

Title 1 Schoolwide Program Application  
2019-2020



Ridgway High School

*All students can learn and succeed, but not on the same day in the same way.*

Valerie Jordan  
Principal

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### **Overview of Application, Qualification, and Rationale:**

The following application has been structured to follow the instructions for becoming a Schoolwide Title 1 Program laid out in Appendix E. First, a needs assessment of the low achieving and at-risk students of Ridgway High School was performed. The relevant academic data that was analyzed is found in Appendix A, response and feedback from all stakeholders is found in Appendix B and C. Documentation of the process of conducting this needs assessment, as well as the collaborative construction of the comprehensive schoolwide plan, can be found Appendix D.

In terms of qualification for Schoolwide Title 1 Program status, 67.3% of students currently enrolled at RHS are eligible for Free & Reduced Lunch (40% is the minimum to qualify for Title 1 SWP).

In terms of rationale, as a current Title 1 Targeted Assistance School, all Title 1 funds must be spent exclusively on identified students. Due to the restrictions on how such funds can be spent, what items they can be directed towards, along with the fact that our identified Targeted Assistance students are spread throughout the school, the ability to use these funds in an effective way is quite limited. The current effort to reclassify RHS as a Schoolwide Title 1 Program and help ALL students by offering supports to low achieving students and also elevating the entire school's academic program stems from the following advantages that are outlined on p.3.in Appendix E:

A school that operates a schoolwide program is able to take advantage of numerous benefits, including:

- Serving all students. A school operating a schoolwide program does not need identify particular students as eligible to participate. (ESEA section 114(a) (2) (A) (i)). Consolidating Federal, State, and local funds (see discussion below).
- A school operating a schoolwide program may consolidate Federal, State, and local education funds to better address the needs of students in the school. (ESEA section 114(a) (1), (3)).

## Comprehensive Needs Assessment

### Relevant Academic Achievement Data:

- California Dashboard data
- Attendance data
- District suspension data
- SBAC ELA & Math scores / ELPAC scores
- Graduation Rates

### Stakeholder Consultation

1. Summary of Department Chair and Staff Meeting findings:
  - a. Academic Achievement Data Observations
    - i. Concentration of Far Below Basic in ELA and Math
    - ii. Disproportionate # Far Below Basic earned by socioeconomically disadvantaged
    - iii. Disproportionate # of chronically absent students are socioeconomically disadvantaged, students with disabilities, and EL's
  - b. Pressing Needs
    - i. Better school food program
    - ii. Increased parent buy-in/ involvement
    - iii. Increased student engagement
    - iv. Increased mental health services
    - v. Increased technology education
    - vi. Community outreach and involvement
  - c. Root Causes
    - i. Lack of student and parent engagement
    - ii. Misuses and over use of technology (cell phones)
    - iii. Socioeconomic factors
    - iv. Home life & possible associated trauma
    - v. Students unprepared academically (reading levels & math skills) and credit deficient
    - vi. Poor attendance
    - vii. Students don't find school relevant

2. Summary of Parent & Community (SSC, ELAC, Youth Truth Survey) Findings
  - a. Academic Achievement Data Observation
    - i. Concentration of Far Below Basic in ELA and Math SBAC scores
    - ii. Disproportionate # Far Below Basic earned by socioeconomically disadvantaged
    - iii. Disproportionate # of chronically absent students are socioeconomically disadvantaged, students with disabilities, and belonging to other subgroups
    - iv. SBAC scores demonstrate room for improvement
  - b. Pressing Needs
    - i. Academic supports
    - ii. Increased student engagement
    - iii. Increased technology education
    - iv. Increased communication from school
  - c. Root causes
    - i. Lack of student and parent engagement
    - ii. Misuse & overuse of technology
    - iii. Socioeconomic factors
    - v. Home Life & possible associated trauma
    - vi. Students don't find school relevant

## Comprehensive Schoolwide Plan

### Improving Academic/ Achievement

#### 1. Academic Support Classes:

- a. **English –ELD Support.** Our ELPAC scores identified a need for greater support in English for EL's. The class will support English Language Learners that have not been redesignated as fluent/proficient English Speakers. Students may test out of this class annually with the ELPAC assessment.
- b. **English Support.** Our SBAC scores identified a need for greater support in English. RHS Staff agreed to adopt common writing rubric across disciplines and assess student writing every 3 weeks in order to support student writing. Staff agreed to use DOK 3 & 4 strategies and close reading strategies.
- c. **Math Support:** Our SBAC scores identified a need for greater support in Math. Students will have additional support through web based instruction to build skills and move at their own pace, in addition to direct instruction.
- d. **Advisory Support:** Every student is assigned an advisor and meets with them on a daily basis. Advisors will proactively engage student and parents in the importance of regular attendance, completing make-up work, and being productive in every class. Advisors will call home and schedule a SST if necessary if a student falls into STEP 1 and PAR to re-engage the student and family and discuss the graduation plan.

#### 2. Instructional Strategies:

- a. **Integrated ELD Strategies.** Our ELPAC and SBAC scores identified a need for greater support in all content areas for our English Language Learners, as well as recently redesignated EL's. Through the District's partnership with Tonya Singer and usage of her publication, EL Excellence Every Day, teachers have adopted schoolwide several strategies to support ALL students across all disciplines. Schoolwide use of R.A.C.E. (a thought organizer) and C.U.B.E.S. (an Annotation strategy for responding to math problems).
- b. **Staff Analysis of Student Work.** Through our work with District TOSA's Ruth and Casey Moore, RHS has adopted a Bay Area Writing Project protocols for examining student work. It is the belief of BAWP, as well as the administration of RHS, that the analysis of student work must be central to conversations about instructional practices. At our November 7, 2018 staff meeting, a protocol focused on making claims about student understanding/misunderstanding and supporting these claims with evidence from the student data. Through careful analysis of student data, teachers can identify gaps in understanding and cognitive errors, particularly among students that struggle.

- c. **Computer Adaptive Learning.** A consistent use of a research based computer adaptive learning platform/programs will be utilized in the Math, ELD, and English classes in order to provide tailored learning experiences for each student. Learning tasks will be calibrated by the computer pre-assessment and progress will be monitored through the platform's dashboard. Possible platforms/ programs include: (English: Newsela, Writable, Starfall, & Let's Go Learn,) (Math supports: ALEKS, Illuminations, Khan Academy, Desmos, GeoGebra, Hotmath, & Mathhelp.com) and (ALL discipline support: Kahoot).

3. **Parent engagement Strategies:**

- a. **Parent Orientation:** Greater parent engagement and involvement has been identified as a pressing need by staff. Prior to a student starting at Ridgway, student and parent have an intake meeting with their advisor. In the 2019-2020 school year advisors will invite new and returning student's parents to get involved through School Site Council, fieldtrips, and or English Learner Advisory Committee. The intake meeting will provide parents with essential information and provide a platform to get more involved. Back to School night will be another opportunity to invite parents to get involved in their student's education and stress the importance of attendance every day.
  - i. Administration presents an overview of RHS at Back to School Night including its mission, core values, rules & expectations, and policies & procedures on topics such as attendance, credits, and graduation requirements.
  - ii. Counselors deliver presentation on mental health services and supports offered, Teen Parent Program, how the STEP, TAPP, & PAR programs work, and graduation requirements.
  - iii. Teachers deliver presentation on classroom expectations and learning goals.
  - iv. Coaches deliver presentation on class expectations, athletic eligibility, and team sports opportunities.
  - v. Classified office staff provides tutorial on illuminate parent portal.
  - vi. Students deliver presentation on student focus curriculum needs and supports.
- b. **Educational Parent Nights:** At Back to School Night a calendar of the year's parent nights and special events will be provided to parents. Parents will be surveyed at Back to School Night to decide on relevant and current issues to be discussed at Parent Nights (e.g. Cash for College, post-secondary options, FAFSA, student health & wellness, cyber safety, and restorative practices).

4. **Mental Health Services:**

- a. **Student Advocate for Youth Counseling Services:** Currently Ridgway offers two days a week SAY counselors for our most at-risk, struggling students, and provides vital mental health services. Restorative Specialist is available one day a week to support conflict resolution and suspension re-entry. Family Engagement Facilitator is on campus and available for student and family support full time.

5. Student Performance & Progress Monitoring:

- a. **Benchmark Evaluations:** To monitor the performance and progress of our students and the programs that serve them, particularly our lowest achieving students, several benchmark methods of assessment will be utilized. Our Designated ELD classes will take an online DORA assessment through the web based learning application Let's Go Learn three times during the school year (August, January, and May). The DORA assessment will elicit a reading lexile score and indicate areas of progress and need for improvement. In addition to the LGL assessments, all Ridgway students will be exposed to ongoing CAASPP practice tests/questions in their core classes on a regular basis. All students will take an entry assessment through Illuminated Ed in August, then again in May or prior to graduating from Ridgway. This complete picture will allow Administration, Department Chairs, ELAC Committee, and the School Site Council to accurately evaluate the schoolwide program's results.



### **Annual Program Review:**

The central component of the evaluation of the schoolwide plan will be the student performance & progress monitoring data that is elicited from the following metrics:

- i. 2019 CAASPP scores
- ii. Number of students chronically absent in 2019-2020 school year
- iii. Number of students in STEP 1 and PAR
- iv. EL redesignation rate

Furthermore, the sources of student academic performance data (LGL and entry/exit Assessments), along with the spring CAASPP data, will form a complete picture of student ability at Ridgway in real time. In addition, to the assessment data, Ridgway will survey all stakeholders (teachers, parents, and students) to gather perception data on the effectiveness and utility of the schoolwide programs that have been implemented.

All of the data listed above, along with the survey results (Youth Truths survey), will be used by the school's Administration, Department Chairs, ELAC Committee, and the School Site Council to accurately evaluate the schoolwide program's results and effectiveness. Evidence of this review will be documented in "Annual Review and Update" sections of the Single Plan for Student Achievement. Edits and entries will be made in Document Tracking Services to update these components of the SPSA.

If certain programs are not achieving results, especially for the lowest achieving students, adjustments and changes will be made. At all times, the interests of the lowest achieving students will be at the forefront of any program implementation or adjustment.

School Year:

2019-20

# School Plan for Student Achievement (SPSA) Template

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

School Name

Ridgway High (Continuation)

County-District-School (CDS)

Code

49 70920 4935607

Schoolsite Council (SSC)

Approval Date

4/16/19

Local Board Approval Date

Contact Person:

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## Purpose and Description

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

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

The purpose of the Single Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student

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

Ridgway will conduct a Needs Assessment to develop and implement a "targeted support for improvement plan" with evidence based interventions and will identify any resource inequalities to be addressed in our SPSA plan.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).  
Youth Truths and Ridgeway's Needs Assessment offered to parents, teachers, and students.  
Findings from the Youth Truth survey: 81% participated in this survey.

Areas for improvement from the staff: need for more updated computers and software, bigger classroom supplies budgets, updated books/resources (current maps), and additional printers in the classrooms. Some staff feel a sense of accomplishment and needed by their students, while others are struggling with student cell phone use and lack of a teacher handbook that would outline policies and rules for students.

Strengths reported from staff: Staff is student oriented with goals and support systems in place. Majority of staff feel respected, valued, supported, and enjoy working at Ridgeway High School. Advisors report the importance of being a trusted adult for their students as a positive.

Areas for improvement from the students: an overwhelming number of students reported not feeling challenged in their classes. Some students-yearn to apply real world problems, with real world solutions in class. The quality of campus food is the number one reason for student going off campus to fast food places and has room for improvement. Students have reported an inequality issue with food distribution and the fact that some items run out before all students have been served. Transportation to and from school is an obstacle to learning for several students. Some students suffer from severe anxiety and depression and need additional support to attend school on a regular basis. Some students believe that the dress code should not be enforced as it's an expression of one's culture. Some students feel that the administrator doesn't respect the diversity of the campus and doesn't appreciate the sweeps in the restrooms. The administrator will need to make a better effort to get involved in engaging students in a more positive aspect. Some students would like student and teacher communication to improve and to support students more that are having trouble focusing in class due to lack of engagement. Some students reported feeling uncomfortable by intimidating students or looks from the opposite sex. Some students reported that they don't like it when other students are disrespectful toward teachers that are here trying to help students graduate. Students report that other students smoking in the restroom or the classroom is frustrating and the cleanliness of the restrooms needs to be addressed.

Areas of strength from the students: An overwhelming number of students like attending Ridgeway and like their teachers and appreciate having individual advisors. Students like having the opportunity to enroll in up to 8 classes per day and access to obtain accelerated credits in order to graduate early. Students report being prepared for college and career through SRJC completion process, guest speakers, financial aid nights and FASFA workshops. Students feel supported by their teachers and know where to turn if they need additional assistance. As far as the culture of Ridgeway, many students feel that having the opportunity to attend Ridgeway has given them a second chance to graduate and also has motivated them to want to learn. Students report having a clean campus and are encourage to keep the campus clean by picking up after themselves after lunch. They enjoy the small, calm atmosphere and respect from their teachers. Students appreciate that teachers seem to accept them and go above and beyond to connect with their students. Students feel encouraged by their teachers to attend class regularly and give their best work everyday in order to graduate. Some students reported feeling thankful for childcare in order to attend school. Students report that they feel supported by their teachers when they listen to their obstacles that may be preventing them from attending school, whether it be anxiety, homelessness, or a difficult home life. Teachers overwhelmingly make an effort to care and connect with their students.

Areas for improvement from our families: Communication needs to improve in regards to progress for parents with students with IEPs. Families would like to see the restrooms upgraded. Parents would like to see more student engagement for example projects that are inspired from student choice. Some would encourage teachers to give homework and higher expectations. Need to improve the communication to families in regards to : daily attendance or threats to school. Families want to be informed earlier than 6 pm if their student missed class. Some parents are not a fan of the Student Information System and would rather teachers reached out with a phone call or email.

Areas of strength from families: Many families feel supported when they have questions regarding their student's progress and having access to the principal and counseling department. Parents report seeing more confidence in their child to handle more academics and issues that may arise throughout their life. Families appreciate that the teachers do not give up on their child and that it's a small learning environment that produces results.

Findings from RHS survey: 12 responses: 0 students, 1 parent, 7 teachers, 3 staff, and 1 administrator. Professional Development priority needs identified are in reading, mathematics, and computer & technology.

Areas for additional PD: Identify early and appropriate interventions to help students with different learning styles, teaching and addressing the needs of students with special needs and/or disabilities, and effective use of technological resources (technologies) to improve teaching, practice and student learning. Improving school-community relationships: positive and timely communication with parents and the community.

At the end of the 1st semester of 2018-2019, 15 seniors transferred back to their home school to graduate with 30 or less credits for a 220 diploma. 15 seniors or 5th year senior involuntarily were returned to the home school due to low attendance and/or lack of productivity.

## Classroom Observations

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

Classroom observations were done on a quarterly basis. In addition to walk-throughs on a monthly basis. Summary of findings include most lessons where of high interest and relevant which in turn created engaging and interactive classes. While others missed the mark and would benefit from use of DOK 3 & 4 questioning, utilizing technology more, and providing multiple modes of instruction and strategies to reach all students.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

Illuminate Ed ELA and Math assessments were given school-wide in October 2018. Results: 99% of students did not meet performance goals in both ELA and Mathematics. SBAC assessment were not given in 2017-2018 school year due to Tubbs Fire.

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

Staff used the Inquiry Cycle: Phase 1: Teachers analyzed math and ELA scores from the Initial Illuminate Ed assessment. Phase 2: Teachers collaborated to devise a school wide plan to increase proficiency in math and ELA. Teachers voted on 2 interventions to support ALL learners. Phase 3: Common writing rubric adopted, and CLOSE Reading strategies will be implemented across ALL disciplines. Phase 4: Professional Development of CLOSE Reading strategy and a common writing rubric will be taught at the next staff meeting by the English Department

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff members are credentialed to teach in their subject area.

