



Ridgepoint Elementary

# School Site Council Agenda/Minutes

*Agenda / Actas del Consejo Escolar*

## Date & Time (*Fecha & Hora*)

05/20/2026 2:30 PM

## Location (*Ubicación*)

Zoom


## Zoom Link (*Enlace de Zoom*)

<https://twinriversusd-org.zoom.us/j/6206896534?pwd=cINZWTRoM2JzaERCV1ZLaHZtK2J6Zz09&omn=83957011763>

## 2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

<b>Non-staff: Parents/Community Member/Students</b> <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i>		<b>Present / Absent</b> <i>Presente/ Ausente</i>
Parent	May Caples	
Parent	Rebecca Talley	
Parent	Candace Arnold	
Parent	Ilona Krarchuck	
Parent	Leteisha Arrigo	
<b>Alternates (<i>Alternativos</i>):</b>		
<i>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</i> <i>*Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).</i>		
<b>Staff: Principal or Designee/Teachers/Other Staff</b> <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal</i>		<b>Present / Absent</b> <i>Presente/ Ausente</i>
<b>Principal/Designee: <i>Directora(a)/ Designado(a):</i></b> Doug Emerson		
<b>Teacher: <i>Maestro(a):</i></b> Cynthia Michel		
<b>Teacher: <i>Maestro(a):</i></b> Athena Comeau		
<b>Teacher: <i>Maestro(a):</i></b> Lisa Greene		
<b>Other Staff: <i>Otro Personal:</i></b> Michaela Buschow		
<b>Alternates: <i>Alternativos:</i></b> na		
<i>*Teachers must be the majority</i> <i>*Los maestros deben ser mayoría</i>		

# AGENDA

<b>ITEM</b> <i>ARTÍCULO</i>	<b>Facilitator</b> <i>Facilitador(a)</i>	<b>Minutes</b> <i>Minutas</i>
<p><b>Call to Order / Sign in sheet</b> <i>Orden del Día/ Hoja de Firmas</i></p> <p><b>Quorum</b> <i>Quórum (50% +1)</i></p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>This meeting is called to order at: <i>Se abre la sesión a las</i></p> <p>Total Members in Attendance: <i>Total de Miembros Presentes:</i></p> <p>Quorum: <i>Quórum:</i></p>
<p><b>Public Comment (2 minutes per speaker)</b> <i>Comentarios del Público (2 minutos cada participante)</i></p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Comments</b> <i>(Resumen de Comentarios)</i></p>
<p><b>Review Agenda</b> <i>Repasar Agenda</i></p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Comments</b> <i>(Resumen de Comentarios)</i></p>
<p><b>Review / approve minutes from last meeting</b> <i>Revisar/aprobar el acta de la última reunión</i></p> <p>Attached Below</p> <p>1  Previous Minutes</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i></p> <p>Person <i>Persona:</i></p> <p>Second <i>Se secundó:</i></p> <p>In favor <i>A favor :</i></p> <p>Oppose <i>En contra:</i></p> <p>Abstain <i>En abstención:</i></p> <p>Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>

**Council Business** *Asuntos del Consejo*

N/A	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i>
N/A	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i>
N/A	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i>

**Required Document Review & Approve:** *Revisión y Aprobación de Documentos Requeridos:*

N/A	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i>  Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
N/A	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i>  Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
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N/A	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i>  Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>



**Other Business: *Otros Asuntos:***

<b>ELAC Reporting</b> <i>Informes ELAC</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Reporting (<i>Resumen de Informes</i>)</b>
<b>Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters)</b> <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Presentation (<i>Resumen de Presentación</i>)</b>
<b>Additional Information/New Business/Discussion</b> <i>Información Adicional/Asuntos Nuevos/Conversación</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i>
<b>Adjournment: <i>Aplazamiento:</i></b>	<b>Chairperson</b> <i>Presidente</i>	<b>Time: <i>Hora:</i></b>

**Next meeting date:**

10/07/2026

2:30 PM

*Fecha de próxima reunión:*



Ridgepoint Elementary

# School Site Council Agenda/Minutes

*Agenda / Actas del Consejo Escolar*

## Date & Time (*Fecha & Hora*)

01/28/2026 2:30 PM

## Location (*Ubicación*)

Zoom


## Zoom Link (*Enlace de Zoom*)

<https://twinriversusd-org.zoom.us/j/6206896534?pwd=cINZWTRoM2JzaERCv1ZLaHZtK2J6Zz09&omn=83957011763>

## 2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

<b>Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership) <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)</i></b>		<b>Present / Absent <i>Presente/ Ausente</i></b>
Parent	May Caples (Year 2)	Absent
Parent	Rebecca Talley (Year 2)	Present
Parent	Candace Arnold (Year 1)	Present
Parent	Ilona Krarchuck (Year 1)	Present
Parent	Leteisha Arrigo (Year 1)	Absent
<b>Alternates (<i>Alternativos</i>):</b>		Absent
<p><b><i>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</i></b></p> <p><b><i>*Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).</i></b></p>		
<b>Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)</i></b>		<b>Present / Absent <i>Presente/ Ausente</i></b>
<b>Principal/Designee: <i>Directora(a)/ Designado(a)</i>: Doug Emerson</b>		Present
<b>Teacher: <i>Maestro(a)</i>: Cynthia Michel</b>		Present
<b>Teacher: <i>Maestro(a)</i>: Athena Comeau</b>		Present
<b>Teacher: <i>Maestro(a)</i>: Lisa Greene</b>		Present
<b>Other Staff: <i>Otro Personal</i>: Michaela Buschow</b>		Absent
<b>Alternates: <i>Alternativos</i>: na</b>		Absent
<b><i>*Teachers must be the majority</i></b> <i>*Los maestros deben ser mayoría</i>		

# AGENDA

<b>ITEM</b> <i>ARTÍCULO</i>	<b>Facilitator</b> <i>Facilitador(a)</i>	<b>Minutes</b> <i>Minutas</i>
<p><b>Call to Order / Sign in sheet</b> <i>Orden del Día/ Hoja de Firmas</i></p> <p><b>Quorum</b> <i>Quórum (50% +1)</i></p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>This meeting is called to order at: <i>Se abre la sesión a las</i>        2:32 PM</p> <p>Total Members in Attendance: 7 <i>Total de Miembros Presentes:</i></p> <p>Quorum:    Yes (Si) <i>Quórum:</i></p>
<p><b>Public Comment (2 minutes per speaker)</b> <i>Comentarios del Público (2 minutos cada participante)</i></p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Comments</b> <i>(Resumen de Comentarios)</i> None, except Ilona's last name should be spelled: Kravchuk.</p>
<p><b>Review Agenda</b> <i>Repasar Agenda</i></p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Comments</b> <i>(Resumen de Comentarios)</i> Reviewed by Mr. Emerson.</p>
<p><b>Review / approve minutes from last meeting</b> <i>Revisar/aprobar el acta de la última reunión</i></p> <p>Attached Below</p> <p>1  Previous Minutes</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas</p> <p>Person <i>Persona</i>: Rebecca Talley Second <i>Se secundó</i>: Lisa Greene In favor <i>A favor</i> : 7 Oppose <i>En contra</i>: 0 Abstain <i>En abstención</i>: 0 Motion: Pass or Fail: Passed <i>Moción: Aprobada o Rechazada</i></p>

**Council Business** *Asuntos del Consejo*

N/A	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> N/A
N/A	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> N/A
N/A	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> N/A

**Required Document Review & Approve:** *Revisión y Aprobación de Documentos Requeridos:*

<p>Other</p> <p>Data review so far this year: <a href="https://docs.google.com/presentation/d/1BwmOKfJ-RiLESUvr2uHcM_jxjSEeNqrtRrfx61eKRml/edit?slide=id.p#slide=id.p">https://docs.google.com/presentation/d/1BwmOKfJ-RiLESUvr2uHcM_jxjSEeNqrtRrfx61eKRml/edit?slide=id.p#slide=id.p</a></p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
<p>Other</p> <p>Decide on approving SST funding for the 26-27 school year. Presentation and approval.</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> funding for the SST position for 2026-2027.</p> <p>Person <i>Persona:</i> Rebecca Talley Second <i>Se secundó:</i> Cynthia Michel In favor <i>A favor :</i> 7 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Passed <i>Moción: Aprobada o Rechazada</i> Passed.</p>
<p>N/A</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
<p>N/A</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>

