantaged**  
**Students with Disabilities**  
**Foster Youth**  
**Homeless**

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

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>

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

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

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>

**All Students**  
**African American**  
**American Indian or Alaska Native**

**Asian**  
**Filipino**  
**Hispanic**  
**Native Hawaiian or Pacific Islander**  
**White**  
**Two or More Races**  
**English Learners**  
**Socioeconomically Disadvantaged**  
**Students with Disabilities**  
**Foster Youth**  
**Homeless**

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

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>

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

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

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of</b>	<b>Percent of</b>



	<b>Students</b>	<b>Students</b>
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**All Students**

**African American**

**American Indian or Alaska Native**

**Asian**

**Filipino**

**Hispanic**

**Native Hawaiian or Pacific Islander**

**White**

**Two or More Races**

**English Learners**

**Socioeconomically Disadvantaged**

**Students with Disabilities**

**Foster Youth**

**Homeless**

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

<b>Earned the State Seal of Biliteracy – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>

**All Students**

**African American**

**American Indian or Alaska Native**

**Asian**

**Filipino**

**Hispanic**

**Native Hawaiian or Pacific Islander**

**White**

**Two or More Races**

**English Learners**

**Socioeconomically Disadvantaged**

**Students with Disabilities**

**Foster Youth**

**Homeless**

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

**Conclusions based on this data:**

**1.**

## **School and Student Performance Data**

### **Academic Engagement**

# Chronic Absenteeism

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

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

The performance levels are color-coded and range from lowest-to-highest performance in the following order:  
provides number of student groups in each color.

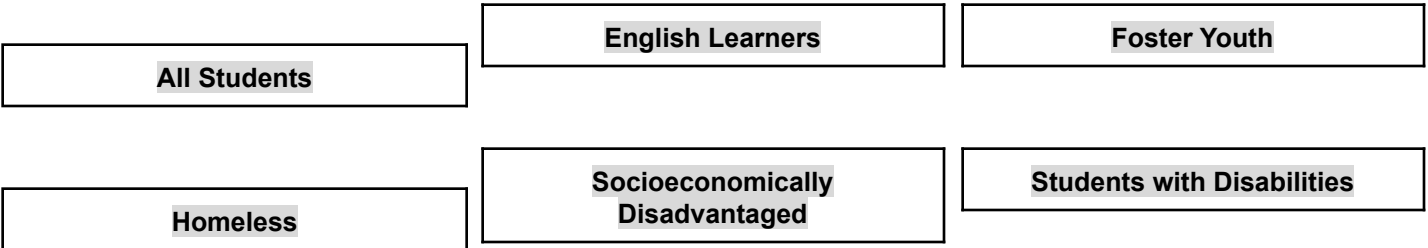
Lowest Performance Red Orange Yellow Green Blue This section Highest Performance

## 2019 Fall Dashboard Chronic Absenteeism Equity Report

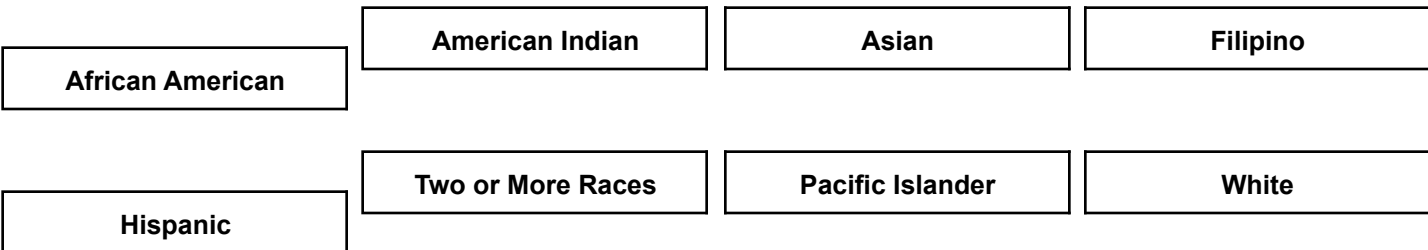


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

## 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group



## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Engagement Graduation Rate Additional Report

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

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

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

**All Students**

**English Learners**

**Foster Youth**

**Homeless**

**Socioeconomically Disadvantaged**

**Students with Disabilities**

**African American**

**American Indian or Alaska Native**

**Asian**

**Filipino**

**Hispanic**

**Native Hawaiian or Pacific Islander**

**White**

**Two or More Races**

**Conclusions based on this data:**

1.

## School and Student Performance Data

### Conditions & Climate Suspension Rate

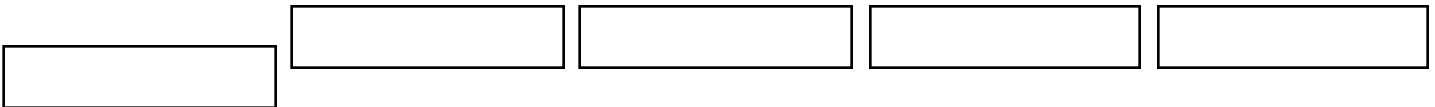
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

The performance levels are color-coded and range from lowest-to-highest performance in the following order:  
provides number of student groups in each color.

Lowest  
Performance Red Orange Yellow Green Blue This section Highest  
Performance

#### 2019 Fall Dashboard Suspension Rate Equity Report



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

#### 2019 Fall Dashboard Suspension Rate for All Students/Student Group



**Socioeconomically Disadvantaged**

**Foster Youth**

**Students with Disabilities**

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

**African American**

**American Indian**

**Asian**

**Filipino**

**Hispanic**

**Two or More Races**

**Pacific Islander**

**White**

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

**2019 Fall Dashboard Suspension Rate by Year**

**Conclusions based on this**

**2017**

**data: 1.**

**2019**

**2018**