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

Site and district funds are used to support teachers in Professional Growth and access to instructional materials. Math, English, Special Education, and Science department chairs have been attending monthly steering committees for professional development and returning to train in their departments.

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

Professional Development by colleagues, for colleagues, occurred on site for school-wide agreed upon common writing rubric and CLOSE reading strategies to increase student achievement. Staff members also participated in the following PD: Team Building Workshop, Safety Drill training, Best Plus reviewed ABCs of RHS, BAWP Bay Area Writing Project-Overview, Newsela training, Data Analysis of Illuminate Ed results Math & ELA, Reviewed Best Practices for advisors working with STEP 1 and PAR students, How Full is Your Bucket? -Staff reading assignment, Check-In Check-out, Common Writing Rubric, and Grant writing.

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

Multi-Tiered System of Support have been implemented for the most at-risk students.

Teacher collaboration by grade level (Kindergarten through grade eight (K-8)) and department (grades nine through twelve) (EPC)

Collaboration time started in January 2019 3 times a month in their departments and 1 time a month with ALL Staff. WASC meetings were conducted on a weekly basis in their focus groups throughout the year.

## Teaching and Learning

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

All teachers have been trained in CCSS and funds have been targeted to align curriculum, instruction and materials to content and performance standards. All teachers have worked to align their curriculum and instruction to CCSS, including participating in a Bay Area Writing Project (BAWP) training for writing across the curriculum.

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

N/A

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

N/A

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

All teachers have access to standards-based instructional materials and are encouraged to purchase differentiated materials to encourage engagement and targeted skill building.

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

Though Ridgway High School courses are not all A-G, classes are increasingly becoming aligned to CCSS. As many students come to Ridgway with academic gaps, the teachers focus on building skills to grade level and beyond.

**Opportunity and Equal Educational Access**

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

flexible scheduling; small class sizes; individualized instruction; differentiated curriculum

**Evidence-based educational practices to raise student achievement**

flexible scheduling; small class sizes; individualized instruction; differentiated curriculum

**Parental Engagement**

Resources available from family, school, district, and community to assist under-achieving students (ESEA) on campus counseling through Social Advocates For Youth (SAVY); 1 FTE Family Engagement Facilitator; .20% Supporting Our Language Learners (SOLL) Counselor .40% Restorative Specialist; 1 FTE paraprofessional for special education and EL students.

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

Parents and students regularly participate on site council and ELAC. Students have been nominated to represent Ridgway High as the district School Board Representative for 2019-2020 school year, parents have been encouraged to participate in WASC focus groups, LCAP community forums (DAC), and community resources for student health (Wellness Center).

#### Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA) differentiated curriculum and instruction for students, high interest lessons integrated with technology to improve engagement; individualized instruction for EL and special education students.

#### Fiscal support (EPC)

Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI), LCFF funds.

### Stakeholder Involvement

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

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

The English Learner Advisory Committee (ELAC) met on 10/3/18, 11/7/18, 12/5/18, 1/9/19, 2/6/19, 3/6/19, 4/3/19, and 5/1/19 to discuss SPSA goals and receive feedback and input from stakeholders at these meetings. School Site Council (SSC) have been asked for input on the SPSA 2019-2020 plan and surveyed on the following dates: 9/25/18, 10/16/18, 11/27/18, 1/15/19, 2/19/19, 3/26/19, 4/16/19, & 5/21/19. Staff meetings included SPSA data analysis on 1/13/19, 2/13/19, 3/27/19, 4/17/19, & 5/15/19.



## Resource Inequities

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

There are several barriers that are being addressed by school goals (Student Learning Outcomes). Through the WASC self study process, staff and other stakeholders have identified that there are four key critical learner needs: post-secondary planning; active engagement; literacy and numeracy skills; and writing across the curriculum and for a variety of purposes. All SPSSA goals are aligned to support the critical learner needs and social emotional supports.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	3.1%	2.5%	1.95%	9	7	5
African American	1.7%	2.5%	1.56%	5	7	4
Asian	2.4%	1.1%	1.17%	7	3	3
Filipino	0.3%	0.4%	0.39%	1	1	1
Hispanic/Latino	53.7%	63.1%	63.42%	158	176	163
Pacific Islander	0.7%	0.4%	0.39%	2	1	1
White	29.3%	21.9%	24.90%	86	61	64
Multiple/No Response	8.8%	0.4%	0.78%	26	1	2
Total Enrollment				294	279	257

## Student Enrollment Enrollment By Grade Level

Grade	Student Enrollment by Grade Level			
	Number of Students		Number of Students	
	2015-16	2016-17	2017-18	2017-18
Grade 10	4	5		
Grade 11	82	53		49
Grade 12	208	221		208
Total Enrollment	294	279		257

Conclusions based on this data:

1. More students identified as Hispanic/Latino have increased over the years.

2.

Overall enrollment has decreased.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

Student Group	English Learner (EL) Enrollment			Percent of Students		
	Number of Students			2015-16	2016-17	2017-18
English Learners	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Fluent English Proficient (FEP)	56	51	50	19.0%	18.3%	19.5%
Reclassified Fluent English Proficient (RFEF)	76	75	71	25.9%	26.9%	27.6%
	4	9	6	8.2%	16.1%	11.8%

Conclusions based on this data:

1. The number of students identified as English Learners has remained the same 19%.
2. The number of Fluent English Proficient learners has increased slightly by 1%.
3. Our reclassified learners has decreased slightly by 5%.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
Grade 11	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	138	123	*	114	113	*	114	113	*	82.6	91.9	
All Grades	138	123	*	114	113	*	114	113	*	82.6	91.9	

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met		
Grade 11	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2454.5	2462.3	*	1	0.00	*	6	8.85	*	23	28.32	*
All Grades	N/A	N/A	N/A	1	0.00	*	6	8.85	*	23	28.32	*

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
Grade 11	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2	1.77	*	44	38.94	*	54	59.29	*			
All Grades	2	1.77	*	44	38.94	*	54	59.29	*			

Writing Producing clear and purposeful writing												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
Grade 11	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	4	1.77	*	22	30.09	*	75	68.14	*			
All Grades	4	1.77	*	22	30.09	*	75	68.14	*			

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	3	3.54	*	44	53.98	*	54	42.48	*
All Grades	3	3.54	*	44	53.98	*	54	42.48	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2	1.77	*	54	39.82	*	44	58.41	*
All Grades	2	1.77	*	54	39.82	*	44	58.41	*

Conclusions based on this data:

1. In 2017-2018 CAASPP was waived due to the Tubbs Fire.
2. An increased number of student % was tested from 2015-2016 to 2016-2017. Students in 2016-2017 increased their scores in every strand in their overall scores.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	139	119	*	117	109	*	115	109	*	84.2	91.6	
All Grades	139	119	*	117	109	*	115	109	*	84.2	91.6	

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2426.4	2413.8	*	0	0.00	*	2	0.00	*	7	4.59	*
All Grades	N/A	N/A	N/A	0	0.00	*	2	0.00	*	7	4.59	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00	*	6	2.75	*	94	97.25	*
All Grades	0	0.00	*	6	2.75	*	94	97.25	*

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	1	0.00	*	30	10.09	*	70	89.91	*
All Grades	1	0.00	*	30	10.09	*	70	89.91	*

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	1	0.00	*	43	34.86	*	56	65.14	*
All Grades	1	0.00	*	43	34.86	*	56	65.14	*

Conclusions based on this data:

1. Higher % of students tested in 2016-2017.
2. Increase of student % the did not meet standard overall.



# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data					
Number of Students and Mean Scale Scores for All Students					
Grade Level	Overall	Oral Language		Written Language	Number of Students Tested
Grade 11	*	*		*	*
Grade 12	*	*		*	*
All Grades					14

Overall Language									
Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 11	*	*	*	*	*	*			*
Grade 12	*	*	*	*					*
All Grades	*	*	*	*	*	*			14

Oral Language									
Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 11	*	*	*	*					*
Grade 12	*	*	*	*					*
All Grades	*	*	*	*					14

Written Language									
Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 11			*	*	*	*	*	*	*
Grade 12			*	*	*	*	*	*	*
All Grades			*	*	*	*	*	*	14

Listening Domain									
Number and Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning				Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 11	*	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	14

Speaking Domain									
Number and Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning				Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 11	*	*							*
Grade 12	*	*							*
All Grades	14	100.00							14

Reading Domain									
Number and Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning				Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 11			*	*	*	*	*	*	*
Grade 12			*	*	*	*	*	*	*
All Grades			*	*	*	*	*	*	14

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students					
Grade Level	Well Developed		Somewhat/Moderately		Beginning
Grade 11	*	*	*	*	
Grade 12	*	*	*	*	
All Grades	*	*	11	78.57	
					Total Number of Students
					*
					*
					14

Conclusions based on this data:

1. Of the 14 students tested 11 scored Somewhat / Moderately (78.57%).

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
257	67.3%	19.5%	1.9%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

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

2017-18 Enrollment for All Students/Student Group			
Student Group	Total	Percentage	
English Learners	50	19.5%	
Foster Youth	5	1.9%	
Homeless	4	1.6%	
Socioeconomically Disadvantaged	173	67.3%	
Students with Disabilities	46	17.9%	
Enrollment by Race/Ethnicity			
Student Group	Total	Percentage	
African American	4	1.6%	
American Indian	5	1.9%	
Asian	3	1.2%	
Filipino	1	0.4%	
Hispanic	163	63.4%	
Two or More Races	14	5.4%	







Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Pacific Islander	1	0.4%
White	64	24.9%

Conclusions based on this data:

1. Socioeconomically Disadvantaged students is the majority of the student population and Hispanic is the highest ethnicity enrolled.

# School and Student Performance Data

## Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  Green	Suspension Rate  Green
Mathematics  Orange	Chronic Absenteeism 65.1%	
English Learner Progress  No Performance Color		
College/Career  Red		

Conclusions based on this data:

1. 70% graduation rate is an increase.
2. 0% of students are College/Career ready according to the report.
3. All students are low in ELA & Math SBAC scores.

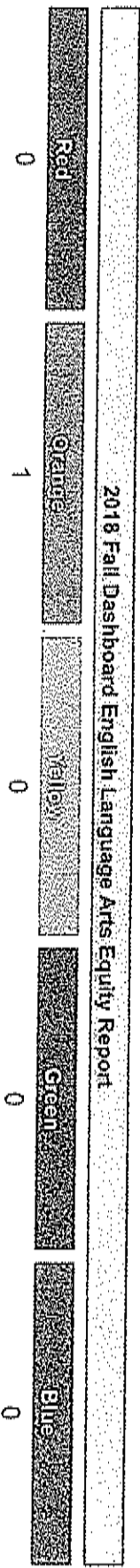
# School and Student Performance Data

## Academic Performance English Language Arts

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



















- Lowest Performance
-  Red
-  Orange
-  Yellow
-  Green
-  Blue
- Highest Performance

This section provides number of student groups in each color.











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

**2018 Fall Dashboard English Language Arts Performance for All Students/Student Group**

<b>All Students</b>		
 Orange Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
<b>Homeless</b>		
 No Performance Color 0 Students	 Orange Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
<b>English Learners</b>		
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
<b>Socioeconomically Disadvantaged</b>		
 Orange Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
<b>Foster Youth</b>		
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
<b>Students with Disabilities</b>		
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students



### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students

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

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 0 students	0 Students	Less than 11 Students - Data Not Displayed for Privacy 0 students

Conclusions based on this data:

1. Scores have not been received as of 5-6-19.

# School and Student Performance Data

## Academic Performance Mathematics

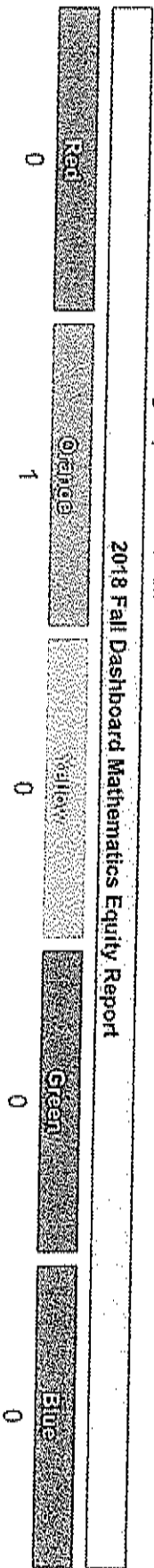
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance









Highest Performance

This section provides number of student groups in each color.











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

# 2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 <p>Orange</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 <p>No Performance Color</p> <p>0 Students</p>	 <p>Orange</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>American Indian</b>	 No Performance Color 0 Students	<b>Asian</b>	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>Filipino</b>	 No Performance Color 0 Students
<b>Hispanic</b>	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>Two or More Races</b>	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>Pacific Islander</b>	 No Performance Color 0 Students	<b>White</b>	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students

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

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
Less than 11 Students - Data Not Displayed for Privacy 0 students	0 Students	Less than 11 Students - Data Not Displayed for Privacy 0 students

Conclusions based on this data:

1. Scores have not been received as of 5-6-19.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
14	28.6%	50%	21.4%	

Conclusions based on this data:

1. Scores have not been received as of 5-6-19.

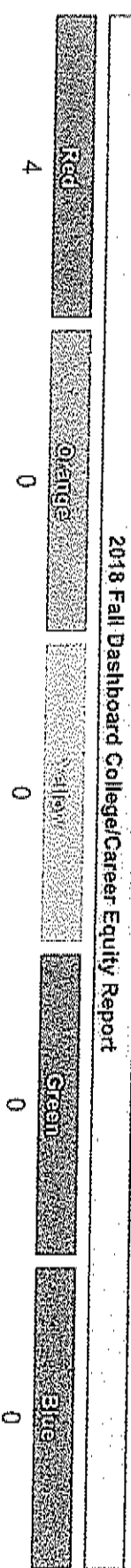
# School and Student Performance Data

## Academic Performance College/Career

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











This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
 0% prepared Maintained -0.5% 207 students	 0% prepared Maintained 0% 32 students	 Less than 11 Students - Data Not Displayed for Privacy 5 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 0% prepared Maintained 0% 11 students	 0% prepared Maintained -0.6% 148 students	 0% prepared Maintained 0% 36 students

2018 Fall Dashboard College/Career by Race/Ethnicity				
African American	American Indian	Asian	Filipino	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	
Hispanic	Two or More Races	Pacific Islander	White	
 Red 0% prepared Maintained 0% 131 students	 No Performance Color 0% prepared Maintained 0% 13 students	 No Performance Color 0 Students	 Red 0% prepared Declined -2.4% 49 students	

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

2018 Fall Dashboard College/Career 3-Year Performance				
Class of 2016	Class of 2017	Class of 2018		
Prepared	0.5 Prepared	0 Prepared		
Approaching Prepared	6.2 Approaching Prepared	5.3 Approaching Prepared		
Not Prepared	83.3 Not Prepared	94.7 Not Prepared		

Conclusions based on this data:

1. Scores have not been received as of 5-6-19.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

Lowest Performance

Red

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each color.

### 2018 Fall Dashboard Chronic Absenteeism Equity Report



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

### 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
65.1%		

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Scores have not been received as of 5-6-19.





# School and Student Performance Data

## Academic Engagement Graduation Rate

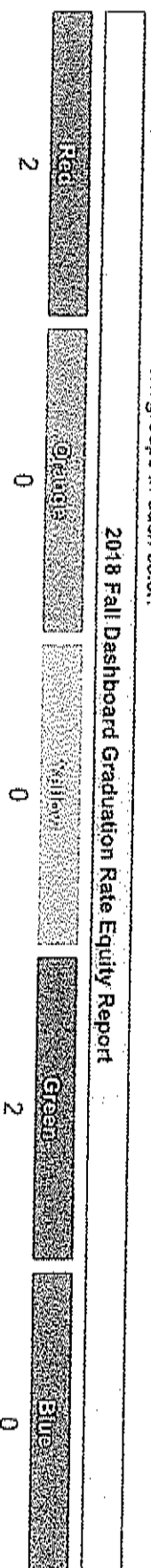
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance









Highest Performance

This section provides number of student groups in each color.