**Document Review:** *Revisión y de Documentos*

<p>Needs Assessment (Evaluación de Necesidades)</p> <p>Discussion after knowing the data so far and list priorities. Not a voted on item but rather a discussion on what the needs are.</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i></p> <p>Reviewed the updated Needs Assessment as of today. Benchmarks, attendance, other numbers are either improved, similar, or a tiny bit lower than last year's numbers. We reviewed the current SPSA items and will continue the items for the next school year.</p>
<p>N/A</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i></p> <p>N/A</p>

**School Plan For Student Achievement (SPSA)** *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

<p>N/A</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
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**Other Business: Otros Asuntos:**

<b>ELAC Reporting</b> <i>Informes ELAC</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Reporting (Resumen de Informes)</b> N/A
<b>Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters)</b> <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Presentation (Resumen de Presentación)</b> PTA: Amazing job at Santa's Breakfast and last week's skate night. Upcoming events are Family Dance on 2/20/26 and Jogathon on 3/18/26. PTA Nominations will be sent out early February-March.
<b>Additional Information/New Business/Discussion</b> <i>Información Adicional/Asuntos Nuevos/Conversación</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> N/A
<b>Adjournment: Aplazamiento:</b>	<b>Chairperson</b> <i>Presidente</i>	<b>Time: Hora:</b> 3:04 PM

**Next meeting date:**

03/18/2026

2:30 PM

*Fecha de próxima reunión:*



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ridgepoint TK-8	34765056105985	May 22, 2026	

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Ridgepoint TK-8 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Ridgepoint TK-8 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

The 2026-27 SPSA describes three broad interrelated goals: increase academic achievement, improve culture and climate, and increase parent involvement. The key actions and strategies within these goals include:

### Increase Academic Achievement

- Funding a 1.0 FTE Student Support Teacher to provide academic intervention and Student Support Plan case management (Title I)
- Funding PLC afterschool release time (Title I)
- Funding supplemental educational software to supplement the applications in the TRUSD Apps portal and equip teachers with tools for differentiated learning (Title I)
- Funding retired teacher interventions (Title 1)

-Funding after school tutoring and clubs (Title 1)

### Culture and Climate

Funding materials and supplies for academic intervention (Title I)

Funding Assemblies involving SEL (Title 1)

### Parent Involvement

- Funding materials/supplies and communication systems to increase parent involvement (Title I Parent Involvement)

## Educational Partner Involvement

How, when, and with whom did Ridgepoint TK-8 consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

This year, families, students, and staff members participated in the Thought Exchange survey, Kelvin screeners, and in various educational partner meetings to conduct a comprehensive needs assessment. The results of the surveys and educational partner input were collected and analyzed during the following meetings:

#### Staff meetings

Every other Wednesday staff meetings

#### Instructional Leadership Team meetings (ILT)

10-7-25, 11-4-25, 12-2-25, 2-3-26, 3-3-26, 4-14-26, 5-5-26

#### English Learner Advisory Committee meetings (ELAC)

9-10-25, 10-22-25, 12-10-25, 2-18-26, 4-15-26

#### School Site Council meetings (SSC)

9-24-25, 10-8-25, 11-19-25, 1-28-26, 3-18-26, 5-20-26

In this school plan every effort has been made to address the most frequent, common suggestions requested by the participants. The feedback given at SSC meetings, ILT meetings, ELAC meetings, and staff meetings allowed us to identify needs of our program and areas of strength. It is evident that our students will benefit from continued focus on

academic and socio-emotional supports for students. This data analysis and feedback informed the development of the 2026-2027 SPSA.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

According to California School Dashboard, Ridgepoint has never been higher! Ridgepoint only has a red category status in chronic absenteeism and no category orange.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Ridgepoint is rated in the "green" in both math and Language Arts areas. This is huge progress for us but students with disabilities are red in ELA and homeless is orange. For math students with disabilities is orange.

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

These ratings show we need to focus on our students with disabilities. We see similar trends in district benchmark data. We also see that we are making some progress compared to last year but we are not making as much progress as we want.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Ridgepoint TK-8. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.75%	0.92%	0.64%	5	6	4
African American	12.29%	11.85%	9.11%	82	77	57
Asian	9.60%	9.85%	10.22%	64	64	64
Filipino	1.65%	1.38%	0.96%	11	9	6
Hispanic/Latino	35.08%	35.85%	36.90%	234	233	231
Pacific Islander	1.35%	1.38%	2.08%	9	9	13
White	27.14%	28.00%	29.71%	181	182	186
Multiple/No Response	9.90%	8.46%	7.67%	66	55	48
<b>Total Enrollment</b>				667	650	626

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	20
Kindergarten	58	66	55
Grade 1	73	61	75
Grade 2	70	72	65
Grade 3	82	77	64
Grade 4	69	78	74
Grade 5	82	70	72
Grade 6	86	77	70
Grade 7	62	68	67
Grade 8	61	57	64
<b>Total Enrollment</b>	667	650	626

#### Conclusions based on this data:

1. Student enrollment has remained relatively consistent on CBEDS day, but it has gradually increased in the spring. We did have a slight decrease (about 17 less) in students as a school.

2. Most subgroups remain consistent with small increases or decreases in enrollment. The biggest change we had was 11 less two or races.
3. Enrollment across TK-6 grades varies within 10 students, and middle school grades remain consistent over a three year span. TK has been added and helps our enrollment numbers.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	194	187		26.4%	29.1%	
Fluent English Proficient (FEP)	95	90		11.6%	14.2%	
Reclassified Fluent English Proficient (RFEP)	75	26		8.60%	11.20%	

### Conclusions based on this data:

1. The overall EL student subgroup population increased dramatically compared to the last few years but has now declined during the 24-25 school year.
2. The FEP student subgroup has also decreased compared to last year but only by 5.
3. Almost 30% of the students at Ridgepoint are EL learners. This looks like it's going to stay steady around this number.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	72	75	78	65	70	70	65	70	70	90.3	93.3	89.7
Grade 4	85	69	73	81	63	72	81	63	72	95.3	91.3	98.6
Grade 5	79	81	70	76	79	68	76	79	68	96.2	97.5	97.1
Grade 6	67	88	82	64	84	78	64	84	78	95.5	95.5	95.1
Grade 7	62	62	68	58	57	66	58	57	66	93.5	91.9	97.1
Grade 8	56	67	64	53	67	60	53	67	60	94.6	100	93.8
All Grades	421	442	435	397	420	414	397	420	414	94.3	95	95.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2414.	2389.	2433.	26.15	15.71	30.00	16.92	18.57	17.14	24.62	27.14	27.14	32.31	38.57	25.71
Grade 4	2450.	2466.	2463.	18.52	26.98	25.00	22.22	19.05	30.56	29.63	26.98	11.11	29.63	26.98	33.33
Grade 5	2508.	2498.	2507.	22.37	21.52	20.59	31.58	21.52	33.82	23.68	32.91	23.53	22.37	24.05	22.06
Grade 6	2519.	2510.	2531.	14.06	10.71	21.79	25.00	38.10	30.77	34.38	20.24	20.51	26.56	30.95	26.92
Grade 7	2560.	2543.	2550.	24.14	17.54	27.27	34.48	29.82	30.30	12.07	28.07	13.64	29.31	24.56	28.79
Grade 8	2538.	2536.	2557.	11.32	13.43	25.00	32.08	35.82	25.00	28.30	16.42	23.33	28.30	34.33	26.67
All Grades	N/A	N/A	N/A	19.65	17.38	24.88	26.70	27.38	28.02	25.69	25.24	19.81	27.96	30.00	27.29

<b>Reading</b>									
<b>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>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	18.46	4.29	21.43	64.62	68.57	61.43	16.92	27.14	17.14
<b>Grade 4</b>	14.81	19.05	18.06	65.43	65.08	61.11	19.75	15.87	20.83
<b>Grade 5</b>	25.00	16.46	19.12	56.58	68.35	58.82	18.42	15.19	22.06
<b>Grade 6</b>	20.31	15.48	25.64	56.25	58.33	53.85	23.44	26.19	20.51
<b>Grade 7</b>	22.41	15.79	21.21	62.07	57.89	59.09	15.52	26.32	19.70
<b>Grade 8</b>	16.98	17.91	20.00	49.06	50.75	53.33	33.96	31.34	26.67
<b>All Grades</b>	19.65	14.76	21.01	59.45	61.67	57.97	20.91	23.57	21.01