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

## 2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Green 70% graduated Increased +12% 207 students	 Green 71.9% graduated Increased +11.9% 32 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 63.6% graduated Increased +27.3% 11 students	 Red 64.9% graduated Increased +9.5% 148 students	 No Performance Color 72.2% graduated Increased +22.2% 36 students

### 2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 70.2% graduated Increased +11.6% 131 students	 No Performance Color 76.9% graduated Increased +20.7% 13 students	 No Performance Color 0 Students	 Red 65.3% graduated Increased +4.3% 49 students

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

### 2018 Fall Dashboard Graduation Rate by Year

2017	2018
58% graduated	70% graduated

### Conclusions based on this data:

1. Scores have not been received as of 5-6-19.

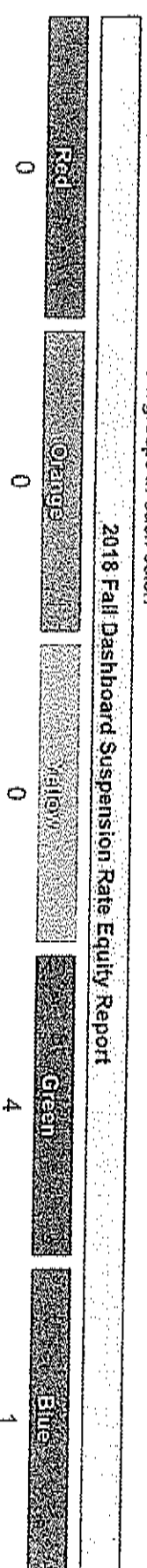
# School and Student Performance Data

## Conditions & Climate Suspension Rate

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







- Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance









This section provides number of student groups in each color.



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

# 2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Green 2.5% suspended at least once Declined -4.8% 405 students	 Green 1.2% suspended at least once Declined -4% 83 students	 No Performance Color Less than 1% Students - Data Not Displayed for Privacy 10 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0% suspended at least once Declined -10% 13 students	 Green 2% suspended at least once Declined -6.4% 295 students	 Blue 0% suspended at least once Declined -5.8% 72 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not 8 students	 No Performance Color Less than 11 Students - Data Not 8 students	 No Performance Color Less than 11 Students - Data Not 4 students	 No Performance Color Less than 11 Students - Data Not 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.9% suspended at least once Declined -4.2% 260 students	 No Performance Color 0% suspended at least once Declined -11.8% 23 students	 No Performance Color Less than 11 Students - Data Not 1 students	 Green 4% suspended at least once Declined -3.2% 99 students

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

2018 Fall Dashboard Suspension Rate by Year			
2016	2017	2018	
	7.3% suspended at least once	2.5% suspended at least once	

Conclusions based on this data:

1. Scores have not been received as of 5-6-19.

# Goals, Strategies, & Proposed Expenditures

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

## LEALCAP Goal

Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

## Goal 1

To increase student learning and overall credit accrual and graduation rates, 100% of the staff will participate in formal collaboration time that will focus on grade calibration, the development of assessments, rubric development, curriculum development, and strategies to address social/emotional needs. For English Language Learner's at Ridgway will make progress towards English proficiency as measured by the ELPAC.

## Identified Need

Increase student achievement in ELA and Math and graduation rates for all students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC scores ELA & Math & ELPAC	99.5% not mastered ELA & 100% not mastered Math	10% increase in student outcomes

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

## Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Develop a comprehensive mathematics system that has structures in place to help all students achieve grade-level mathematics standards. Improve student achievement of ALL students on standardized tests and in meeting academic standards in all courses.



**Strategy/Activity**

Establish monthly meetings to examine student work by content area for the purpose of examining student proficiency, DOK level questioning and student engagement. Staff participates in Professional Growth around differentiated instruction, social-emotional intelligence and inquiry-based learning.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

4255.57

0500 - Supplemental  
None Specified  
Sub release days for teacher collaboration. 1122 Teacher  
release time

**Strategy/Activity 2**

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

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

All Students.

**Strategy/Activity**

Provide professional development such as: of AVID strategies, Bay Are Writers Project, and EL supports to include a variety of classroom activities, lesson plans, and professional learning videos, and timely articles that are relevant to students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

7,540.95

### Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ALL Students.

0500 - Supplemental  
None Specified  
Professional Development- release days  
5215- Staff Travel & Conferences

### Strategy/Activity

90% of seniors will complete the FAFSA, a community college application, go on a college visit, and complete scholarship applications. Students at Ridgway High School have a strong need for relevant experiences that will prepare them for life after high school. They also do not always have the home support to get them connected and integrated into community college, post-secondary training and/or workplace skills.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

9184.88

0500 - Supplemental  
None Specified  
5800 Other services (Consultants; field trip admission, etc) Field trips and program visitations \$ 3584.88  
5832- Field Trip Transportation \$2500.00  
4300-Materials/Supplies Student recognition \$ 1100.00 STEP 3 & 3+ pizza party  
4311 Instructional Materials (Non-Consumables)Graduation Diploma cases \$2000.00

### Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

ALL Students.

**Strategy/Activity**

Increase computer access to SBAC practice questions and developing content knowledge. Technology maintenance and replacement.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

10,584.88

0500 - Supplemental

Chromebooks/laptops/computers and replacement and accessories.

4400- equipment (under \$5000.00)\$4000.00

4312 software \$ 2584.88

4412 Hardware (under \$5000.00) \$4000.00

**Strategy/Activity 5**

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

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

ALL Students.

**Strategy/Activity**

Use Instructional strategy of C.U.B.E.S. (an Annotation strategy for Responding to Math Problems) and web based technology to build content knowledge.

Academic vocabulary, use of R.A.C.E. ( A thought Organizer) and continue to use EL Excellence Every Day for differentiating Academic Literacy.

Provide classroom supplies for all teachers. Materials for elective programs & core curriculum courses

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
12000.00	0500 - Supplemental None Specified \$2000.00 for Culinary 4300-Materials/Supplies \$2000.00 for Cyber high-4412- hardware \$2000.00 English Dept 4311-Instructional Materials (Non-Consumables) \$500.00 Math Dept 4311-Instructional Materials (Non-Consumables) \$1000.00 Science Dept 4311-Instructional Materials (Non-Consumables) \$2000.00 Social Science Dept 4311-Instructional Materials (Non-Consumables) \$1000.00 SPED Dept 4311-Instructional Materials (Non-Consumables) \$500.00 Art 4311 -Instructional Materials (Non-Consumables) \$500.00 Cyber High 4311-Instructional Materials (Non-Consumables) \$500.00 PE 4311-Instructional Materials (Non-Consumables)

## Annual Review

SPSA Year Reviewed: 2018-19

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

## ANALYSIS

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

Students at Ridgway High School have multiple, overlapping needs and we are using data to determine services, programs, and staffing to better serve all of our students. Site Council will monitor SPSA implementation progress on identified 6-8 week cycles of improvement, and adjust instruction as needed.

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

The use of title 1 funds may not be possible unless able to complete the necessary paperwork to become a school-wide title 1 school.

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.

There are several barriers that are being addressed by school goals (Student Learning Outcomes). Through the WASC self study process, staff and other stakeholders have identified that there are four key critical learner needs: post-secondary planning; active engagement; literacy and numeracy skills; and writing across the curriculum and for a variety of purposes. All SPSA goals are aligned to support the critical learner needs.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Increase student and family wellness and engagement through the full-service community school model.

## Goal 2

Increase attendance and graduation rates by 10% with additional wellness supports and advisory.

### Identified Need

Drop out prevention due to anxiety, depression, and student and family trauma or other barriers.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase attendance, lower suspension rates, and increase graduation rate.	Daily average attendance rate is 78%, 4% suspension rate, 67% graduation rate.	Increase attendance by 10%, lower suspension rates to less than 3%, increase graduation rates by 10%.

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

### Strategy/Activity 1

Students to be Served by this Strategy/Activity  
(Identify either All Students or one or more specific student groups)

All Students.

### Strategy/Activity

Increase the number of days of additional mental health services on campus.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

8,633.00

3010 - Title I

5800 - Other Services (Consultants; Field Trip Admissions, etc)  
5800 other services such as additional mental health support

**Strategy/Activity 2**

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

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

Strategy/Activity

Partnering with stakeholders for alcohol and other drug prevention strategies aimed to address the early stages of high-risk behavior and support healthy life decisions, ultimately preventing the need for more extensive services.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

500.00

0500 - Supplemental

5800 - Other Services (Consultants; Field Trip Admissions, etc)  
5800 Other Services such as consultants- for example: The Partnership Program, Social Advocate for Youths (SAY), Drug Abuse Alternative Center (DACAC), and guest speakers.

**Strategy/Activity 3**

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

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

Strategy/Activity

Explore stakeholder involvement to reduce chronic absenteeism through providing daily transportation.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

500.00

0500 - Supplemental

5800 - Other Services (Consultants; Field Trip Admissions, etc)

5800- Other services: Provide carpooling opportunities, bus passes and /or busing for at-risk students.

**Strategy/Activity 4**

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

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

ALL Students.

**Strategy/Activity**

Provide professional development opportunities for staff: for example: Teacher Expectations for Student Achievement (TESA), Trauma Informed Education, and MTSS training.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2172.47

0500 - Supplemental

5215 - Staff Travel & Conferences

5215 Staff Travel & Conferences for Professional Development

**Strategy/Activity 5**

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

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

ALL Students.

**Strategy/Activity**



Increase parent engagement by hosting at least 2 parent engagement evenings and by increased communication in the form of newsletters, social media, phone calls, emails, and the Ridgway High School website.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1,198.70

0500 - Supplemental

None Specified

4300 Materials/Supplies (consumables) 1098.70

4311 Instructional Materials (non-consumables) 100.00

**Strategy/Activity 6**

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

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

Strategy/Activity

Provided Site Safety Supervisors.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

250.00

0500 - Supplemental

1112 - Teacher Extended Day

1112 Teacher extended day + benefits

**Strategy/Activity 7**

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

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

ALL Students.

Strategy/Activity

Improve school climate with school activities, guest speakers, and community engagement events.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2000.00

**Strategy/Activity 8**

Students to be Served by this Strategy/Activity

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

ALL Students

Strategy/Activity

Provide enrichment opportunities to support all students: Museums, College campuses, and many other kinds of field trips are multi-media experiences; therefore, learning is enriched and reinforced with superimposing sensory and intellectual inputs. Students will experience a more holistic, integrated picture of the information that, in the classroom, may have only been presented in a textual and abstract way.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

20,000.00

3010 - Title I

5800 - Other Services (Consultants; Field Trip Admissions, etc)  
5832 Field trip transportation \$15,000.00

	5800 other services field trip admissions \$5,000.00
--	--

## Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$166000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSSA	\$78,820.45

### Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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 (\$)
0500 - Supplemental	\$48,187.45
3010 - Title I	\$30,633.00

Subtotal of state or local funds included for this school: \$78,820.45

Total of federal, state, and/or local funds for this school: \$78,820.45

# 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:

School Principal  
Classroom Teachers

Name of Members	Role
Valerie Jordan	Principal
Marilyn Hurtado	Other School Staff
Jessica Cole	Classroom Teacher
Tammy Lovitt	Classroom Teacher
Kimberly Case	Classroom Teacher
Nikita Tamayo	Secondary Student
Janet Mondragon	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:

Committee or Advisory Group Name

English Learner Advisory Committee

5/1/19

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 4/16/19.

Attested:

Principal, Valerie Jordan on 4/16/19

SSC Chairperson, Marilyn Hurtado on 4/16/19

# 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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

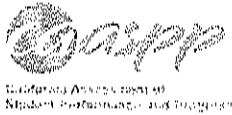
Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs



# Appendix A

## Student Performance in Each Achievement Level

*How did my school perform overall in Mathematics?*

**Test:** Smarter Summative Mathematics Grade 11

**Year:** 2018-2019

**Name:** Ridgway High (Continuation)

### Legend: Achievement Levels

%Standard Not Met
 %Standard Nearly Met
 %Standard Met
 %Standard Exceeded

## Performance on the Smarter Summative Mathematics Grade 11 Test: Ridgway High (Continuation), 2018-2019

Name	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Santa Rosa High (49709200000000)	1712	2541±3	
Ridgway High (Continuation) (49709204935607)	93	2411±7	
Students with no group (Group)	93	2411±7	

Based on data from the Smarter Summative, 2018-2019 administration.

Report Generated: 7/25/2019 3:06:28 PM PDT

\*Standard error is not defined for groups of one student.

There is some uncertainty in all test scores. If these students took the test multiple times, their average score would lie within the range indicated next to the average scale score 68% of the time.

The Summative Assessments include both computerized scoring components (scored immediately) and hand-scoring components. The reporting system aggregates results in real-time. Performance data will display as students complete both scored components and the hand-scoring portion results have been received.

Data presented in this system are considered preliminary. Official accountability data will be provided by the California Department of Education after the testing window has closed.

**California Technical Assistance Center**

Phone: 1-800-955-2954

Email: [calltac@ets.org](mailto:calltac@ets.org)



Appendix B

# YouthTruth

## STUDENT SURVEY

A NATIONAL NONPROFIT

CONFIDENTIAL

Ridgway Continuation High School

Staff Qualitative Comments from the 2019 YouthTruth Report

Conducted by the YouthTruth Staff Survey

March, 2019

This file contains comments submitted by staff who responded to the YouthTruth Staff Survey at your school. In addition to this "Instructions" worksheet, this Excel workbook contains three additional worksheets in which the staff comments are located: Strengths, Areas for Improvement, and Suggested Questions. You may access the comments located in these worksheets by clicking on the worksheet tabs below.

Because your staff's comments are stored in an Excel file, you will be able to sort and filter them. This may help you to identify comments from staff by type. To enable this functionality, select the second row of the worksheet, click the "Data" tab in the menu and select "Filter." You will then be able to sort and filter your comments using the new arrow menus that appear at the top of each column.

Please note that these comments have not been "cleaned" in any way. As such, they may include staff members' names or contain other sensitive information.

Note: If you have a version of Excel older than MS Excel 2010, instructions for using data

Appendix C

# YouthTruth

— STUDENT SURVEY —

A NATIONAL NONPROFIT

CONFIDENTIAL

Ridgway Continuation High School

Family Qualitative Comments from the 2019 YouthTruth Report

Conducted by the YouthTruth Family Survey

March, 2019

This file contains comments submitted by family members who responded to the YouthTruth Family Survey at your school. In addition to this "Instructions" worksheet, this Excel workbook contains three additional worksheets in which the family comments are located: Strengths, Areas for Improvement, and Suggested Questions. You may access the comments located in these worksheets by clicking on the worksheet tabs below.

Because family members' comments are stored in an Excel file, you will be able to sort and filter them. This may help you to identify comments from staff by type. To enable this functionality, select the second row of the worksheet, click the "Data" tab in the menu and select "Filter." You will then be able to sort and filter your comments using the new arrow menus that appear at the top of each column.

Please note that these comments have not been "cleaned" in any way. As such, they may include staff members' names or contain other sensitive information.

Note: If you have a version of Excel older than MS Excel 2010, instructions for using data

# Appendix D

**Ridgway High School  
School Site Council Minutes  
Tuesday, March 27, 2018  
7:30 AM**

Attending: Gabriel Albavera (Principal), Patricia Ramirez (classified), Heather Hagle (teacher), Tammy Lovitt, (teacher)

- I. **Call to Order @ 7:38am**
- II. **Approve Minutes** – Minutes approved
- III. **Title I**  
All are in favor of having RHS become a Title I school. The school site plan has everything necessary to become Title I. This proposition will be presented to the Board and our goal is to become a Title I school in the fall.
- IV **Drills**  
Gabe and Casey Cunningham went to CCEA in Sacramento. It was like a meet and greet for Region 4. There were three sites presented and spoke about how they became Model Schools. Ridgway and Clovis are the largest Continuation Schools in Region 4. There is an annual conference for Continuation Schools in San Diego in April.
- V Kathy Vyeniolo's request to attend anxiety workshop - approved
- VI **Other Items**  
Trash concerns – Ben would like the recycle containers and garbage cans near the teachers desk. Students are getting sloppy with their garbage. Please monitor

Meeting Adjourned 7:57

*[Handwritten signature]*  
3/28/18

Appendix E.

Under the Congressional Review Act, Congress has passed, and the President has signed, a resolution of disapproval of the accountability and State plans final regulations that were published on November 29, 2016 (81 FR 86076). This guidance document is unaffected by that resolution and remains applicable.

# **SUPPORTING SCHOOL REFORM BY LEVERAGING FEDERAL FUNDS IN A SCHOOLWIDE PROGRAM**



**Non-Regulatory Guidance**

September 2016

## *Aligning Title I and School Reform*

Title I, Part A (Title I) of the Elementary and Secondary Education Act of 1965 (ESEA) supports reforms and innovations to improve educational opportunities for low achieving students. Title I is designed to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. (ESEA section 1001). To this end, Title I helps State educational agencies (SEAs), local educational agencies (LEAs), and schools meet the educational needs of low-achieving students in schools with high concentrations of students from low-income families.

Over the past few years, SEAs and LEAs have initiated changes and innovations to increase the quality of instruction and improve academic achievement for all students. Nearly all SEAs have adopted college- and career-ready standards and have developed assessments aligned with those standards. SEAs and LEAs are also moving forward with improvements in such areas as teacher and leader evaluation and support systems, turning around low-performing schools, and expanding access to high-quality schools. Depending on the needs of each school, these reforms span a continuum from focusing on specific needs of historically underserved populations to implementing rigorous school intervention models designed to turn around a State's lowest-performing schools. Collectively, these reforms have resulted in significant progress: high school graduation rates and the number of students attending college are at all-time highs, while dropout rates are at historic lows.

For an LEA implementing these reforms and innovations, it is essential to use Federal education funds effectively and efficiently. Of the two types of Title I programs an LEA can operate — targeted assistance or schoolwide — only the latter permits the LEA to use Title I funds to support comprehensive schoolwide reforms. In a schoolwide program, an LEA may use Title I funds to implement reforms to upgrade the entire educational program of the school. In contrast, in a targeted assistance program, an LEA may use Title I funds only for Title I students — i.e., those who are failing, or most at risk of failing, to meet the State's academic achievement standards. (ESEA section 1111(b)(1)(A)).

On December 10, 2015, President Obama signed into law the bipartisan Every Student Succeeds Act (ESSA), which reauthorizes the ESEA. This new law builds upon the critical work SEAs and LEAs have undertaken in recent years, and includes provisions to expand that progress. The new law allows SEAs and LEAs the opportunity to broaden their definitions of educational excellence, while maintaining critical civil rights for all students. Additionally, the ESSA includes provisions designed to enable SEAs and LEAs to focus on providing students the diverse, integrated curriculum and learning experiences necessary for a well-rounded education.

Under the ESSA, schoolwide programs remain a key tool for using Title I funds to improve academic achievement and enable a school to more effectively leverage Federal funds to upgrade its entire educational program.

This document explains how operating a schoolwide program under Title I can be beneficial to LEAs and schools as they explore how to most effectively leverage their local, State, and Federal funds in order to promote school reforms and raise student achievement. In particular, this

document highlights specific advantages and flexibilities inherent in schoolwide programs, clarifies common misunderstandings about schoolwide programs that may persist, and serves as a resource, in conjunction with existing guidance, for SEAs, LEAs, and schools.

The U.S. Department of Education (Department) has determined that this guidance is significant guidance under the Office of Management and Budget's Final Bulletin for Agency Good Guidance Practices, 72 Fed. Reg. 3432 (Jan. 25, 2007). See [www.whitehouse.gov/sites/default/files/omb/memoranda/fy2007/m07-07.pdf](http://www.whitehouse.gov/sites/default/files/omb/memoranda/fy2007/m07-07.pdf). Significant guidance is non-binding and does not create or impose new legal requirements. The Department is issuing this guidance to provide SEAs, LEAs, and schools with information to assist them in meeting their obligations under the ESEA, as amended by ESSA.

This guidance supersedes the Department's guidance, entitled "Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program," issued on June 10, 2015.

If you are interested in commenting on this guidance, please email us your comments at [OESE.guidance@ed.gov](mailto:OESE.guidance@ed.gov) or write to us at the following address: Office of Elementary and Secondary Education, 400 Maryland Avenue, SW, Washington, DC 20202. For further information about the Department's guidance processes, please visit [www2.ed.gov/policy/gen/guid/significant-guidance.html](http://www2.ed.gov/policy/gen/guid/significant-guidance.html).

## ***Using Title I Schoolwide Programs to Support School Reform***

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school in order to improve the achievement of the lowest-achieving students. (ESEA section 1114(a)(1)).<sup>1</sup> Under the ESEA, a school may operate a schoolwide program if it meets any of the following conditions:

- A Title I school with 40 percent or more of its students living in poverty, regardless of the grades it serves.
- A Title I school that receives a waiver from an SEA to operate a schoolwide program without meeting the 40 percent poverty threshold.
- A Tier I or Tier II school in a State that requested and received a waiver through the School Improvement Grant (SIG) program that receives funds to implement one of the SIG intervention models.<sup>2</sup>

An SEA has discretion to grant a waiver to allow a Title I school to operate a schoolwide program without meeting the 40 percent poverty threshold if the SEA has determined that a

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<sup>1</sup> Throughout this document, unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

<sup>2</sup> Although the SIG program is no longer authorized under the ESSA, because Congress has provided funding for the SIG program for fiscal years (FYs) 2015 and 2016, schools may still be receiving funding under SIG for several additional school years.

schoolwide program will best serve the needs of students in the school who are failing, or at risk of failing, to meet the challenging State academic standards. (ESEA sections 1114(a)(1)(B) and (b)(6)). To grant such a waiver, an SEA must take into account how a schoolwide program will best serve the needs of the students in the school in improving academic achievement, and other factors. (ESEA section 1114(a)(1)(B)). As an SEA considers exercising this new flexibility, the Department encourages the SEA to establish a process, informed through feedback from the public, and criteria to ensure that schools receiving a waiver will operate a schoolwide program in a way that improves the achievement of students in the school who would otherwise be eligible to receive Title I services through a targeted assistance program.

### ***Benefiting from Operating a Schoolwide Program***

A school that operates a schoolwide program is able to take advantage of numerous benefits, including:

- **Serving all students.** A school operating a schoolwide program does not need to identify particular students as eligible to participate. (ESEA section 1114(a)(2)(A)(i)).
- **Consolidating Federal, State, and local funds** (see discussion below). A school operating a schoolwide program may consolidate Federal, State, and local education funds to better address the needs of students in the school. (ESEA section 1114(a)(1), (3)).

### ***Implementing a Schoolwide Program***

There are three required components of a schoolwide program that are essential to effective implementation: conducting a comprehensive needs assessment, preparing a comprehensive schoolwide plan, and annually reviewing and revising, as necessary, the schoolwide plan.

- **Conducting a comprehensive needs assessment.** To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. (ESEA section 1114(b)(6)). Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.
- **Preparing a comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving

students. (ESEA section 1114(b)(7)(A)(i), (iii)). The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)). To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. **This plan may be integrated into an existing improvement plan.**

- **Annually evaluating the schoolwide plan**, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must **annually revise the plan**, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

### ***Using Federal Funds Flexibly in a Schoolwide Program***

Consistent with the benefits identified above, a school operating a schoolwide program may use Title I funds for any activity that supports the needs of students in the school as identified through the comprehensive needs assessment and articulated in the schoolwide plan. (ESEA section 1114(b)). In designing and implementing the schoolwide plan, a school must implement strategies that: (1) provide opportunities for all children to meet challenging State academic standards; (2) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (3) address the needs of all students, but particularly those at risk of not meeting challenging State academic standards. (ESEA section 1114(b)(7)(A)).

<b>Examples of Uses of Funds in a Schoolwide Program (Based on the Needs Assessment)</b>
<ul style="list-style-type: none"> <li>• High-quality preschool or full-day kindergarten and services to facilitate the transition from early learning to elementary education programs.</li> <li>• Recruitment and retention of effective teachers, particularly in high-need subjects.</li> <li>• Instructional coaches to provide high-quality, school-based professional development.</li> <li>• Increased learning time.</li> <li>• Evidence-based strategies to accelerate the acquisition of content knowledge for English learners.</li> <li>• Activities designed to increase access and prepare students for success in high-quality advanced coursework to earn postsecondary credit while in high school (e.g., Advanced Placement, International Baccalaureate, early college high schools, and dual or concurrent enrollment programs).</li> <li>• Career and technical education programs to prepare students for postsecondary education and the workforce.</li> </ul>



<b>Examples of Uses of Funds in a Schoolwide Program (Based on the Needs Assessment)</b>	
<ul style="list-style-type: none"> <li>• Counseling, school-based mental health programs, mentoring services, and other strategies to improve students' nonacademic skills.</li> <li>• School climate interventions (e.g., anti-bullying strategies, positive behavior interventions and supports).</li> <li>• Equipment, materials, and training needed to compile and analyze student achievement data to monitor progress, alert the school to struggling students, and drive decision making.</li> <li>• Response-to-intervention strategies intended to allow for early identification of students with learning or behavioral needs and to provide a tiered response based on those needs.</li> <li>• Activities that have been shown to be effective at increasing family and community engagement in the school, including family literacy programs.</li> <li>• Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators (including accessible devices and software needed by students with disabilities).</li> <li>• Two-generation approaches that consider the needs of both vulnerable children and parents, together, in the design and delivery of services and programs to support improved economic, educational, health, safety, and other outcomes that address the issues of intergenerational poverty.</li> </ul>	

The above table provides examples of some of the potential uses of funds available to schools when operating a schoolwide program. Each school, in conjunction with LEA officials, has the discretion to determine the specifics of a schoolwide plan, including which methods and instructional strategies will be used, based on the school's identified needs in its comprehensive needs assessment.

### ***Dispelling Misunderstandings about Uses of Title I Funds in a Schoolwide Program***

The following are some common misunderstandings regarding the flexibilities available in using Title I funds to operate a schoolwide program:

Misunderstanding	Explanation of Law
Title I funds may be used only to support reading and math instruction.	Title I funds may be used in a schoolwide program to support academic areas that the school's needs assessment identifies as needing improvement.
Title I funds may be used only to provide remedial instruction.	The purpose of a schoolwide program is to upgrade the entire educational program in the school in order to raise the achievement of the lowest-achieving students. This does not need to be achieved through remedial

Misunderstanding	Explanation of Law
	instruction, however. At times, this may be best achieved by preparing low-achieving students to take advanced courses — for example, providing an intensive summer school course designed to accelerate their knowledge and skills, offering an elective course to prepare them to take advanced courses, or providing after-school tutoring while they are taking advanced courses.
Title I funds may be used only to serve low-achieving students.	Title I funds may be used to upgrade the entire educational program in a schoolwide program school and, in doing so, all students may benefit from the use of Title I funds. However, consistent with the purpose of Title I, the reason to upgrade the entire educational program in a school is to improve the achievement of the lowest-achieving students.
If a school does not consolidate funds through a schoolwide program, Title I funds may be used only to provide services in a pull-out setting.	Regardless of whether funds are consolidated, a schoolwide program school need not use Title I funds to provide services only in a pull-out setting, although this practice is not prohibited. Title I funds may be used to upgrade the entire educational program in a schoolwide program school and serve all students, even if the school does not consolidate Title I funds with its other funds. However, the primary purpose of a schoolwide program is to raise the achievement of the lowest-achieving students by upgrading the entire educational program, and can best be achieved by consolidating funds. (Please see the discussion below that identifies additional advantages of consolidating Title I funds with other Federal, State, and local funds in a schoolwide program.)
Title I funds may be used only for instruction.	Title I funds may be used for activities and strategies designed to raise the achievement of low-achieving students identified by a schoolwide program school's comprehensive needs assessment and articulated in the school's comprehensive schoolwide plan. For example, Title I funds may be used to improve the quality of instructional materials, improve attendance, improve school climate,

Misunderstanding	Explanation of Law
	counteract and prevent bullying, provide counseling, mentoring, and school-based mental health programs, or provide positive behavioral interventions and supports.
Title I funds may not be used to support preschool-aged children.	A schoolwide program school may use Title I funds to operate, in whole or in part, a preschool program to improve cognitive, health, and social-emotional outcomes for children from birth to the age at which the LEA provides a free public elementary education. Such programs are designed to prepare children for success in kindergarten. All preschool-aged children who reside in the school's attendance area are eligible to participate.
Individuals with Disabilities Education Act (IDEA) Part B funds may not be consolidated in a schoolwide program.	A schoolwide program school may consolidate funds received under Part B of the IDEA. (Please see the discussion below on consolidating Title I funds with other Federal, State, and local funds in a schoolwide program for an explanation of the limitations on the amount of Part B funds that may be consolidated.) A school that consolidates funds under Part B may use those funds in its schoolwide program for any activities under its comprehensive schoolwide plan but must comply with all other requirements of Part B of the IDEA.

### ***Safeguarding the Interests of Historically Underserved Populations***

Although a school may use Title I funds to serve all students in a schoolwide program, there are protections to ensure that low-achieving students and historically underserved populations of students do not get ignored.

- The very purpose of a schoolwide program is to upgrade the entire educational program of the school in order to raise the achievement of the lowest-achieving students. (ESEA section 1114).
- A comprehensive schoolwide plan must include strategies for —
  - ✓ meeting the educational needs of all students, including each subgroup of students defined in section 1111(c)(2) (economically disadvantaged students; students from major racial and ethnic groups; children with disabilities; and English learners). (ESEA section 1114(b)(7)(A)(i)); and

- ✓ addressing the needs of all students but particularly the needs of students who are failing, or are at risk of failing, to meet the challenging State academic standards. (ESEA section 1114(b)(6), (7)(A)(iii).
- An LEA operating a schoolwide program must comply with all Federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age. These laws include Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Title II of the Americans with Disabilities Act, the Equal Educational Opportunities Act (EEOA), Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, LEAs must comply with the requirements under the IDEA with respect to children with disabilities. (ESEA sections 1114(a)(3)(B), 8306(a)(1)).<sup>3</sup>
- An LEA must ensure that each schoolwide program school receives funds from non-Federal sources to provide services that are required by law for students with disabilities and English learners before using Title I funds in the school. (ESEA section 1114(a)(2)(B)).
- If a schoolwide program school consolidates Federal funds, it must maintain records that demonstrate that it meets the intent and purposes of each Federal program whose funds it consolidates. (ESEA section 1114(a)(3)(C)).
- Before a schoolwide program school may consolidate Title I, Part C Migrant Education Program (MEP) funds, it must, in consultation with migrant parents, an organization representing those parents, or both, first meet the unique educational needs of migrant students that result from the effects of their migratory lifestyle, and those other needs that are necessary to permit these students to participate effectively in school. The school also must document that these needs have been met. (ESEA section 1306(b)(4); 34 C.F.R. § 200.29(c)(1)).
- Before a schoolwide program school may consolidate Title VI, Part A, Subpart 1 Indian education formula funds to LEAs, the LEA's Indian committee, composed of parents and family members of Indian children, representatives of Indian tribes on Indian lands located within 50 miles of a school that has Indian students, teachers, and if appropriate, high school students, must approve the inclusion of those funds and the LEA must identify how the consolidation of those funds will produce benefits to Indian students that would not be achieved if the funds were not used in a schoolwide program. (ESEA section 6115(c)).