<b>Writing</b>									
<b>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>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	12.31	10.00	21.43	52.31	48.57	51.43	35.38	41.43	27.14
<b>Grade 4</b>	11.11	14.29	15.49	60.49	57.14	53.52	28.40	28.57	30.99
<b>Grade 5</b>	13.16	12.66	10.29	67.11	62.03	73.53	19.74	25.32	16.18
<b>Grade 6</b>	12.50	9.52	12.82	42.19	57.14	57.69	45.31	33.33	29.49
<b>Grade 7</b>	27.59	12.28	39.39	41.38	54.39	33.33	31.03	33.33	27.27
<b>Grade 8</b>	9.43	13.64	20.00	50.94	43.94	51.67	39.62	42.42	28.33
<b>All Grades</b>	14.11	11.93	19.61	53.40	54.18	53.75	32.49	33.89	26.63

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	12.31	11.43	10.00	75.38	72.86	72.86	12.31	15.71	17.14
<b>Grade 4</b>	9.88	23.81	13.89	75.31	60.32	62.50	14.81	15.87	23.61
<b>Grade 5</b>	19.74	8.86	13.24	65.79	79.75	77.94	14.47	11.39	8.82
<b>Grade 6</b>	12.50	11.90	20.51	79.69	76.19	62.82	7.81	11.90	16.67
<b>Grade 7</b>	17.24	14.04	15.15	70.69	70.18	71.21	12.07	15.79	13.64
<b>Grade 8</b>	13.21	20.90	16.67	73.58	56.72	66.67	13.21	22.39	16.67
<b>All Grades</b>	14.11	14.76	14.98	73.30	70.00	68.84	12.59	15.24	16.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.38	11.43	8.57	69.23	61.43	70.00	15.38	27.14	21.43
Grade 4	9.88	17.46	16.67	70.37	65.08	63.89	19.75	17.46	19.44
Grade 5	25.00	29.11	26.47	60.53	58.23	60.29	14.47	12.66	13.24
Grade 6	18.75	14.29	14.10	68.75	69.05	73.08	12.50	16.67	12.82
Grade 7	25.86	24.56	21.21	62.07	64.91	54.55	12.07	10.53	24.24
Grade 8	22.64	22.39	20.00	66.04	62.69	66.67	11.32	14.93	13.33
All Grades	19.14	19.76	17.63	66.25	63.57	64.98	14.61	16.67	17.39

**Conclusions based on this data:**

1. Student performance varies among grade levels when comparing percentages of students meeting or exceeding standards, and percentages of standards not met. The highest performing grade levels are the 2024-2025 7th and 4th graders. 7th grade has over 57% of the students proficient. The lowest performing grade levels in 2024-2025 were the 3rd graders being a 47% proficient. The Ridgepoint grade levels are very consistent at each grade level being between 47% and 57% proficient.
2. Overall, the focus in ELA instruction needs to be writing. Writing was our highest percentage of students not meeting standards (27%). This is the focus at Ridgepoint during the 25-26 school year.
3. Overall, the focus in ELA instruction needs to be reading. Reading was our second highest percentage of students not meeting standards (21%). This area has been making progress.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	72	75	78	71	75	76	71	75	76	98.6	100	97.4
Grade 4	85	69	73	85	69	72	85	69	72	100.0	100	98.6
Grade 5	79	81	70	78	80	70	78	80	70	98.7	98.8	100
Grade 6	67	88	82	66	88	81	66	88	81	98.5	100	98.8
Grade 7	62	62	68	62	58	68	62	58	68	100.0	93.5	100
Grade 8	56	66	64	54	66	63	54	66	63	96.4	100	98.4
All Grades	421	441	435	416	436	430	416	436	430	98.8	98.9	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2429.	2401.	2426.	18.31	10.67	26.32	32.39	26.67	21.05	28.17	24.00	26.32	21.13	38.67	26.32
Grade 4	2467.	2467.	2467.	15.29	15.94	22.22	30.59	27.54	19.44	30.59	33.33	31.94	23.53	23.19	26.39
Grade 5	2494.	2503.	2527.	21.79	23.75	31.43	16.67	16.25	24.29	28.21	35.00	21.43	33.33	25.00	22.86
Grade 6	2495.	2501.	2530.	15.15	17.05	24.69	15.15	20.45	19.75	30.30	27.27	29.63	39.39	35.23	25.93
Grade 7	2509.	2498.	2509.	14.52	17.24	22.06	24.19	12.07	11.76	24.19	24.14	23.53	37.10	46.55	42.65
Grade 8	2521.	2541.	2511.	16.67	24.24	17.46	9.26	18.18	14.29	31.48	16.67	17.46	42.59	40.91	50.79
Grade 11															
All Grades	N/A	N/A	N/A	17.07	18.12	24.19	22.12	20.41	18.60	28.85	27.06	25.35	31.97	34.40	31.86

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.35	21.33	31.58	56.34	44.00	40.79	18.31	34.67	27.63
Grade 4	21.18	30.43	25.00	49.41	40.58	40.28	29.41	28.99	34.72
Grade 5	25.64	30.00	30.00	38.46	41.25	52.86	35.90	28.75	17.14
Grade 6	19.70	22.73	27.16	42.42	40.91	48.15	37.88	36.36	24.69
Grade 7	17.74	17.24	17.65	43.55	39.66	33.82	38.71	43.10	48.53
Grade 8	14.81	27.27	17.46	42.59	40.91	36.51	42.59	31.82	46.03
Grade 11									
All Grades	21.15	25.00	25.12	45.67	41.28	42.33	33.17	33.72	32.56

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.31	10.67	27.63	60.56	49.33	36.84	21.13	40.00	35.53
Grade 4	12.94	13.04	13.89	67.06	52.17	54.17	20.00	34.78	31.94
Grade 5	14.10	12.50	17.14	51.28	58.75	58.57	34.62	28.75	24.29
Grade 6	10.61	15.91	20.99	48.48	45.45	49.38	40.91	38.64	29.63
Grade 7	19.35	15.52	20.59	43.55	44.83	39.71	37.10	39.66	39.71
Grade 8	16.67	18.18	12.70	53.70	51.52	53.97	29.63	30.30	33.33
All Grades	15.14	14.22	19.07	54.81	50.46	48.60	30.05	35.32	32.33

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.13	9.33	25.00	60.56	57.33	52.63	18.31	33.33	22.37
Grade 4	21.18	14.49	20.83	55.29	66.67	66.67	23.53	18.84	12.50
Grade 5	12.82	13.75	21.43	66.67	61.25	58.57	20.51	25.00	20.00
Grade 6	13.64	10.23	14.81	54.55	61.36	60.49	31.82	28.41	24.69
Grade 7	11.29	5.17	11.76	61.29	62.07	61.76	27.42	32.76	26.47
Grade 8	14.81	12.12	11.11	48.15	57.58	57.14	37.04	30.30	31.75
All Grades	16.11	11.01	17.67	58.17	61.01	59.53	25.72	27.98	22.79

**Conclusions based on this data:**

1. Student performance varies among grade levels when comparing percentages of students meeting or exceeding standards, and percentages of standards not met. The highest performing grade levels are the 2024-2025 5th and 3rd graders. The lowest performing grade levels are the 2024-2025 were 7th and 8th graders. The 7th grade has been the lowest performing grade level for the past few years. The biggest need will be to focus on the 25-26 7th and 8th grade.
2. Overall, the focus in Math instruction needs to be concepts and procedures and problem solving. Both were in the 32% below standard.