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<sup>3</sup> Additional information about SEAs' and LEAs' legal obligations under Title VI of the Civil Rights Act of 1964 and the EEOA can be found in a Dear Colleague Letter about EL students and limited English proficient parents jointly released by the Department of Education and Department of Justice, *available at* <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>.

## ***Consolidating Federal, State, and Local Funds in a Schoolwide Program***

By making systemic changes that knit together services funded from a variety of sources into a comprehensive framework, schools have a better chance of increasing the academic achievement of all students. To encourage this approach and better leverage all available funding, a schoolwide program school has the flexibility to consolidate funds from Title I and other Federal education programs with State and local funds. (ESEA section 1114(a)(1), (3)). By consolidating funds in a schoolwide program, a school can more effectively design and implement a comprehensive plan to upgrade the entire educational program in the school as informed by the school's comprehensive needs assessment. When a school consolidates funds in a schoolwide program, those funds lose their individual identity and the school may use the funds to support any activity of the schoolwide program without regard to which program contributed the specific funds used for a particular activity. Each SEA must ensure that it will modify or eliminate State fiscal and accounting barriers so that these funds can be more easily consolidated. (ESEA section 1111(g)(2)(E)).

<b>Advantages of Consolidating Funds in a Schoolwide Program</b>
<ul style="list-style-type: none"><li>▪ Flexibility to allocate all available resources effectively and efficiently.</li><li>▪ A school is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation, provided it meets the intent and purposes of those programs.</li><li>▪ A school is not required to maintain separate fiscal accounting records by Federal program that identify the specific activities supported by each program's funds.</li></ul>

**NOTE:** A schoolwide program school has flexibility in its use of Title I funds even absent consolidation. The uses of Title I funds described throughout this document are available to a schoolwide program school that does not consolidate its Title I or other Federal funds. Consolidation, however, affords even greater flexibility, as discussed above.

As noted above, a schoolwide program school may consolidate funds received under Part B of the IDEA. The IDEA provides a straightforward formula for LEAs and their schools that wish to consolidate a portion of their IDEA Part B funds in any fiscal year to carry out a schoolwide program. (IDEA section 613(a)(2)(D); 34 C.F.R. § 300.206). First, the LEA determines the amount of funds it received under the IDEA section 611 (ages 3-21) and 619 (ages 3-5) programs. Second, the LEA must divide the total amount of its IDEA grants by the number of children with disabilities in the jurisdiction of the LEA. Third, the LEA then multiplies this figure by the number of children with disabilities who will be participating in the schoolwide program.

The IDEA places the following conditions on LEAs and schools that consolidate IDEA funds in a schoolwide program:

- The IDEA funds must still be counted as Federal funds for IDEA's excess cost and supplement not supplant calculations required by 34 C.F.R. § 300.202(a)(2)-(3).
- Regardless of how the IDEA funds are expended, children with disabilities in a schoolwide program school must:
  - ✓ receive services in accordance with a properly developed individualized education program (IEP); and
  - ✓ be afforded all of the rights and services guaranteed to children with disabilities and their parents under the IDEA.

The following guidance documents contain additional information on consolidation of funds that may be useful for schools operating schoolwide programs:

- *Title I Fiscal Issues*, pp. 49-63 (Feb. 2008) (available at <http://www2.ed.gov/programs/titleiparta/fiscalguid.pdf>) (provides information on consolidating funds in a schoolwide program).
- *Notice Authorizing Schoolwide Programs to Consolidate Federal Education Funds and Exempting Them From Complying With Statutory or Regulatory Provisions of Those Programs*, 69 FR 40360-64 (July 2, 2004) (available at [www.gpo.gov/fdsys/pkg/FR-2004-07-02/pdf/04-15121.pdf](http://www.gpo.gov/fdsys/pkg/FR-2004-07-02/pdf/04-15121.pdf)) (provides information regarding what Federal education programs may be consolidated in a schoolwide program and how a school can ensure that it meets the intent and purposes of the Federal programs included in the consolidated schoolwide program).

### ***Using Federal Funds to Supplement School Reform***

Despite the flexibilities that schoolwide programs offer LEAs and schools when using Federal funds, schools participating in a schoolwide program may still only use funds to supplement the amount of funds that would be made available for the school from State and local sources in the absence of Federal funds. (ESEA sections 1114(a)(2)(B), 1118(b)). Additional information regarding compliance with this requirement will be issued by the Department at a later date.



*Call to order  
7:35 AM*

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**RIDGWAY HIGH SCHOOL  
SITE COUNCIL AGENDA**

**September 25, 2018**

**7:30-8:00 AM**

**RHS Principal's Office**

- I. Welcome**
- II. Public Comments/Announcements**
- III. Reading of the Minutes**
- IV. Review of SSC Bylaws**
- V. Other Items-(Action)**
- VI. Topics for the next meeting**
- VII. Adjournment**

**2018-2019 Site Council Meetings 3<sup>rd</sup> Tuesday of the month**

**October 16, 2018**

**November 27, 2018**

**January 15, 2019**

**February 19, 2019**

**March 26, 2019**

**April 16, 2019**

**May 21, 2019**



**RIDGWAY HIGH SCHOOL  
SITE COUNCIL Minutes**

**September 25, 2018**

**7:30-8:00 AM**

**RHS Principal's Office**

- I. Called to order: 7:35 am**  
**Introductions-** Present Janet Mondragon, Marilyn Hurtado, Jessica Cole, Cim Case, Tammy Lovitt, Nikita Tamayo, and Valerie Jordan. **ABSENT-** Ricardo Solorio Torres and Arlette Casino (will vote by email).
- II. Review election results-**  
**Parents:** Janet Mondragon & Arlette Casino  
**Students:** Nikita Tamayo & Ricardo Solorio Torres  
**Vote conducted on 9-19-18 Teachers:** Jessica Cole, Cim Case, and Tammy Lovitt  
**Vote conducted on 9-19-18 Classified Employee:** Marilyn Hurtado

**Move to elected President – Valerie Jordan, Vice- President- Cim Case, and Secretary- Janet Mondragon by Janet Mondragon**  
**Seconded by Cim Case**  
**All in favor: Yes 7. Two to vote by email**

- III. Reading of the Minutes-**Minutes from 3-27-19 were read  
**Move to accept the minutes as written from March 27, 2018 as written by: Janet Mondragon**  
**Seconded by: Cim Case**  
**All in favor: Yes 7. Two to vote by email**

- IV. Review of SSC Bylaws-Review of the Responsibilities & SPSA Plan 2018-2019**  
**AS IS**

- V. Other Items-(Action) Move to update the SPSA Plan 2018-2019 to reflect current allotment of funds as Supplemental funds from projected \$ 55,268.00 to actual \$30,254.65 and Title 1 funds from \$ 43,976.00 to actual \$ 21,026.14.**  
**by: Cim Case**  
**Seconded by: Tammy Lovitt**  
**All in favor: Yes 7. Two to vote by email**  
**Move to become a Schoolwide Title 1 School by: Cim Case**



Seconded by: Janet Mondragon  
All in favor: Yes 7. Two to vote by email

VI. Topics for the next meeting- Review of By-Laws & Survey students/parents/staff  
Regarding Safety

VII. Adjournment-8:00 am

2018-2019 Site Council Meetings 3<sup>rd</sup> Tuesday of the month

October 16, 2018

November 27, 2018

January 15, 2019

February 19, 2019

March 26, 2019

April 16, 2019

May 21, 2019

Family Comment	Student Grade
Is there anything else you would like to share about areas where this school is doing well and/or areas where it could improve?	
Discipline is not the same for all students, many are singled out by the principal	11th
I am very happy we were finally able to transfer	11th
I have a HUGE issue with not being notified until 6:00pm when my student is absent from school, ESPECIALLY 1st, 2nd periods. What if something (god forbid) bad happened. The recent incident of a threat to the entire school that was found written in the boys bathroom. I didn't get informed until 8:30pm via email. Totally unacceptable!! / There would be repercussions for the school districts ridiculous policy on not notifying parents until evening hours. This is not the message, or example that you should be reinforcing to the student body. I FULLY expect a follow up response so wont need to escalate this matter up the chain of command. I'm not a fan of the computer access (illuminate?) to my student's grades/performance. / I don't have time to be logging on to see what he/she has been doing in class. / I know it works for most parents, but not my thing. / I wish Teachers would reach out to me by either calling or mail to let me know if there are concerns or problems with my child. / I am open always to set up a conference call or in person with the Teacher.	11th
Students can leave campus as they please and no one care.	11th
Thankful it is available to assist with furthering my son's education	11th
I have found that most people here at the school are friendly and helpful	12th
Im a new parent to this school and didnt feel I could answer many of the questions.	12th
Ms apoyo en los nio y que los ayuden a no dejar los estudios	12th
ninguna, todo me parece muy bien.	12th
que los estudiantes rengan mas seguridad para que no se salgan durante las cisses	12th

Family Comment	Answer Category	Student Grade
My school's greatest strength is...		
Because I don't have enough information about the other options to choose any one of them	Family Engagement Programs	12th
Porque nos ayudan y los ayudan a ser mejor y los apoyan en sus estudios como familia y como alumnos	Family Engagement Programs	12th
por ablan acerca de nuestros hijos	Family Engagement Programs	12th
At our previous school my child and I were both ignored. Now my child has the confidence to handle most questions on his own and any time I have had a question I get a response almost immediately. It is the exact opposite of what we had previously experienced	Friendly Teachers and Staff	11th
Because I don't really connect with the other choices	Friendly Teachers and Staff	11th
I feel that Teachers that care are going to have happier students and when they are happier they are open to learning and making progress in their studies.	Friendly Teachers and Staff	11th
Since the day I arrived to enroll my son, I was treated kindly, asked what could be done to assist me filling out paperwork numerous times. I could see they were genuine with their concern. Whenever I interact with staff concerning my son's schooling or an issue that may have arose it is addressed and I am offered alternatives to find a solution. When I met with the principle by my request, she offered me various times that would be convenient to fit around my work schedule as a single father. The principle was very helpful and motivating with many suggestions that we will implement in furthering my son's successful education. / / Thank you for accepting my son into your school and educational programs - Robert Anthony Cuellar / Feel free to contact me for further input at #707-536-5450	Friendly Teachers and Staff	11th
Because I have had multiple opportunities to speak with staff and they have been very helpful. Especially in the Counseling office.	Friendly Teachers and Staff	12th
Que tratan de ayudar de cualquier manera a los alumnos y les dan las oportunidades de poder graduarse.	Friendly Teachers and Staff	12th
Staff and teachers are working with very challenging children and every person I have spoken to is respectful and understanding which is very much appreciated. Sometimes you can only push your children so far and at some point they need to step up. I appreciate that the teachers do not give up on challenging kids at this school like I experienced at other schools. I have two children in the district, both of them at different high schools. I am just grateful as a parent that there is an environment that works for both of them here.	Friendly Teachers and Staff	12th
The counselor that enrolled my student was very straight forward and took his time in answering any questions.	Friendly Teachers and Staff	12th
Not having homework is a huge plus for my child. I do think that a very SMALL amount of homework would benefit the students.	Other	11th
That the school is small and allows for different styles of learning. I love the Advisor time.	Other	11th
por que los niños necesitan aprender y que los enfoque mas en areas que les guste y los motiven a acercarse a la escuela	Strong academics	12th

Family Comment	Answer Category	Student Grade
One thing my school could improve is...		
My child has an IEP, and it has not been clear to me what services he is receiving. In addition, I feel uninformed about his progress.	Better Family Engagement Programs	12th
There needs to be more funding for school facilities. Even though clean, the bathrooms and classrooms could use renovating.	Better Supplies and/or Facilities	11th
que tengan mas vigilancia de los ninos y que no los dejen salir de la escuela sin permiso y que los sometan a conductas diciplinarias en caso de que no las respeten	Better Supplies and/or Facilities	12th
Because compared to the other schools in the district we have had experience with, this school staff seems to actually care and support the kids	Nothing	11th
para mi todo esta bien, siento agusto que mi hijo halla ingresado ha esta escuela lo veo mas positivo aunque aveces tenga problemas con raite a la escuela.	Nothing	12th
Again, not enough time at this school to give an accurate answer	Other	12th
Because I think the Teachers need to have more participation from students on projects that involve and inspire them. It's hard to do, but I think getting students engaged in academics would be a benefit to them.	Stronger academics	11th
Because the academic performance seems low	Stronger academics	11th
I feel they just get the kids through without pushing there learning skills	Stronger academics	11th
Maybe not stronger, just give them a SMALL amount of homework to help them retain what they've just learned for the day.	Stronger academics	11th

Family Comment	Student Grade
Is there anything else you would like to share about areas where this school is doing well and/or areas where it could improve?	
Discipline is not the same for all students, many are singled out by the principal	11th
I am very happy we were finally able to transfer	11th
I have a HUGE issue with not being notified until 6:00pm when my student is absent from school, ESPECIALLY 1st, 2nd periods. What if something (god forbid) bad happened. The recent incident of a threat to the entire school that was found written in the boys bathroom. I didn't get informed until 8:30pm via email. Totally unacceptable!! / There would be repercussions for the school districts ridiculous policy on not notifying parents until evening hours. This is not the message, or example that you should be reinforcing to the student body. I FULLY expect a follow up response so won't need to escalate this matter up the chain of command. I'm not a fan of the computer access (illuminate?) to my student's grades/performance. / I don't have time to be logging on to see what he/she has been doing in class. / I know it works for most parents, but not my thing. / I wish Teachers would reach out to me by either calling or mail to let me know if there are concerns or problems with my child. / I am open always to set up a conference call or in person with the Teacher.	11th
Students can leave campus as they please and no one care.	11th
Thankful it is available to assist with furthering my son's education	11th
I have found that most people here at the school are friendly and helpful	12th
Im a new parent to this school and didnt feel i could answer many of the questions.	12th
Ms apoyo en los nio y que los ayuden a no dejar los estudios	12th
ninguna, todo me parece muy bien.	12th
que los estudiantes renegan mas seguridad para que no se saigan durante las clses	12th

# YouthTruth

## STUDENT SURVEY

CONFIDENTIAL

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Ridgway Continuation High School

Student Qualitative Comments from the 2019 YouthTruth Report

Conducted by the YouthTruth Student Survey

March, 2019

This file contains comments submitted by students who responded to the YouthTruth Student Survey at your school. In addition to this "Instructions" worksheet, this Excel workbook contains five additional worksheets in which the student comments are located: Strengths, Areas for Improvement, Bullying, Obstacles to Learning and Other Comments. You may access the comments located in these worksheets by clicking on the worksheet tabs below.

Because your students' comments are stored in an Excel file, you will be able to sort and filter them. This may help you to identify comments from students in particular grades or comments on particular topics. To enable this functionality, select the second row of the worksheet, click the "Data" tab in the menu and select "Filter." You will then be able to sort and filter your comments using the new arrow menus that appear at the top of each column.

Please note that these comments have not been "cleaned" in any way. As such, they may include staff members' names or contain other sensitive information.

Note: If you have a version of Excel older than MS Excel 2010, instructions for using data

Student Comment	Answer Category	Grade Level
My school's greatest strength is		
I think the school is very nice.i like how the school looks and how some classes are critical thinking. /	Academic Rigor (My classes challenge me to think critically)	12
Some of the stuff i like most about this school is how every teacher is very understanding and willing to help when ever need. The teaches here all know how life can be hard and help through thick and thin. this school has brought lots of my old math and English skills back and help me prepare for the future. they helped me get my application in to the jc and care about what i have next coming	Academic Rigor (My classes challenge me to think critically)	12
im just trynna graduate before this quarter ends / Ridway High School is helping us with college and our tuture by showing us the help we can get. Talks to us about what we need and what to expect. To push ourselves all the time. They make us do some work that a college student does on a regular basis for example a five paragraph essay.	Academic Rigor (My classes challenge me to think critically)	12
The way it works.	College and Career Readiness (My school is getting me ready for college or my career)	10
	College and Career Readiness (My school is getting me ready for college or my career)	10
its getting me ready for college because its helping me get my credits so i can gradute.Nora has been helping me with the jc. Ridgeway High school is getting me ready for college because i/m joining prgams to get free money to go to college and its helping me get back alot of credits so i can attend College . Ridgeway can help you get in into the JC. I just came too this school a month or so ago, and so far its good. I am enjoying it, for now. I like how there is less people here and its calm. One of the main reason why i am here is to go to college. Since the SRJC is close to here, It will be easier to recieve more information.	College and Career Readiness (My school is getting me ready for college or my career)	10
	College and Career Readiness (My school is getting me ready for college or my career)	11
	College and Career Readiness (My school is getting me ready for college or my career)	11
	College and Career Readiness (My school is getting me ready for college or my career)	11
I like that the teachers help you out with issues you are having. /	College and Career Readiness (My school is getting me ready for college or my career)	11
I never usually liked going to school, but i don't mind Ridgway. They help me get the credits i need so I can graduate and finally start my life in college. The teachers are really nice to me and I especially enjoy my 6th and 7th period class. I like going to my scheduled classes I don't mind them. I learn a lot in American Government politics is a really interesting topic.	College and Career Readiness (My school is getting me ready for college or my career)	11
The School gets me ready for collage by showing me what paths I could take and giving me opportunities to get into the J.C. /	College and Career Readiness (My school is getting me ready for college or my career)	11
	College and Career Readiness (My school is getting me ready for college or my career)	11
df	College and Career Readiness (My school is getting me ready for college or my career)	11
helping me prepare for the challenges i'm going to have and helping me learn what i need to know about college and the different classes i can take	College and Career Readiness (My school is getting me ready for college or my career)	11

i like that u can get credit hella fast. It is getting me ready by being able to get my depioma so i can get a good job	College and Career Readiness (My school is getting me ready for college or my career)	11
idk	College and Career Readiness (My school is getting me ready for college or my career)	11
my schools pushing me and motivating me to graduate by putting me in classes i understand and like attending to . they challenge me and give me the help i need i have always wanted to go to the JC and be the first person in my family on my dads side to graduate high school on time. I was always scared of the fact that I would not have enough money to put myself through college. Ridgway helped me apply for my FASFA and I'm gonna be going to the JC and im prepared for the adult life that is about to come. Without Ridgway i would have failed they gave me a second chance to help me in school and they have done way more. Not only has the staff helped me with my school they have helped me with the way i see and think about other subjects.	College and Career Readiness (My school is getting me ready for college or my career)	11
I like how easy it is to make up credits at my school	College and Career Readiness (My school is getting me ready for college or my career)	12
I like ridgway because its helping me get my diploma that way i can get out and do what i want to do for the future.	College and Career Readiness (My school is getting me ready for college or my career)	12
My teacher's give us work that is the same amount of difficulty as if you were in college to prep us and to give us an idea of what college will be like. My advisor talks to me weekly on my graduation progress and talks with me about going to the JC	College and Career Readiness (My school is getting me ready for college or my career)	12
The administration and other help avaiable on campus truly try to help you succeed in the next part of your life	College and Career Readiness (My school is getting me ready for college or my career)	12
The school has helped me sign up for programs that offer free money for college and they gave me knowledge of how to transition into college.	College and Career Readiness (My school is getting me ready for college or my career)	12
The things i like about my school is that it helped me so much catch up on my credits, if it wasn't for Ridgway High School i would never been catching up on my credits. I started of with 11 credits at the last semester of my junior year. Thanks to Ridgway i have now 100 credits in a year. Ridgway has a good way of working things out. I just wish each teacher had extra credit packets all the time. I like my school's system goodjob. From last years rules There should be no change new changes.	College and Career Readiness (My school is getting me ready for college or my career)	12
They help us by signing up for the jc and the Fasa application for free money for college.They have also brought in people from the jc to talk about what its like and our choices. We also took a field trip to the jc which we got to walk around the whole campus	College and Career Readiness (My school is getting me ready for college or my career)	12
my school is getting me ready for college by helping understand things better then i did when i first came here	College and Career Readiness (My school is getting me ready for college or my career)	12



I always see students helping with trash and the the students helping at the cafe. We pick up after our self's to.	Culture (Students and staff treat each other with respect and fairness)	11
Space given to one another, the way you're spoken to with respect.	Culture (Students and staff treat each other with respect and fairness)	11
The most liked thing at this school for me is the calm environment.	Culture (Students and staff treat each other with respect and fairness)	11
The staff is always friendly to the student and the students don't mind how they get along with staff like saying good morning in the mornings. Another one is how staff talks to students and how they say hi when they walk passe each other.	Culture (Students and staff treat each other with respect and fairness)	11
The staff just don't treat us like kids or mess up's and sometimes that all you need. Personally that is one of the things I hate the most is being treated like a kid, it pisses me off because I work my job and get my shit done just like them.	Culture (Students and staff treat each other with respect and fairness)	11
They don't pick favorites and teachers here understand kids more. To work at Ridgway you need to understand the kids that attend there and most of the teachers understand us.	Culture (Students and staff treat each other with respect and fairness)	11
idk	Culture (Students and staff treat each other with respect and fairness)	11
in a good way	Culture (Students and staff treat each other with respect and fairness)	11
the school is small and the staff actually knows me.	Culture (Students and staff treat each other with respect and fairness)	11
the staff shows respect by being nice to the students and understanding when they need someone to talk to / this school isn't as formal as other schools so when you're having a conversation with some teachers it can be as if you're talking to a friend and it doesn't feel like usual where teachers have a certain power on you and look down upon you and stuff like that. Its pretty neat.	Culture (Students and staff treat each other with respect and fairness)	11
Everyone is cool with you if your'e cool with them and that's cool	Culture (Students and staff treat each other with respect and fairness)	12
Students show up on time and respect the teachers that understand and are fair to the students. mutual agreements, no one wants bad drama, anyway.	Culture (Students and staff treat each other with respect and fairness)	12
The staff and students are all very kind to eachother and help eachother out.	Culture (Students and staff treat each other with respect and fairness)	12

everything except food /	Culture (Students and staff treat each other with respect and fairness)	12
one way i could say the students and the staff treat each other with respect would be when we talk to each other about school we all can agree that that if we come to class the only one that can really get of their bad grades is yourself. us students need to put in effort for a good grade and i think that most people can recognize that,most of the time if a teacher treats their kids with respect and respects their boundaries and realizes that some kids really just dont wanna work.	Culture (Students and staff treat each other with respect and fairness)	12
staff provides many different forms of extra credit to help students graduate.	Culture (Students and staff treat each other with respect and fairness)	12
the teachers and students teach each other with respect because they ask you to not do something in the most respectful way. The teachers/staff in the school are like more students we give them respect and we give them respect.	Culture (Students and staff treat each other with respect and fairness)	12
	Engagement (My school inspires me to do my best)	11
Because my best may be different than someone who attends a comprehensive highschool. Ridgway encourages people to try and take it little by little and not get overwhelmed. I think they care more about kids here.	Engagement (My school inspires me to do my best)	11
I like that they give so much support to the kids that need it and try and help them get their future well for them	Engagement (My school inspires me to do my best)	11
I like this school because it is easy to understand the material and easy to get my points to earn my credits and can not be set back by work but just by myself.	Engagement (My school inspires me to do my best)	11
	Engagement (My school inspires me to do my best)	11
Me inspira en forma de que los nos ayudan mucho My school inspires me to do my best because of the mature environment. Everyone is keeping track of their own work and attendance and I think it is important to give students responsibility of their own path.	Engagement (My school inspires me to do my best)	11
My school inspires me to do my best each and everyday i attend. All of my teachers try their best to explain what it s we'll be doing, they don't expect much from students as long as they do what they have to do, but always offer extra credit. The teachers will help students individually if they need the extra help or understand the assignments. They've all been very equal to me and my classmates.	Engagement (My school inspires me to do my best)	11
The inspire you to do your best by offering help, and understanding where we as young adults come from. The teachers get us and care about our schoolwork and what we have to get done to become successful, and to graduate. The fact that Ridgway is welcoming and a good place to make up for your mistakes or whatever it maybe that got you here. They inspire you to do your best by caring about you and creating a bond through the work.	Engagement (My school inspires me to do my best)	11
They push me to do my work.	Engagement (My school inspires me to do my best)	11
What I like about school is learning new things, doing my classwork participating in class.	Engagement (My school inspires me to do my best)	11

i like my school and i am inspired by it because you can graduate if you really try and sometime i want to be called up to the office to hear that i graduated and i also hear on the speaker students graduating early and that really makes me put in a lot of effort to try my hardest so i can be that student getting announced on the speaker that i have graduated.	Engagement (My school inspires me to do my best)	11
my school inspires me to do my best because it's a continuation school and i already hate the fact that i had to enroll here, i've gotten to know some of the students here and they tell me their stories and how scared they are that they wont be able to graduate, all of that motivates me to catch up on my credits and get out of here to graduate at a comprehensive high school.	Engagement (My school inspires me to do my best)	11
my teachers inspie me bc every day they want me to do my best and encourage me to do so	Engagement (My school inspires me to do my best)	11
they make me try harder and give me good advice also they are nice	Engagement (My school inspires me to do my best)	11
It helps me inspire me because i see all the work my teachers do to make sure students get their diploma. They want to make sure you leave the school with something to help in the world to make sure you can have a chance.	Engagement (My school inspires me to do my best)	12
My school gives me the knowledge i need to do my work. I they make me think before they provide me with an answer. They also provide me with class work that is easy for me to understand. They try to accommodate to other important things i have to do. They remind me of how close i am to graduating and how easy it is to achieve that goal.	Engagement (My school inspires me to do my best)	12
My school inspires me to do my best by always reminding me that i am capable of so much more and is always helping me choose my classes in order to graduate on time, also to come to school everyday and do my work.	Engagement (My school inspires me to do my best)	12
School inspires me to do my best because the teachers help push me to graduate early and start my adult life being 18.	Engagement (My school inspires me to do my best)	12
They constantly tell me how many credits i need to graduate and knowing that i am getting closer to graduating inspires me to keep doing my best and graduate with my class or even earlier if possible.	Engagement (My school inspires me to do my best)	12
my school helps me on what i need to know for collage	Engagement (My school inspires me to do my best)	12
put me on a path to graduate	Engagement (My school inspires me to do my best)	12
so far the work that ive gotten is very understandable its very doable to do the work. when i met with my advise on my interview day he was understanding to my past and was helpful in providing information about ridgway highschool. ive seen klds who barely had a shot at graduating actually graduate witch is something that inspires me giving me that shot	Engagement (My school inspires me to do my best)	12
the peolpe	Engagement (My school inspires me to do my best)	12
the teacher give advice and help you with whatever you need help on.	Engagement (My school inspires me to do my best)	12

to try and get done with it quicker	Engagement (My school inspires me to do my best)	12
I like the fact that it is a smaller community/.	Engagement (My school inspires me to do my best)	None
i like the teachers and the people that surround me /	Engagement (My school inspires me to do my best)	None
Classrooms always smell like weed and students like to make comments to make others laugh but really its unnecessary never funny and just making yourself look dumb. It waste time for others this school is based on students decision whether he wants to show up on time whether he wants to work whether he wants to volunteer its all students choice its best to kick those who really are't trying Ridge way is a second opportunity for students which other students are trying to get because they actually care. Class environment needs a change doesn't really feel like a class at all.	Nothing	11
No	Nothing	11
Personally, I dont think there is anything that could help make students better i think the enviornment its just kind of shady School is a waste of time it has made me feel more stupid then I do being a member of the community I do not like school it is not for everyone i put my all in when it comes to work but school is not worth any second of my life	Nothing	11
i dont know???????	Nothing	11
i think they should bring better food at break and lunch because sometimes i dont eat of how bad the looks	Nothing	11
idk	Nothing	11
nah , theres really nothing that can change i just dont have too much intrest , i just come to school do work then take my ass home	Nothing	11
nah its fuck 12 tho on my mamma yer me	Nothing	11
no /	Nothing	11
nothing much just the teachers need to work on there teaching I don't know some of these teachers care if you pass some don't care	Nothing	11
I think teachers need to better teach us kids on what they're trying to teach us in a way we can understand i think they often freget that our brains are still deveolping and we arent as educated as them and also engage more with the students not all about work work work	Nothing	12
i think that the school should really fix how they are counting the student's credits because some student will do a lot and not even get any credit for that.	Nothing	12
I'm not a social person so i rather stay where i was comfortable.	Nothing	12
a / better / principle /	Nothing	12
i dont know i never really liked school just a personal preference	Nothing	12

i hinestly do not like this school. some of the boys and girls are just too much. teachers can be too much too but thats a teacher but when students talk and talk it gets so annoying. you cant really be yourself at this school when you have people say awful things about you. and its not just 1 person its mostly everyone who likes to say things that happened in real life and turn into jokes. this school is what i thought it was gonna be. when i first stepped foot on this school i though 'hey maybe it wont be so bad' but its bad. i hate to say it but its bad. i like it im enjoying the school i just dont enjoy it when theres so many people here who judge or say awful things. like nobody wants that. i think if all the students that arent putting effort in school they should be kicked out. this is pretty much a second chance and theyre not getting anything out of it theres other people thaat want to be her and they are ruining it / no .	Nothing	12
teachers need to help students like a leader and help them with the work instead of acting like a boss and just telling us what to do	Nothing	12
the thing i like most about my school was not listed, but what i like most is how flexible ridgway is. they are very concerned about getting the credits you need in only the classes you need at times the work best for you by letting you take off your first or last period. ridgway is also really good at getting information out and encouraging people to go to clubs or get help signing up for the JC. no hw and other stuff	Nothing	12
basketball team	Nothing	Other
i like school /	Other Strengths	None
no homework	Other Strengths	10
idk	Other Strengths	10
i like this school because it is an easy way to catch up on credits and graduate faster if you want to start working on your goals earlier in life.	Other Strengths	11
Something i like best about this school is that they do help me watch my child	Other Strengths	11
The thing i like about this school because i can make up my credits up and still graduate on time so that really is a good option. Also this school keeps me on track on how many point i need for a credit and also it pushes me to do my best to graduate early. The thing that i like the best about my school is that when you complete work and earn credits, those credits are always yours and you still get to keep them if you have a bad grade at the end of the semester unlike other schools.	Other Strengths	11
all my friends i have at school	Other Strengths	11
i like the people that come here.	Other Strengths	11
its a better environment then my last school	Other Strengths	11
the classes. /	Other Strengths	11
yvgjbj	Other Strengths	11
As long as you do your work teachers wont say anything	Other Strengths	12
I have the opportunity the get extra credits so if i need a lot to graduate i can use cyber high or ask the teachers for extra work.	Other Strengths	12
I like to school because i get to be with all my friends because after school i rarely see them and the short classes.	Other Strengths	12
My friends motivate me to come and graduate and stay on track.	Other Strengths	12
Ridgeway provides may chances to not only graduate but graduate early	Other Strengths	12