3. Overall, our least below standard category was communicating reasoning at only 22.79% below standard.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	1381.5	1409.7	1434.4	1393.3	1416.3	1440.3	1353.9	1394.0	1420.6	19	29	31
<b>1</b>	1438.4	1428.5	1430.1	1426.1	1431.3	1424.7	1450.1	1425.3	1434.8	21	26	20
<b>2</b>	1460.5	1485.7	1459.6	1465.8	1489.3	1466.2	1454.7	1481.4	1452.6	21	26	22
<b>3</b>	1468.7	1447.5	1475.5	1476.0	1448.5	1477.4	1460.9	1446.1	1473.2	20	28	28
<b>4</b>	1491.4	1485.6	1488.0	1495.4	1491.4	1484.9	1487.0	1479.4	1490.5	22	26	23
<b>5</b>	1538.3	1528.5	1513.8	1549.1	1535.7	1511.8	1527.0	1520.8	1515.4	21	17	20
<b>6</b>	1511.9	1498.7	1518.8	1519.6	1496.4	1513.2	1503.8	1500.4	1524.0	12	26	13
<b>7</b>	1520.3	1507.4	1492.7	1533.3	1505.9	1489.8	1506.8	1508.3	1495.1	18	16	18
<b>8</b>	1548.8	1533.2	1476.4	1563.3	1542.8	1461.1	1534.1	1523.1	1491.1	12	21	18
<b>All Grades</b>										166	215	193

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	5.26	13.79	12.90	26.32	34.48	51.61	47.37	34.48	22.58	21.05	17.24	12.90	19	29	31
<b>1</b>	0.00	3.85	10.00	19.05	23.08	20.00	66.67	42.31	35.00	14.29	30.77	35.00	21	26	20
<b>2</b>	14.29	23.08	0.00	23.81	34.62	45.45	47.62	30.77	40.91	14.29	11.54	13.64	21	26	22
<b>3</b>	10.00	7.14	21.43	25.00	14.29	17.86	25.00	35.71	25.00	40.00	42.86	35.71	20	28	28
<b>4</b>	18.18	20.00	13.04	40.91	12.00	30.43	18.18	32.00	39.13	22.73	36.00	17.39	22	25	23
<b>5</b>	42.86	41.18	25.00	14.29	23.53	40.00	28.57	5.88	15.00	14.29	29.41	20.00	21	17	20
<b>6</b>	0.00	20.00	23.08	66.67	24.00	30.77	8.33	32.00	15.38	25.00	24.00	30.77	12	25	13
<b>7</b>	11.11	18.75	11.11	38.89	25.00	27.78	22.22	25.00	22.22	27.78	31.25	38.89	18	16	18
<b>8</b>	16.67	20.00	16.67	66.67	25.00	11.11	0.00	30.00	22.22	16.67	25.00	50.00	12	20	18
<b>All Grades</b>	13.86	17.45	14.51	32.53	24.06	31.61	31.93	31.13	26.94	21.69	27.36	26.94	166	212	193

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	10.53	10.34	25.81	21.05	44.83	41.94	36.84	27.59	16.13	31.58	17.24	16.13	19	29	31
<b>1</b>	0.00	15.38	15.00	14.29	38.46	20.00	71.43	15.38	45.00	14.29	30.77	20.00	21	26	20
<b>2</b>	19.05	38.46	18.18	47.62	42.31	45.45	19.05	7.69	27.27	14.29	11.54	9.09	21	26	22
<b>3</b>	40.00	25.00	35.71	10.00	21.43	25.00	20.00	17.86	3.57	30.00	35.71	35.71	20	28	28
<b>4</b>	54.55	32.00	30.43	18.18	32.00	34.78	4.55	12.00	21.74	22.73	24.00	13.04	22	25	23
<b>5</b>	52.38	52.94	45.00	28.57	29.41	30.00	4.76	5.88	10.00	14.29	11.76	15.00	21	17	20
<b>6</b>	50.00	28.00	53.85	25.00	44.00	15.38	8.33	4.00	7.69	16.67	24.00	23.08	12	25	13
<b>7</b>	38.89	25.00	33.33	27.78	43.75	11.11	11.11	0.00	27.78	22.22	31.25	27.78	18	16	18
<b>8</b>	75.00	35.00	22.22	8.33	30.00	16.67	0.00	20.00	16.67	16.67	15.00	44.44	12	20	18
<b>All Grades</b>	35.54	27.83	30.05	22.89	36.32	28.50	21.08	13.21	19.17	20.48	22.64	22.28	166	212	193

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>		13.79	12.90		24.14	25.81		55.17	51.61		6.90	9.68		29	31
<b>1</b>		0.00	10.00		11.54	20.00		50.00	30.00		38.46	40.00		26	20
<b>2</b>		11.54	0.00		30.77	36.36		38.46	27.27		19.23	36.36		26	22
<b>3</b>		0.00	7.14		14.29	21.43		14.29	14.29		71.43	57.14		28	28
<b>4</b>		0.00	4.35		12.00	21.74		32.00	17.39		56.00	56.52		25	23
<b>5</b>		17.65	5.00		23.53	20.00		29.41	40.00		29.41	35.00		17	20
<b>6</b>	0.00	8.00	15.38	8.33	8.00	15.38	58.33	20.00	23.08	33.33	64.00	46.15	12	25	13
<b>7</b>	0.00	6.25	0.00	22.22	6.25	11.11	27.78	43.75	33.33	50.00	43.75	55.56	18	16	18
<b>8</b>	8.33	0.00	5.56	33.33	25.00	5.56	16.67	30.00	22.22	41.67	45.00	66.67	12	20	18
<b>All Grades</b>	3.01	6.13	6.74	23.49	17.45	20.73	39.16	34.91	29.53	34.34	41.51	43.01	166	212	193

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	10.53	10.34	19.35	63.16	68.97	74.19	26.32	20.69	6.45	19	29	31
<b>1</b>	9.52	19.23	10.00	85.71	50.00	70.00	4.76	30.77	20.00	21	26	20
<b>2</b>	19.05	34.62	22.73	71.43	53.85	68.18	9.52	11.54	9.09	21	26	22
<b>3</b>	20.00	7.14	25.00	45.00	53.57	35.71	35.00	39.29	39.29	20	28	28
<b>4</b>	45.45	24.00	26.09	40.91	64.00	47.83	13.64	12.00	26.09	22	25	23
<b>5</b>	38.10	41.18	30.00	47.62	29.41	60.00	14.29	29.41	10.00	21	17	20
<b>6</b>	16.67	16.00	23.08	75.00	48.00	53.85	8.33	36.00	23.08	12	25	13
<b>7</b>	16.67	18.75	5.56	55.56	56.25	55.56	27.78	25.00	38.89	18	16	18
<b>8</b>	25.00	35.00	22.22	66.67	45.00	27.78	8.33	20.00	50.00	12	20	18
<b>All Grades</b>	22.89	21.70	20.73	60.24	53.30	55.44	16.87	25.00	23.83	166	212	193

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	21.05	34.48	12.90	36.84	44.83	67.74	42.11	20.69	19.35	19	29	31
<b>1</b>	0.00	19.23	10.00	42.86	53.85	55.00	57.14	26.92	35.00	21	26	20
<b>2</b>	38.10	46.15	22.73	47.62	42.31	68.18	14.29	11.54	9.09	21	26	22
<b>3</b>	45.00	39.29	50.00	25.00	25.00	14.29	30.00	35.71	35.71	20	28	28
<b>4</b>	45.45	48.00	30.43	31.82	20.00	52.17	22.73	32.00	17.39	22	25	23
<b>5</b>	76.19	70.59	60.00	14.29	17.65	20.00	9.52	11.76	20.00	21	17	20
<b>6</b>	58.33	52.00	53.85	25.00	24.00	23.08	16.67	24.00	23.08	12	25	13
<b>7</b>	61.11	50.00	55.56	22.22	18.75	16.67	16.67	31.25	27.78	18	16	18
<b>8</b>	83.33	50.00	27.78	0.00	30.00	33.33	16.67	20.00	38.89	12	20	18
<b>All Grades</b>	45.18	43.87	34.20	28.92	32.08	40.93	25.90	24.06	24.87	166	212	193

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	10.53	3.45	9.68	73.68	86.21	80.65	15.79	10.34	9.68	19	29	31
<b>1</b>	14.29	3.85	10.00	66.67	73.08	50.00	19.05	23.08	40.00	21	26	20
<b>2</b>	14.29	7.69	0.00	33.33	61.54	63.64	52.38	30.77	36.36	21	26	22
<b>3</b>	0.00	0.00	10.71	25.00	32.14	32.14	75.00	67.86	57.14	20	28	28
<b>4</b>	9.09	0.00	4.35	54.55	44.00	30.43	36.36	56.00	65.22	22	25	23
<b>5</b>	14.29	29.41	10.00	61.90	41.18	50.00	23.81	29.41	40.00	21	17	20
<b>6</b>	0.00	8.00	15.38	25.00	20.00	30.77	75.00	72.00	53.85	12	25	13
<b>7</b>	11.11	0.00	5.56	27.78	43.75	27.78	61.11	56.25	66.67	18	16	18
<b>8</b>	16.67	15.00	11.11	41.67	40.00	16.67	41.67	45.00	72.22	12	20	18
<b>All Grades</b>	10.24	6.60	8.29	46.99	50.47	45.08	42.77	42.92	46.63	166	212	193