The fact the they would help me choose a perfect time for me to attempt school /	Other Strengths	12
What I like most about this school is that it gave me an opportunity to still graduate and succeed in life. Before I came to this school I was told at my old high school that I would not be able to graduate because of a few credits that I was missing. So after getting the news I started to not care about school at all. My family was worried I would not live a good life because of this. I moved back to Santa Rosa and went to SRHS, my counselor called me to the office one day and told the same thing. I would not graduate, but then she talked to me about Ridgeway High and told me it would be a chance to graduate. So I made the transfer and decided to come to this school. Now im on my way to graduating on time and recently applied at the SRJC to start next semester and my family is glad and grateful for the opportunity Ridgeway High has giving me. I am very grateful for this school. If it wasn't for this school who knows what I would be doing right now.	Other Strengths	12
I like how the classes are only 45 mins long	Other Strengths	12
I like that this school offered me another chance to graduate on time with the rest of my class.	Other Strengths	12
idk	Other Strengths	12
Its just lit af	Other Strengths	12
the most I like about ridge way is the flexibility it has with my school hours, since I am very close to graduating I can have a 5 day period scheduled. I get all my work done and I get to leave home relatively early.	Other Strengths	12
its hella easy	Other Strengths	Other
there is a kid who goes to elsie allen highschool named jorge magana who bullies me a lot	Other Strengths	Other
I like how easy it is to make credits so you can graduate early and get on with starting your career faster.	Other Strengths	None
A teachers job is to help you understand and grow, when they care about that responsibility and want to see you successful it can open up a whole new door for you and allow more comfort and connection between the student and the work that they are being assigned.	Relationships (I have supportive teachers who care about me and help me)	11
All my teachers help me no matter what, I ask them for assistance and they are polite and walk over and help me, yes they may sometimes take a while and my hand will be raised for a while but its cool! but they eventually come to my help and answer any question I have.	Relationships (I have supportive teachers who care about me and help me)	11
Bbbb	Relationships (I have supportive teachers who care about me and help me)	11
For example I was sick for about 3 days, and most of my teachers said, "How you feeling, Are you feeling better." Also every time I raise my hand my teacher always comes up to me and explains the problem or whatever the case is. Also when I ask my adviser something school related he always has a helpful answer.	Relationships (I have supportive teachers who care about me and help me)	11
For example, most of my teachers really ask me if im alright, if things are going okay at home or just things most teachers at regular schools wouldn't ask you. At monty, I never got the attention I get at ridgeway high school now. At ridgeway, everybody gets along, the teachers are close with students and they really do try to communicate with each one of us. Its really great. Its great to know I have a ton of adults I can go to without asking myself if they even want to know whats wrong like at other schools, you know?	Relationships (I have supportive teachers who care about me and help me)	11

Helps me get my credits I need to recover.	Relationships (I have supportive teachers who care about me and help me)	11
I know that my teachers care about me because there always checking up on me to see if im doing my work and if they see if im struggling they offer me help	Relationships (I have supportive teachers who care about me and help me)	11
I like how it helps us finish faster with our credits and how we get early days on Wednesdays. The teachers help us by teaching us and passing us.	Relationships (I have supportive teachers who care about me and help me)	11
I like that we have an opportunity to graduate and do something with our lives and not just be a drop out most your teachers help you and push you and dont let you give up. Some are willing to give you extra credit so you finish your classes earlier and maybe it helps to graduate you earlier. Its not as stressful and overwhelming as a regular high school.	Relationships (I have supportive teachers who care about me and help me)	11
I'm a teenage mom and its hard for me to sometimes get my work done and get to school on time and a lot of my teachers understand that and i appreciate that and Ridgeway helps me with child care. A lot of my teachers care about me and help me with my work and extra credit	Relationships (I have supportive teachers who care about me and help me)	11
Many teachers are able to listen and have a wide few of how other's life's may be. / If we ever have a problem that will use other way's to make sure that we understand.	Relationships (I have supportive teachers who care about me and help me)	11
My teachers always help me if i was in need of help like on a worksheet,they will reminder on how many credits i need more or almost finish with a class. They will help you by giving you advice like how get credits faster on what to do.	Relationships (I have supportive teachers who care about me and help me)	11
My teachers care about me by helping me with my anxiety	Relationships (I have supportive teachers who care about me and help me)	11
Some of my teachers help me when I need it for example, I won't know a problem and they will help.	Relationships (I have supportive teachers who care about me and help me)	11
The teacher care because they try to help you out as much as they can and they try to motivate you to do better and try.	Relationships (I have supportive teachers who care about me and help me)	11
They explain things when i ask.	Relationships (I have supportive teachers who care about me and help me)	11
They have help me a lot here i just came with just 40 credits earned my first two years in high school now I'm a junior in high school and only need 98.5 credits to finish high school and graduate.That means i have made up 113.5 credits this year that i have been at this school. My teachers here truly show me they care for me and want me to be someone important in my future. They help and care by listening to your outside of school life and help you with any obstacle in your way. They truly believe in you no matter your failing or not they are there for you from what ive witnessed personally.	Relationships (I have supportive teachers who care about me and help me)	11
	Relationships (I have supportive teachers who care about me and help me)	11

They help me out work more work and guide me	Relationships (I have supportive teachers who care about me and help me)	11
i dont really struggle with any of the work at this school, but when people in my classes struggle the teachers dont hesitate to help.	Relationships (I have supportive teachers who care about me and help me)	11
i like how the teachers show support by working hard to help you get a good grade or do what needs to be done /	Relationships (I have supportive teachers who care about me and help me)	11
my teachers care about me because they give me advise about life and they help me with my school work.	Relationships (I have supportive teachers who care about me and help me)	11
teachers care about be by checking in on me and asking if i had a good day or if everything is okay at home .A way that teachers have helped me at Ridgway is by giving me one on ne tourtoring.	Relationships (I have supportive teachers who care about me and help me)	11
they always check in on students individually and let us know the amount of credits we need and what pace we should go at	Relationships (I have supportive teachers who care about me and help me)	11
they answer any questions that i have	Relationships (I have supportive teachers who care about me and help me)	11
they give you a little push when your not at your greatest at school and do the best to support you when you want to give up	Relationships (I have supportive teachers who care about me and help me)	11
they help when you ask for help /	Relationships (I have supportive teachers who care about me and help me)	11
they push me to do better, they offer me extra credit work, if i fall behind they let me catch up with the work that was done that day	Relationships (I have supportive teachers who care about me and help me)	11
theyre helping me graduate	Relationships (I have supportive teachers who care about me and help me)	11
well when i was feeling a bit down and wasnt completing easy assignments they talked with me and asked how i was doing then helped me get out of that slump and continue to do well	Relationships (I have supportive teachers who care about me and help me)	11
what i like about this school is that its easy to make up credits. most teachers do help you catch up on credits but some dont really care if u get your points the teachers that do help u though care a lot they wanna see u graduate but HONESTLY I ONLY HAVE ONE TEACHER LIKE THAT AND ITS MR REMERIAZ HES THE ONLY ONE WHO CHECKS IN AND MAKES SURE IM STAYING ON TRACK.	Relationships (I have supportive teachers who care about me and help me)	11
Ask if I need help and or more work	Relationships (I have supportive teachers who care about me and help me)	12



I like that you can earn credits to catch up and graduate on time. The teachers are also better because more of them act like normal people	Relationships (I have supportive teachers who care about me and help me)	12
I like the big tidy fishes	Relationships (I have supportive teachers who care about me and help me)	12
My adviser is very supportive and has helped me through alot of personal and in school problems.	Relationships (I have supportive teachers who care about me and help me)	12
My advisor and some of my regular teachers always ask where i am at with my credits and grades and my advisor always lets me know where i am and what i need to do to be done. Everytime i have a personal problem that is maybe holding me back, they always understand but also remind me that i shouldnt let it get to me and keep me from succeeding	Relationships (I have supportive teachers who care about me and help me)	12
My teachers care about me graduating and help me by giving me extra credit. Teachers in my school try their hardest to understand each students which is hard but very true and you cant find that in most high school now days for me personally that shows that they do care and do want whats best for us as students.	Relationships (I have supportive teachers who care about me and help me)	12
The teachers have many ways in showing their support. Most of them support you and guide you throughout your experience at Ridgway. They connect with you on a much deeper level than a regular teacher in another high school. They make you feel welcome and comfortable in their classroom.	Relationships (I have supportive teachers who care about me and help me)	12
They help me graduate by adjusting my schedule to fit what I need to graduate.	Relationships (I have supportive teachers who care about me and help me)	12
They make sure your on track to graduate and are doing the best they can do get get you out of their class so you can move on and finish faster. If they see you arent feeling well they will ask if everything is okay and they want you do the best you can do	Relationships (I have supportive teachers who care about me and help me)	12
They regularly let you know how many credits you need to graduate, and offer advice about which classes you need credits in.	Relationships (I have supportive teachers who care about me and help me)	12
What i like most about my school are the teachers. In the ways that my teachers care about me is that i'm safe.	Relationships (I have supportive teachers who care about me and help me)	12
chicken	Relationships (I have supportive teachers who care about me and help me)	12
help me understand what classes i need to graduate.	Relationships (I have supportive teachers who care about me and help me)	12
i dont know /	Relationships (I have supportive teachers who care about me and help me)	12

i like how this school really treats you as if you were an adult already and are more understanding than a regular school	Relationships (I have supportive teachers who care about me and help me)	12
i like the school at first very easy dont need to stress but then it started to get really boring and it felt like you were doing the same thing everyday	Relationships (I have supportive teachers who care about me and help me)	12
i like the school lunch they are really yummy :)	Relationships (I have supportive teachers who care about me and help me)	12
idk	Relationships (I have supportive teachers who care about me and help me)	12
if i have any questions or problems with understanding the information my teachers will gladly talk me through the steps to getting the answer to the question.	Relationships (I have supportive teachers who care about me and help me)	12
mildly help	Relationships (I have supportive teachers who care about me and help me)	12
my teachers are there when i need them. if i come to them about a personal problem, they try to understand the problem and try to give me the best advice that they could come up with. my teachers help me with all the work i have to do and the work that im having a hard time on. they also help me by keeping me working and focus on the work but the most thing i like is that all the teachers that i have give you all that they have to help you out and to keep you safe	Relationships (I have supportive teachers who care about me and help me)	12
my teachers would push me to do my work and turn it in and making sure im on the right track and doing the classes i need	Relationships (I have supportive teachers who care about me and help me)	12
some of my teachers help me by communicating with me and just being friendly, and they give me there most attention when im talking.	Relationships (I have supportive teachers who care about me and help me)	12
teachers at ridgway high are very focused on helping students graduate and doing whatever is necessary to help. many teachers offer extra credit to help us get credits faster and understand material better	Relationships (I have supportive teachers who care about me and help me)	12
the teachers are very generous and understanding. they always want what is best for you and will help you with anything and everything you need in order to graduate even if the difficulties are happening outside of school or if it means being more flexible with schedules so you show up on time	Relationships (I have supportive teachers who care about me and help me)	12
the teachers never give up on you, no matter how bad you mess up	Relationships (I have supportive teachers who care about me and help me)	12
there was a time in which one of my teachers gave up their entire free period to help me figure out what work I needed to complete in that class to pass it /	Relationships (I have supportive teachers who care about me and help me)	12

they are always helpful	Relationships (I have supportive teachers who care about me and help me)	12
they always ask how my grades are and if everithing is ok with my shedule to graduate	Relationships (I have supportive teachers who care about me and help me)	12
they are willing to help me with any situation or advice i may need as far as school and even sometimes outside of school	Relationships (I have supportive teachers who care about me and help me)	12
they help me with my work but not help me with my outside problems... its whatever though your a school you guys shouldnt care	Relationships (I have supportive teachers who care about me and help me)	12
they make me feel comfortable and when they see you struggling , they actually ask you and it doesnt seem like they ask you because they have to more like if they actually care.	Relationships (I have supportive teachers who care about me and help me)	12
they really do the most to help you get your credits if you need them /	Relationships (I have supportive teachers who care about me and help me)	12
they show they really care by giving you points, if you have alot of points it means thye helped you.	Relationships (I have supportive teachers who care about me and help me)	12
they try their hardest to try and understand your situation, what it is you need from the to be sucessful	Relationships (I have supportive teachers who care about me and help me)	12
what i like about Ridgway is the community in general. All the support we have surrounding us helps so many ways, here you feel wanted to come to school. All your teachers greet you with welcoming arms into the class. They check up on you when they might notice you haven't been in school, when you may look upset, they know its a rough day because of the knowledge they might know. My old high school was a complete toxic environment compared to here. Coming here has generally lifted my depression, made me feel welcomed to come, i feel supported and noticed. I have built genuine friendships with most of my teachers. Even with the principle change, that was rough for awhile with all the threats of changes and me maybe being kicked out because of those changes but the teachers who care for each student, they want us to succeed in life. Want us to get out in the real world and give some of the the opportunity to have some hope. The teachers here make coming to the school somewhere where students feel like someone cares, if things are rough at school this is where they come to get away. Others that doesn't come to this school automatically think its for "bad kids", attending here has been the best decision / opportunity i have ever been given. Iv'e been given a second chance, in a better environment. I can honestly say that some of my teachers have completely changed my entire idea of my future, the have impacted my life. I'm great full to be here.	Relationships (I have supportive teachers who care about me and help me)	12
what i like about this school is that they are really willing to help you get your diplomæ and help you get into college.	Relationships (I have supportive teachers who care about me and help me)	12

what i like most about my school is that they really try to motivate you and tell you that just because you are at Ridge way that doesn't mean that you cant be successful in life and that if you try hard enough you can do anything.	Relationships (I have supportive teachers who care about me and help me)	12
what i like most about this school is that teachers are very understanding and can adapt to your needs very easily. even though they have many students they always try their best to help in any way they can. They also give students many chances to succeed even knowing their background. its a school where you can grow and build for a new start.	Relationships (I have supportive teachers who care about me and help me)	12
3hunnid bitch	Relationships (I have supportive teachers who care about me and help me)	None
i like the fact that i can be who i am here at school knowing i wont get judged regardless	Relationships (I have supportive teachers who care about me and help me)	None
they dont /	Relationships (i have supportive teachers who care about me and help me)	None