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	0.00	31.03	48.39	73.68	55.17	41.94	26.32	13.79	9.68	19	29	31
<b>1</b>	0.00	3.85	15.00	95.24	57.69	55.00	4.76	38.46	30.00	21	26	20
<b>2</b>	14.29	30.77	4.55	61.90	53.85	63.64	23.81	15.38	31.82	21	26	22
<b>3</b>	0.00	0.00	3.57	70.00	42.86	53.57	30.00	57.14	42.86	20	28	28
<b>4</b>	4.55	0.00	8.70	59.09	72.00	56.52	36.36	28.00	34.78	22	25	23
<b>5</b>	23.81	5.88	5.00	52.38	64.71	70.00	23.81	29.41	25.00	21	17	20
<b>6</b>	8.33	12.00	15.38	66.67	64.00	53.85	25.00	24.00	30.77	12	25	13
<b>7</b>	5.56	6.25	0.00	61.11	68.75	66.67	33.33	25.00	33.33	18	16	18
<b>8</b>	0.00	0.00	0.00	83.33	75.00	44.44	16.67	25.00	55.56	12	20	18
<b>All Grades</b>	6.63	10.85	12.95	68.67	60.38	55.44	24.70	28.77	31.61	166	212	193

**Conclusions based on this data:**

1. Writing and Reading domains are the lowest percentage of students well developed. Reading and writing increased compared to the year. Ridgepoint needs to focus on these domains with our ELD students.
2. Focus on 4th-8th grade in the listening domain.
3. All grade levels indicate the largest percentage of students in the somewhat/moderate range in every domain.

# School and Student Performance Data

## Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
650	86.9%	28.8%	0.5%
Total Number of Students enrolled in Ridgepoint TK-8.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	187	28.8%
Foster Youth	3	0.5%
Homeless	16	2.5%
Socioeconomically Disadvantaged	565	86.9%
Students with Disabilities	59	9.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	77	11.8%
American Indian	6	0.9%
Asian	64	9.8%
Filipino	9	1.4%
Hispanic	233	35.8%
Two or More Races	55	8.5%
Pacific Islander	9	1.4%
White	182	28%

### Conclusions based on this data:

1. Ridgepoint significant subgroups with 25% or higher are EL students (28.8%) and SED students (86.9%).

2. Significant subgroups for Race/Ethnicity with over 25% or higher are Hispanic (35.8%) and White (28.0%).
3. Enrollment declined for the first time in four years at Ridgepoint.

# School and Student Performance Data

## Overall Performance






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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  Yellow		

#### Conclusions based on this data:

1. SBAC ELA and Math performance both indicate green. Test scores have continued to be close to yellow but skipped over yellow and went to green this year.
2. English Learner progress has improved to yellow. Ridgepoint will continue the services we have been doing with EL students.

3. The CA dashboard indicates Chronic Absenteeism has dropped to red. Suspension Rates have improved to yellow. 21-22 suspensions were very high but huge progress has been made over the years.

# School and Student Performance Data

## Academic Performance English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>4.2 points above standard</p> <p>Increased 15.9 points</p> <p>383 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>19.1 points below standard</p> <p>Increased 18.5 points</p> <p>152 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>45.8 points below standard</p> <p>Increased 39.1 points</p> <p>16 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>Orange</p> <p>16.6 points below standard</p> <p>Declined 5.4 points</p> <p>40 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>4.3 points below standard</p> <p>Increased 16.3 points</p> <p>338 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>93.9 points below standard</p> <p>Maintained 2.4 points</p> <p>33 Students</p>	<p><b>African American</b></p>  <p>Yellow</p> <p>52.1 points below standard</p> <p>Increased 16.9 points</p> <p>46 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p><b>Asian</b></p>  <p>Green</p> <p>6.3 points above standard</p> <p>Increased 25.7 points</p> <p>31 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>2.8 points above standard</p> <p>Increased 14.4 points</p> <p>149 Students</p>
<p><b>Two or More Races</b></p>  <p>Blue</p> <p>24.3 points above standard</p> <p>Increased 27.6 points</p> <p>32 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>25.8 points above standard</p> <p>Increased 9.7 points</p> <p>99 Students</p>

**Conclusions based on this data:**

1. Overall, All Students performance level were slightly above standard (4.2 points). This is a huge increase compared to last year as Ridgepoint skipped the yellow category and went to green.
2. One of the five student subgroups decreased compared to last year (Homeless students). All other groups had increases with long term English students having the biggest increase (39 points).
3. Only one students with disabilities and homeless are two or more categories behind the school rating of green.

# School and Student Performance Data

## Academic Performance Mathematics

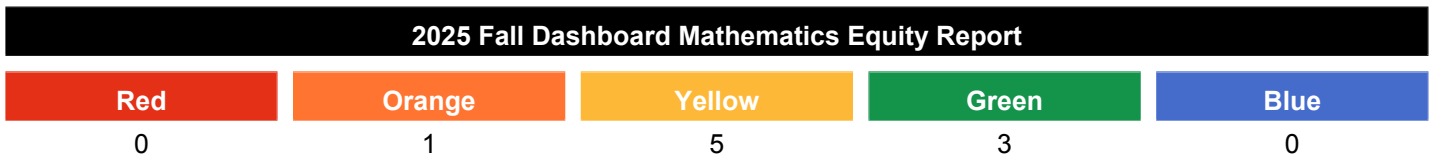
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Green</p> <p>22 points below standard</p> <p>Increased 9.7 points</p> <p>397 Students</p>	<p><b>English Learners</b></p> <p> Yellow</p> <p>33.3 points below standard</p> <p>Increased 9.2 points</p> <p>165 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>115.3 points below standard</p> <p>Declined 3.9 points</p> <p>16 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p> Yellow</p> <p>36.2 points below standard</p> <p>Increased 9.7 points</p> <p>40 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>31.7 points below standard</p> <p>Increased 7.3 points</p> <p>351 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>113.4 points below standard</p> <p>Increased 15.6 points</p> <p>33 Students</p>	<p><b>African American</b></p>  <p>Yellow</p> <p>92.1 points below standard</p> <p>Increased 7 points</p> <p>46 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p><b>Asian</b></p>  <p>Green</p> <p>7.5 points below standard</p> <p>Increased 13.7 points</p> <p>33 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>31.8 points below standard</p> <p>Increased 6.5 points</p> <p>154 Students</p>
<p><b>Two or More Races</b></p>  <p>Green</p> <p>5.5 points below standard</p> <p>Increased 12.1 points</p> <p>32 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>10.5 points above standard</p> <p>Increased 11.8 points</p> <p>106 Students</p>

**Conclusions based on this data:**

1. All Students performance level was below standard by 22 points but Ridgepoint increased by 9.7 points and are in the green.
2. Three student subgroup performed in green: White, Two or more races, and asian.
3. Students with Disabilities are the only group in orange or red.

# School and Student Performance Data

## Academic Performance Science

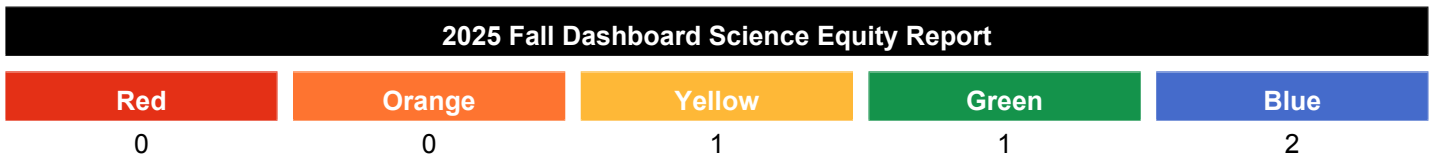
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Blue</p> <p>57.8 science points</p> <p>Increased 5.8 points</p> <p>119 Students</p>	<p><b>English Learners</b></p> <p> Yellow</p> <p>49.7 science points</p> <p>Maintained 1.3 points</p> <p>47 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>60.9 science points</p> <p>Increased 14.9 points</p> <p>11 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Blue</p> <p>56.2 science points</p> <p>Increased 5.2 points</p> <p>107 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 9 Students</p>	<p><b>African American</b></p>  <p>No Performance Color 54.6 science points Increased 20.8 points 16 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 7 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>	<p><b>Hispanic</b></p>  <p>Blue 57.4 science points Increased 6.1 points 49 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 7 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>Green 60.1 science points Maintained 0.6 points 36 Students</p>

**Conclusions based on this data:**

1. Science is in the blue category at Ridgepoint with 57.8 points above standard.
2. English Learners are the only subgroup not in the green or blue. They are in the yellow category.
3. Hispanic and SED are the groups in the blue category at Ridgepoint School.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Yellow 54.2 making progress. Number Students: 131 Students	<b>Long-Term English Learner Progress</b>  No Performance Color 36.4 making progress. Number Students: 11 Students

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.

2025 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
8.4%	37.4%	0.8%	53.4%

### Conclusions based on this data:

1. Ridgepoint is now in the yellow with 54.2% making progress.
2. 53.4% of students progressed at least one ELPI Level.
3. 8.4% of students decreased an ELPI Level.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

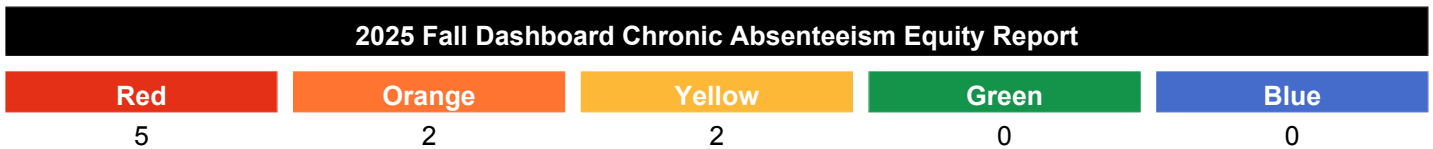
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p>  Red 23.5% Chronically Absent Increased 0.8 702 Students	<p><b>English Learners</b></p>  Yellow 19.6% Chronically Absent Declined 1.7 230 Students	<p><b>Long-Term English Learners</b></p>  No Performance Color 29.4% Chronically Absent Increased 13.6 17 Students
<p><b>Foster Youth</b></p>  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	<p><b>Homeless</b></p>  Red 36.6% Chronically Absent Increased 7.9 71 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Red 25% Chronically Absent Maintained 0.4 616 Students

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>45.2% Chronically Absent</p> <p>Increased 8.3</p> <p>73 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>44% Chronically Absent</p> <p>Increased 7.3</p> <p>84 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p><b>Asian</b></p>  <p>Yellow</p> <p>13.9% Chronically Absent</p> <p>Declined 8.6</p> <p>72 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>21.4% Chronically Absent</p> <p>Increased 3</p> <p>252 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>28.6% Chronically Absent</p> <p>Declined 4.8</p> <p>77 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>0</p> <p>11 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>19.4% Chronically Absent</p> <p>Increased 1.2</p> <p>191 Students</p>

**Conclusions based on this data:**

1. Chronic absenteeism has declined significantly compared to the 21-22 school year.
2. Data shows a big increase in chronic absenteeism after the pandemic. Current numbers for the 24-25 school year show Ridgepoint is close in decreasing the amount of students who chronically miss school but unfortunately increased by .8%.
3. Asian and two or more races had the biggest decline compared to last year but African American, homeless, and students with disabilities had huge increases with being chronic. This is an area that Ridgepoint will need to focus on for next year.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

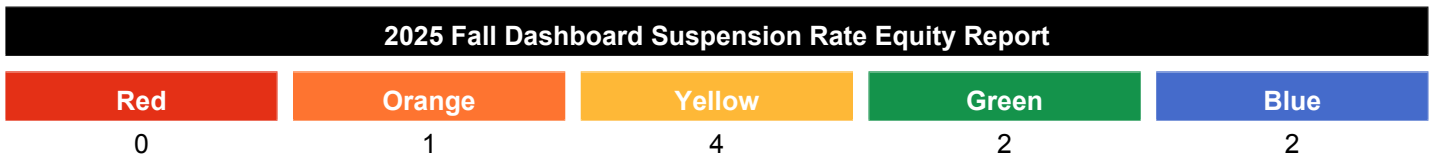
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>3.4% suspended at least one day</p> <p>Declined 3.5%</p> <p>729 Students</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0.4% suspended at least one day</p> <p>Declined 4.3%</p> <p>239 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>5.6% suspended at least one day</p> <p>Declined 15.5%</p> <p>18 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>Homeless</b></p> <p>Green</p> <p>2.7% suspended at least one day</p> <p>Declined 4.3%</p> <p>73 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>3.3% suspended at least one day</p> <p>Declined 3.8%</p> <p>640 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>3.8% suspended at least one day</p> <p>Declined 10.2%</p> <p>79 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>10% suspended at least one day</p> <p>Declined 1%</p> <p>90 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.8%</p> <p>78 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>1.5% suspended at least one day</p> <p>Declined 2.6%</p> <p>260 Students</p>
<p><b>Two or More Races</b></p>  <p>Yellow</p> <p>3.8% suspended at least one day</p> <p>Declined 6.2%</p> <p>79 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>11 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>4.1% suspended at least one day</p> <p>Declined 4.9%</p> <p>196 Students</p>

**Conclusions based on this data:**

1. Tier 1 PBIS became a huge focus in the 24-25 school year. Overall Ridgepoint declined our suspension rate by a huge amount this school year (-3.5%). Ridgepoint has actually declined the suspension rates for four consecutive years but this year was a big decline.
2. The African American student subgroup was the highest suspension rate with 10% suspended one day. This is actually down by 1% compared to last year. Tier 1 and tier 2 PBIS strategies will focus on school wide rules and expectations.
3. No subgroup/race increased compared to the 23-24 school year! Students with disabilities subgroup had the biggest decline in suspension at Ridgepoint with 10.2% decline.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Increase Academic Achievement & Decrease Disproportionalities**

During the 2026-2027 school year the percentage of students meeting or exceeding standards will increase by 5% or more on TRUSD benchmark assessments and the CAASPP English Language Arts and Math assessments.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Increase Academic Achievement & Decrease Disproportionalities

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The CA Dashboard measures how well students are meeting grade-level standards in English Language Arts and Math based on 3rd – 8th grade student performance on the CAASPP.

The CA Dashboard indicates that one student subgroups are achieving at levels resulting in very low status for ELA and that is students with disabilities (93.9 points below standard). One student subgroups is achieving at levels resulting in low status for ELA achievement: Homeless (16.6 points below standard). Yellow or medium status for two subgroups in ELA: English Learners (19.1 points below standard) and African American students (52.1 points below standard) achieved at levels resulting in medium status. White subgroup (25.8 points above standard), Hispanic subgroup (2.8 points above standard), and Asian subgroup (6.3 points above standard) achieved at levels resulting in high (Green) status. Two or more races is at the highest status level of Blue with that group 24.3 points above standard. Ridgepoint overall status of achievement in ELA is above standard (Green) status (4.2 points above standard)!

The CA Dashboard indicates that no subgroups are achieving at very low (red) status for Mathematics: Students with disabilities (113 points below standard) are at the low status (Orange). Five subgroups are listed as medium (yellow): African American students (92.1 points below standard); English Learners (33.3 points below standard); and SED students (31.7 points below standard); Hispanic students (31.8 points below standard); Homeless students (36.2 points below standard) are achieving at medium status (Yellow). Three subgroups are achieving at above average in the green status: Two or more races (5.5 points below standard); Asian (7.5 points below standard); White (10.5 points above standard). Ridgepoint overall status of achievement in Math is above average status (Green)!

The CA Dashboard indicates EL students' progress toward English language proficiency using 6 English language Proficiency Indicators on the ELPAC. EL students at Ridgepoint show 53.4% of the EL students progressed at least one ELPI level. 0.8% of students maintained ELPI level 4 status. 37.4% maintained ELPI 1, 2, or 3. 8.4% decreased at least by one level. This data shows a trend of progression towards re-designation as Fluent English Proficient with over 54% of our EL students progressing by one level or maintaining in level 4. Targeted instruction is needed for the remaining 46% of our EL students.

This assessment data demonstrates the need for continued data analysis and data-driven instruction in PLC teams. It also speaks to the need for additional academic intervention and curricular supports in both math and ELA.

Local assessment data from the 2025-2026 school year indicate higher levels of achievement when compared to assessments from 2024-2025. This is encouraging and this SPSA is designed to continue to increase the academic achievement levels of all students with standards-based instruction, intervention systems, and systems to increase collaborative PLC work.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Trimester 1 Benchmarks	52%	57%
ELA Quarter 1 Benchmarks	67%	72%
ELA Trimester 2 Benchmarks	51%	56%
ELA Quarter 2 Benchmarks	53%	58%
ELA CAASPP Scores	53%	58%
Math Trimester 1 Benchmarks	67%	72%
Math Trimester 2 Benchmarks	63%	68%
Math CAASPP Scores	43%	48%
ELPAC Assessment (% growing one ELPAC level or maintaining 4)	54%	59%
ELA CAASPP Scores (EL Subgroup)	19.1 points below standard	14.1 points below standard
Math CAASPP Scores (EL Subgroup)	33.3 points below standard	28.3 points below standard

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 Time for teachers to conduct collaborative PLC work after school for 1.5 hours per month.	All Students	10530 Title I Basic 1000-1999: Certificated Personnel Salaries 1.1 After School PLC 2367 Title I Basic 3000-3999: Employee Benefits 1.1 After School PLC
1.2	1.2 Educational Technology Licensing Software such as IXL Math and other resources to support that are not technology such as Scholastic magazine, - Ridgepoint will fund additional Math, English, and science educational technology software to supplement the applications in the TRUSD Apps portal and equip teachers with tools for differentiated learning.	All Students	31500 Title I Basic 5000-5999: Operating Expenditures 1.2 Educational Technology Licensing Software 5500 Title I Basic 4000-4999: Materials and Supplies 1.2 Educational Technology Licensing Software
1.3	1.3- Hiring intervention retired substitute teachers to teach small group (including EL students) who are not meeting grade level standards in ELA during WIN time.	All Students, targeted groups based on assessment data	9900 Title I Basic 1000-1999: Certificated Personnel Salaries 1.3 Intervention teachers 335 Title I Basic 3000-3999: Employee Benefits 1.3 intervention teachers
1.4	1.4 1.0 FTE Student Support Teacher- Ridgepoint will fund a 1.0 FTE Student Support Teacher (SST) to teach small student groups (including EL	All Students, targeted groups based on assessment data	79429 Title I Basic

	students) who are not meeting grade level standards in ELA or showing growth on ELPAC. SST will also support in math basic facts and support our 7th/8th graders during elective periods.		1000-1999: Certificated Personnel Salaries 1.4 1.0 FTE SST 17929 Title I Basic 3000-3999: Employee Benefits 1.4 1.0 FTE SST
1.5	1.5- Subs for articulation, data chats, and other purposes throughout the year to support teacher learning. This can also include a sub to let teachers observe other teachers. This will support our teachers improve their own teaching techniques. Particular focus on students with disabilities.	All Students	1857 Title I Basic 1000-1999: Certificated Personnel Salaries 1.6- Subs for articulation, data chats, and observations 62 Title I Basic 3000-3999: Employee Benefits 1.6- Subs for articulation, data chats, and observations

## Annual Review

### SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

District level data analysis has shown our math scores have continued to increase over the last few years. ELA has also shown increases except on district benchmarks but the cut points and tests have changed over the years. We reached above average status (green) in both ELA and Math in CAASPP testing. Huge success of 8% in ELA and 4% in Math when it comes to students being proficient on CAASPP.

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

No major changes from the intended plan.

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

No major changes as we are seeing huge growth academically at Ridgepoint except we will not be paying for after school tutoring or clubs from Title 1 funding anymore.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

NO Goal 2

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Ensure all Students Graduate College & Career Ready

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Improve Culture and Climate through Increased Student Engagement

Ridgepoint School will develop and sustain a safe, welcoming, effective learning environment by focusing on three interrelated aspects of school culture and climate: attendance, school-wide behavior systems, and socio-emotional learning. By June of 2027, daily attendance average will increase to 95%+ and chronic attendance rate will decrease to 10%-. Suspensions will be 5% or below.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 – Improve Culture and Climate through Increased Student Engagement

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The CA Dashboard indicates the percentage of students who were suspended at least once in a given school year. During the 2024-2025 school year, 3.4% of students were suspended at least once resulting in yellow status schoolwide. According to the TRUSD Data Dashboard, Ridgepoint School's current chronic attendance rate is 35.45% and attendance rate is 91.19% as of April 9, 2026. Stakeholder groups agree this data demonstrates the need for continued implementation of MTSS practices (CHAMPS, PBIS, restorative practices) and additional counseling support to develop a positive school environment that entices students to attend school and supports students while they are here. Ridgepoint continued to improve these metrics each year until March of 2026 when we had a teacher strike. Pre strike all metrics were improving but after the strike we will not make our goal during the 25-26 school year on attendance and chronic rates. Suspension rates continue to drop each year and are at 1.76% as of April 9, 2026.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025-26 Attendance Rate	91.46%	+ 95%
2025-26 Chronic Attendance Rate	32.33%	- 10%
2025-26 Suspension Rate	2.64%	- 5% or continue to decrease from 25/26 school year

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	3.1- Provide assemblies related to student interest and need, such as arts / science / literacy / math / SEL / PBIS / Attendance / Academics in order to encourage attendance and decrease negative behaviors.	All Students	1376 Title I Basic 5000-5999: Operating Expenditures 3.1 Assemblies

3.2	3.2 Ridgepoint will fund materials and supplies for PBIS materials, attendance incentives, and other positive intervention supplies. Could also supply headphones and other materials for technology.	All Students	1000 Title I Basic 4000-4999: Materials and Supplies 3.2 Materials and Supplies
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# Annual Review

## SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

PBIS and attendance incentives have shown progress in all these categories. Pre March 2026 strike the attendance rates are up and Suspensions are down. Chronic attendance was slightly down compared to last year before March. Not yet to our goals but progress was being made.

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

NA

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

NA

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Increase Parent Engagement

Ridgepoint School will develop and sustain a safe, welcoming, effective learning environment by providing strong home-school communication and a wide variety of engagement opportunities for families. By June of 2027, Ridgepoint Kelvin Screener favorable results will increase by 5% or more.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - Increase Parent Engagement

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

An essential goal at Ridgepoint is to have every parent connected to the school and with a good understanding of what we are teaching. Indicators such as the California Dashboard, the Thought Exchange survey, and the Kelvin screener show that more supports for our families and students are needed to increase attendance and reduce chronic absenteeism and suspensions.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kelvin Screener Results	Kelvin Screener Results (K-6) - 87% favorable Kelvin Screener Results (7/8) - 80% favorable	92% favorable results 85% favorable results

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	4.1 Parent Involvement Activities - Ridgepoint will fund student/family planners and calendars to support family engagement opportunities. Families will connect with the school through parent advisory groups, School Site Council and English Learner Advisory Committee. In addition, families will be encouraged to connect with our school community through a variety of family-focused school events and volunteer opportunities. Events could include Farmers Market to encourage family and community participation and light snacks for ELAC, SSC, and 1st day celebrations. Student planners are included with parent and school communication resources for families.	All Students	2700 Title I Parent and Family Engagement 5000-5999: Operating Expenditures 4.1 Farmers Market during Open House and other family focused events including 1st day celebration, SSC, or ELAC. 1725 Title I Parent and Family Engagement

# Annual Review

**SPSA Year Reviewed: 2025-26**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Ridgepoint followed the original plan.

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

NA

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

NA

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

No Goal 5

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5 - Provide Facilities that are Clean, Safe, and Conducive to Learning

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

**SPSA Year Reviewed: 2025-26**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$166,211
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$166,210.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I Basic	\$161,785.00
Title I Parent and Family Engagement	\$4,425.00

Subtotal of additional federal funds included for this school: \$166,210.00

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$166,210.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Title I Basic	161,785.00
Title I Parent and Family Engagement	4,425.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	101,716.00
3000-3999: Employee Benefits	20,693.00
4000-4999: Materials and Supplies	8,225.00
5000-5999: Operating Expenditures	35,576.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Basic	101,716.00
3000-3999: Employee Benefits	Title I Basic	20,693.00
4000-4999: Materials and Supplies	Title I Basic	6,500.00
5000-5999: Operating Expenditures	Title I Basic	32,876.00
4000-4999: Materials and Supplies	Title I Parent and Family Engagement	1,725.00
5000-5999: Operating Expenditures	Title I Parent and Family Engagement	2,700.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	159,409.00
Goal 3	2,376.00
Goal 4	4,425.00

# School Site Council Membership

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

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

Name of Members	Role
Doug Emerson	Principal
Michaela Buschow	Other School Staff
Athena Comeau	Classroom Teacher
Cindy Michel	Classroom Teacher
Lisa Greene	Classroom Teacher
Candace Arnold	Parent or Community Member
Ilona Krarchuck	Parent or Community Member
Leteisha Arrigo	Parent or Community Member
May Caples	Parent or Community Member
Rebecca Talley	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/22/26.

Attested:

Principal, Doug Emerson on 5/22/26

SSC Chairperson, Cindy Michel on 5/22/26

# Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

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

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

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

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

# **BOARD POLICY (BP 5131.8)**

## **Student Use of Cell Phones and Personal Electronic Devices (Grades TK–12)**

### **Policy Statement**

The Governing Board recognizes that personal electronic devices can support communication and safety, but may also disrupt learning, student engagement, mental health, and overall school climate when misused or excessively used during the school day.

In accordance with California law, the Board directs that student use of smartphones and personal electronic devices shall be limited during the school day in order to promote academic focus, student engagement, safety, and a distraction-free learning environment.

The Board establishes a “bell-to-bell” expectation that personal electronic devices remain off and away during the instructional day for students in grades TK–8, with more limited use permitted at the high school level as defined in administrative regulation.

For elementary students (TK–6), the Board strongly discourages bringing personal electronic devices to school. Personal electronic devices are brought to school at the student’s own risk.

The Superintendent or designee shall develop administrative regulations to ensure consistent implementation, including expectations for use, prohibited conduct, staff authority, consequences for misuse, and procedures for handling devices.

### **Applicability**

This policy applies while students are:

- On school grounds
- During school hours
- At school-sponsored activities
- Under the supervision and control of district staff

### **Authority of School Staff**

School staff may regulate student possession and use of personal electronic devices and may require a student to relinquish a device when used in violation of district policy or school rules.

### **Exceptions**

Students shall not be prohibited from using a device when:

- Required for an emergency
- Authorized by staff for instructional purposes
- Required for a documented medical condition
- Required by an Individualized Education Program (IEP) or Section 504 Plan

## **Liability**

Personal electronic devices are brought to school at the student's own risk. The district and school sites assume no responsibility for loss, theft, or damage except in cases of gross negligence.

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# **ADMINISTRATIVE REGULATION (AR 5131.8)**

## **Student Use of Cell Phones and Personal Electronic Devices (Grades TK–12)**

### **1. Definitions**

Personal electronic devices include, but are not limited to:

- Smartphones and cell phones
- Smartwatches with communication capability
- Earbuds and headphones
- Tablets or similar personal devices
- Recording devices (e.g., Meta glasses)

### **2. Standard: “Off and Away”**

“Off and away” means:

- Device is powered off, on silent, or in “Do Not Disturb” mode
- Device is not visible or accessible to the student
- Device is stored in a backpack or designated location as directed by staff

### **3. Applicability**

This regulation applies:

- On campus, including before school, passing periods, recess, and lunch
- During school-sponsored activities
- Under the supervision and control of district staff

## **4. Elementary and K–8 Expectations**

### **Grades TK–6 (Elementary)**

- Students may bring devices to school for safety purposes; however, the district strongly discourages bringing personal electronic devices to school.
- Devices must remain off and away for the entire school day (“bell-to-bell” or “gate-to-gate”), including:
  - Before school
  - Instructional time
  - Recess
  - Lunch
- No student use is permitted during the school day unless:
  - Explicitly authorized by staff for instructional purposes
  - Required by an IEP, Section 504 Plan, or documented medical need
- Earbuds, headphones, and smartwatches must also remain off and stored.

### **Grades 7–8 (Middle School)**

- Devices must remain off and away for the entire school day (“bell-to-bell” or “gate-to-gate”), including:
  - Passing periods
  - Lunch
- Use is permitted only:
  - With staff authorization for instructional purposes
  - With administrative approval when appropriate
- Earbuds, headphones, and smartwatches must remain off and stored unless authorized.

## **5. Secondary Expectations (Grades 9–12)**

- Devices must be off and away during instructional time.
- Use may be permitted:
  - Before school
  - Passing periods
  - During lunch
- Teachers may authorize use for instructional purposes when:
  - Clearly aligned to instructional objectives
  - Structured and time-bound
  - Actively monitored and supervised

## **6. Classroom Expectations**

- Students shall place devices in designated storage systems or keep them off and away as directed by staff.
- Devices may only be used when:
  - Authorized by the teacher
  - Used for instructional purposes

## **7. Permitted Use / Exceptions**

Students may use personal electronic devices only when:

- Explicitly authorized by school staff for instructional purposes
- Required for a documented IEP, Section 504 Plan, or medical need
- Approved by administration for an emergency or extenuating circumstance

The school office remains the primary point of contact for urgent communication between families and students.

## **8. Prohibited Conduct**

Students shall not:

- Use devices in violation of “off and away” expectations
- Record, photograph, or audio capture individuals without consent
- Use wearable recording devices without authorization
- Use devices for academic dishonesty
- Engage in bullying, harassment, or inappropriate communication
- Use devices in restrooms, locker rooms, or private areas
- Access inappropriate content
- Disrupt the learning environment

## **9. Staff Authority and Response to Misuse**

Staff may:

- Direct devices to be put away
- Redirect students to comply with expectations
- Require devices to be relinquished
- Confiscate devices for the remainder of the class period or school day
- Refer repeated misuse to administration

Schools may implement progressive responses to repeated misuse, including:

1. Device held by staff until end of class or end of day

2. Device transferred to the office until dismissal
3. Parent/guardian notification and required retrieval
4. Parent/student/device-use agreements
5. Documentation in Aeries or other district systems

All responses shall be:

- Consistent with district discipline policies
- Developmentally appropriate
- Focused on correcting behavior and maintaining a safe learning environment

## **10. Handling, Storage, and Care of Devices**

When a device is taken from a student:

- Staff shall exercise reasonable care in handling the device
- The device may be held by staff or transferred to a secure and locked location
- Access shall be limited to authorized personnel
- Site administrators may establish procedures for:
  - Storage
  - Documentation
  - Logging devices in and out
  - Return of devices

Placing a confiscated device on top of or inside an unlocked desk or cabinet is not considered a properly secured location.

The district is not responsible for loss, theft, or damage except in cases of gross negligence.

## **11. Search of Devices**

Personal electronic devices shall not be searched except in accordance with law and district policy.

## **12. Privacy and Safety**

Students shall not use devices to violate the privacy, safety, or rights of others.

Students shall not:

- Record or photograph others without permission
- Use devices in restrooms, locker rooms, or other private areas
- Use devices in a manner that disrupts school operations or compromises safety

## **13. Emergency Procedures**

- Students must follow all staff directions during emergencies.
- Personal devices may not be used unless directed by staff.
- Students may contact families through the office or with staff permission.
- Families should contact the school office for urgent communication.

## **14. Access and Equity**

Schools shall ensure:

- Students have access to necessary instructional technology
- Alternatives are provided when personal devices are not available

## **15. Site Implementation**

Schools may implement site-specific systems aligned with this regulation, including:

- Gate-to-gate restrictions
- Classroom phone storage systems
- Designated phone-free zones
- Office-based procedures
- Structured collection procedures
- Device-use agreements

## **16. Communication and Review**

- This policy and regulation shall be communicated annually to students and families.
- The policy shall be included in student and parent handbooks.
- Schools may reinforce expectations throughout the school year.
- The district shall review and update this policy and regulation at least every five years in accordance with state law.