Student Comment	Answer Category	Grade Level
One thing my school could improve is	Academic Rigor (My classes	
school teaches me alot to learn /	do not do enough to challenge me to think critically)	10
i find that some of the staff are a bit rude and bit unfair i find that some of the rules are not fair to the kids who try and not take it for granted.	Academic Rigor (My classes do not do enough to challenge me to think critically)	11
most of my classes dont challenge me at all. i feel like im in elementary school. ive learned most this shit. compared to carrillo this is light work, but i do learn some stuff so thats good.	Academic Rigor (My classes do not do enough to challenge me to think critically)	11
Actually teaching something and not just giving out worksheets	Academic Rigor (My classes do not do enough to challenge me to think critically)	12
I diskike the apathetic vibe that the students carry it is very dissapointing	Academic Rigor (My classes do not do enough to challenge me to think critically)	12
My classes can challenge me to think critically by providing higher level work. Some of the work i receive is very easy to me.	Academic Rigor (My classes do not do enough to challenge me to think critically)	12
None of my classes challenge me in assignments or tests. Its all easy and simple work that isnt comes easily to me. All I need to do is show up to class	Academic Rigor (My classes do not do enough to challenge me to think critically)	12
connecting real world problems, with real world solutions in class, since Im mostly taking English i don't see how you could so that but in econ you could have classes find out why government aids are not getting enough money, then find out how we could fix that problem.	Academic Rigor (My classes do not do enough to challenge me to think critically)	12
some people re super immature but thats normal in highschool	Academic Rigor (My classes do not do enough to challenge me to think critically)	12
usually its just worksheets that we do and its never actually explained its just figure it out. Maybe if they actually taught a lesson but they dont have enough time to do one.	Academic Rigor (My classes do not do enough to challenge me to think critically)	12
the fact that the classes are less challenging /	Academic Rigor (My classes do not do enough to challenge me to think critically)	None
hi	College and Career Readiness (My school does not do enough to get me ready for college or my future career)	11
career cwner	College and Career Readiness (My school does not do enough to get me ready for college or my future career)	12
i don't like that this school is a closed campus	College and Career Readiness (My school does not do enough to get me ready for college or my future career)	12

id k	College and Career Readiness (My school does not do enough to get me ready for college or my future career)	12
	College and Career Readiness (My school does not do enough to get me ready for college or my future career)	12
no you /	College and Career Readiness (My school does not do enough to get me ready for college or my future career)	12
	College and Career Readiness (My school does not do enough to get me ready for college or my future career)	12
several	College and Career Readiness (My school does not do enough to get me ready for college or my future career)	None
	College and Career Readiness (My school does not do enough to get me ready for college or my future career)	None
ion know	Culture (Students and staff do not treat each other with enough respect and fairness)	10
	Culture (Students and staff do not treat each other with enough respect and fairness)	11
nun	Culture (Students and staff do not treat each other with enough respect and fairness)	11
	Culture (Students and staff do not treat each other with enough respect and fairness)	12
cunningham needs to chill	Culture (Students and staff do not treat each other with enough respect and fairness)	11
	Culture (Students and staff do not treat each other with enough respect and fairness)	12
How the food is trash.	Culture (Students and staff do not treat each other with enough respect and fairness)	11
	Culture (Students and staff do not treat each other with enough respect and fairness)	12
students are very disrespectful to teachers and it isnt fair as most students are being rude to the nice teachers	Culture (Students and staff do not treat each other with enough respect and fairness)	12
	Culture (Students and staff do not treat each other with enough respect and fairness)	12
i dislike how the principal expects ridgway to be just like any other high school, i mean all the kids that go here are here because regular school wast working teachers need to know that students have a life outside of school and they have their own problems they go through that they cant share with teachers and i dont care if you know who i am my name is valentin jauregiul	Culture (Students and staff do not treat each other with enough respect and fairness)	12
	Culture (Students and staff do not treat each other with enough respect and fairness)	12
they help one another and have open ears	Engagement (My school does not do enough to inspire me to do my best)	11
	Engagement (My school does not do enough to inspire me to do my best)	11

I don't enjoy the students lack of motivation and when I eat the school lunches I get super sick . I should be able to come here for 6-7 hours and at least eat decent food. Also I don't like Ms.Jordan I don't think she respects the diversity of the kids someone I know got expelled for wearing a durag and that is part of his culture shouldn't be in dress code at all. / She has a very nasty attitude and she walks in and out of the girls bathroom which I find very inappropriate	Engagement (My school does not do enough to inspire me to do my best)	11
No	Engagement (My school does not do enough to inspire me to do my best)	11
I dislike how behind you can get in a short amount of time for things I cannot control, I wish there was more I could do to speed up my graduation process.	Engagement (My school does not do enough to inspire me to do my best)	11
I don't have enough support	Engagement (My school does not do enough to inspire me to do my best)	11
This school can inspire me to do my best by talking more about the JC and get other seniors better prepared for JC classes on what to expect	Engagement (My school does not do enough to inspire me to do my best)	12
I don't have a single thing that I dislike about Ridway High School.	Nothing	10
I dislike the communication between teachers and students, also dislike how the students can't seem to focus and the faculty haven't done anything to change that and get them more engaged.	Nothing	11
I don't really dislike anything I'm chill as long as everyone else is chillin /	Nothing	11
I don't think I dislike anything about Ridgeway .	Nothing	11
I like everything about this school, except the fact that people think it's a bad school and are prejudice about it. People think everyone here are criminals and just mess up's or drug addicts but were not its kinda like a little family or community here.	Nothing	11
I like my school there's nothing to dislike about it.	Nothing	11
I really don't have a problem with anything here at this school, staff and teachers are all very kind.	Nothing	11
I really don't dislike this school everyone seems nice like the students and the teachers are really nice the teachers treat everybody the same	Nothing	11
Most disliked thing at this school for me is not really anything in particular.	Nothing	11
Nothing needs to change teachers are laidback /	Nothing	11
The food.	Nothing	11
There's not much I dislike about this school that can pop up in my mind. Jus that the par system should change a little	Nothing	11
We need better food in the cafeterias that's all that I don't like about this school.	Nothing	11
Well the only thing I dislike about the school has to be the food but everything else is good	Nothing	11
I don't dislike anything about my school, the school is calm and friendly and everyone gets along good I think what should get put more in our school tho is a salad bar to make our own little salads because not a lot of people like eating burgers and pizzas I'm not saying the pizzas are bad but I personally like eating healthy foods.	Nothing	11
I truly don't dislike anything here because all they have done is helped me.	Nothing	11
idk	Nothing	11
its boring /	Nothing	11
no	Nothing	11
no	Nothing	11

no, i really don't got anything bad about this school at all	Nothing	11
nothing /	Nothing	11
people dont answer the phone at the office.	Nothing	11
the only thing i dont like about the school is that some teaches are boring /	Nothing	11
the only thing i dont like bout this school is the food	Nothing	11
the principal	Nothing	11
the principal	Nothing	11
theres not really anything to complain about when you have given a chance to graduate and you have teachers trying to makew it happen	Nothing	11
theres really nothing that i could dislike about school , its just that my intrest is low for school	Nothing	11
they dont let us leave during lunch for food	Nothing	11
what I really dislike about not just one school but ALL schools, is the FOOD. Its so bad and disgusting and alot of students have complained about this and its crazy how they havent done ANYTHING about it. i found bugs in my food, bugs in the lettuce, flies in my burgers to even worms. what the hell is that. its funny too because they want us to eat good but dont give us good food to begin with. and that needs to change.	Nothing	11
I don't like coming to school but I'm almost done with school	Nothing	12
I dont like these yee haw ass pussies	Nothing	12
I just want to get my work done and it may take more time then i want it to	Nothing	12
No	Nothing	12
So far I haven't faced any problem here so i don't dislike anything at my school, when i need help i get help and the teachers are always supporting me	Nothing	12
The Idea that our diploma might not count, the fear of being sent back	Nothing	12
The food is terrible. Also most of the teachers are not prepared when class starts.	Nothing	12
The one thing i dislike is that all the good food runs out during lunch. That's because Step 3 and Step 3+ are let out early. I really don't think that's fair. I want to be able eat some good food for lunch not all the left overs because people just take extra food and nothing is done about it.	Nothing	12
The students and teachers are fair and everyone operates on the same understanding. the only problems are the students that no one can help because they refuse to cooperate w/ everyone.	Nothing	12
There is nothing that i dislike about this school	Nothing	12
There should have never been any new changes.	Nothing	12
There's nothing i dislike about this school, everybody chill here. Most of the teachers are chill here. Also i like how classes go by fast than a normal school even though we have 9 classes every day.	Nothing	12
This school is very accepting and i love it here at rosa kids always talked badly about this school but they have never experienced it here. just cause this is a continuation school doesn't mean the school is horrible. The teachers here treat me very kindly and with respect and i do the same to them. i am so grateful for what they are doing to help me if i stayed at rosa i wouldn't have been able to graduate but here ill probably graduate early! i can not express this enough i love this school and i feel accepted here.	Nothing	12
almost everything except the teachers because the teachers are chill and at least about 5 of the kids that go here i like because their nice to me everyone else isnt	Nothing	12
anything /	Nothing	12



certain students	Nothing	12
everyone at this school is supportive and help you maintain your goals, so there isn't really anything I would say i dislike about this school.	Nothing	12
food	Nothing	12
i don't know	Nothing	12
i dont dislike anything	Nothing	12
i dont have anything to say. /	Nothing	12
no	Nothing	12
no	Nothing	12
no	Nothing	12
no.	Nothing	12
nothing i dislike that i comes to mind	Nothing	12
something that my school can improve is trying to be more interactive with the students but they are still pretty good at that.	Nothing	12
the food	Nothing	12
the food its literally juvenile food i have seen half the food they serve us at jails and prisons. pretty sad...	Nothing	12
the lunch is terable the bath room is nasty. the lunch lady is a little snappy. but other then that everything is nice.	Nothing	12
the only thing i don't like about Ridgway High School is the food, but its school food. its not like they going to hand out Chicken Alfredo from Olive Garden *laughing emojis*	Nothing	12
the people	Nothing	12
the school is alright as is.	Nothing	12
this school is pretty much they school i have been needing to attend because it has what i have been wanting from a school. The classes are not long, they're easy enough for me, they are not far apart from my other classes, I don't NEED to work with other people, i get to keep to myself, i work for where i want to be and and my choices either have a positive or negative outcome. what i dis like would be the lunch its very gross in the beginning they were serving good food then all of a sudden they stopped i dont know why.	Nothing	12
when i said theres nothing to dislike its because i never got a option to blame higher powers not the staff that works at the school. the teachers really try to work with students but like normal people they need help. our super intendants and principle want to keep the school to be on the same level as any other normal school but the students that go here dont need to be in the same strict enviroment that they obviously could not be around when they were at their other schools. we have complaints from teachers telling us that they cant help with paper or pencils because of the school not giving funding to those that need it. i jst think this school needs to be run a lil diffrent.	Nothing	12
why cant it be free campus /	Nothing	12
idk /	Nothing	Other
i like everything honestly	Nothing	None
nothing at all	Nothing	None
i dislike that we cant leave at lunch and come back	Other Areas for Improvement	10
people.	Other Areas for Improvement	10
.	Other Areas for Improvement	11

Honestly the school lunches their is nothing really bad about ridgway, but the school lunches could improve they aren't the best or most appetizing. Thats probable what i dislike the most about my school, because i want variety and quality not the same bagel for breakfast and pizza for lunch. I think they should get more quality of variety than more quantity and the same things every week.	Other Areas for Improvement	11
I dislike how early school starts although I could take periods off so I'm not really mad about it.	Other Areas for Improvement	11
I dislike how the food is served here. idk I dont really dislike anything /	Other Areas for Improvement	11
I dislike the food here and they think its so good just because its something that can be eaten which is false I starve myself instead of eat the food. Also the staff who treat you like ass because they get offended by either the truth given to them or when they start to talk shit so you defend yourself also they just don't like you over one little thing you have no control over.	Other Areas for Improvement	11
I don't like the way lunch stops serving so fast.	Other Areas for Improvement	11
I wwould jusy rather be home / /	Other Areas for Improvement	11
Some things I dislike is the teenagers or student being disrespectful to the teachers and making them into a bad mood. If student do not have any intresets and only here because obligated or just on their phone the whole time . I feel whats thew point of coming. There's other kids that want an education and some people are just throwing that to waste.	Other Areas for Improvement	11
Something i dont like at my school is that some teachers judge and just because you used to have a family member at the school, or if you get into a little altercation with someone or a teacher . its a small school things get around fast	Other Areas for Improvement	11
The food is nasty.	Other Areas for Improvement	11
The nasty as hell. I mean the chicken sandwich and tries go hard, but everything else is nasty. Also I don't like that we're not allowed to get water from the lunch lady at anytime of the day. I be dehydrated and that's not good. Makes me lose energy and then I'm bored in class and tired.	Other Areas for Improvement	11
The students /	Other Areas for Improvement	11
I ne thing that i dislike about my school the most is that the cafeteria food is not up to par. Every single person on campus including teachers will rate the food a 1 out of 10. the food served is unhealthy and taste disgusting. This is not the schools problem, this is the districts problem, and you guys need to do something to fix it.	Other Areas for Improvement	11
They treat you like a dumbass /	Other Areas for Improvement	11
We can't leave to get food a lunch.	Other Areas for Improvement	11
We need more extra credit and i think that we should be able to go get food off campus then come back i think we should be given more extra credit to take home to be able to graduate earlier and some of the teachers here at ridgeway are pretty rude and i dont like it without even having a reason to be rude	Other Areas for Improvement	11
What i dislike about school is that it is a closed campus.	Other Areas for Improvement	11
everything /	Other Areas for Improvement	11

i dislike all of the intimidating people here. most females are problematic and the males give uncomfortable looks.	Other Areas for Improvement	11
i dislike the food and i dislike when teachers follow us in the bathroom always thinking we gonna do something bad	Other Areas for Improvement	11
i dont know	Other Areas for Improvement	11
i dont like the weather when im at school /	Other Areas for Improvement	11
i dont likje that u get poits taken away for your phone /	Other Areas for Improvement	11
i dont really like the way the school has changed under the new principal it makes me just wanna stay home	Other Areas for Improvement	11
idk /	Other Areas for Improvement	11
its ok	Other Areas for Improvement	11
mostly student related, somtimes the attitude of the students is very off putting when they're just plain disrespectful and entitled.	Other Areas for Improvement	11
5	Other Areas for Improvement	11
some students think its funny to disrepect the teachers who are here by their choice trying to help us graduate	Other Areas for Improvement	11
the principal	Other Areas for Improvement	11
Certain fellow students that attend school here have a whole lot of attitude and makes me feel uncomfortable personally.	Other Areas for Improvement	12
I dislike how the days are very long	Other Areas for Improvement	12
I dislike the new principal Ms.Jordan. She is unfair to students through discipline.	Other Areas for Improvement	12
I don't like this school because the people around me are so annoying	Other Areas for Improvement	12
I don't think there is one underlined issue, I just personally struggled with having motivation when it comes to school.	Other Areas for Improvement	12
I dont dislike anything other than the food	Other Areas for Improvement	12
I like my english teacher shes cool and supportive	Other Areas for Improvement	12
I really hate the food and i hate that it's not an open campus some of us are old enough to be responsible for our selves.	Other Areas for Improvement	12
It would be cool if ridgway was an open campus	Other Areas for Improvement	12
The lack of motivation in teachers , the boys bathroom ,and the lunch food.	Other Areas for Improvement	12
The school does not have a school like environment.	Other Areas for Improvement	12
The school is good in general just not the food.	Other Areas for Improvement	12
The thing I most dislike about my school are the few people who disrespect the teachers and staff.	Other Areas for Improvement	12
There's nothing bad i just don't know anyone.	Other Areas for Improvement	12
What I dislike about this school, I would say the food, there needs to be flavor . /	Other Areas for Improvement	12
gang violence	Other Areas for Improvement	12
i dont like all the people smoking in the bathrooms and in the classrooms when the teacher is not looking. /	Other Areas for Improvement	12
i dont like that some teachers let some kids be annoying as fuck and loud during lectures	Other Areas for Improvement	12

i dont likw that alot of people that i dont like and that dont like me due to a previous fight come here theres alot of people who i donty ger along with that ome here but so far i havent had any classes with them which i love because it give me a chance to focus on school instead if having ananxiety attack	Other Areas for Improvement	12
i hate the old white lady in the office she is so mean and rude to me ! i dont even go in there anymore so i dont have to deal with her :(	Other Areas for Improvement	12
idk	Other Areas for Improvement	12
idk /	Other Areas for Improvement	12
!	Other Areas for Improvement	12
the bitches here are annoying as fuck	Other Areas for Improvement	12
the food sucks.	Other Areas for Improvement	12
the lunch and the elective opputuntites	Other Areas for Improvement	12
the nasty fucking bathrooms omfg you dont even understand how nasty these bathrooms are, someone needs to send a quarantine task force out here and handle it	Other Areas for Improvement	12
the principle	Other Areas for Improvement	12
the students here	Other Areas for Improvement	12
the way they disipline the student is in an unfair way they dont take the time to actually understand they just automaticly think youre a bad studentb	Other Areas for Improvement	12
what i dislike about this school is they they dont have enough lunches for everyone	Other Areas for Improvement	12
im joking he doesnt bully me	Other Areas for Improvement	Other
the principal i very very much dislike her i barley started this school and cant stand to be near her she makes me question the whole school	Other Areas for Improvement	Other
I dont like that some teacher dont bother explaining or help you out when you dont understand something.	Relationships (I do not have enough supportive teachers who care about me and help me)	11
	Relationships (I do not have enough supportive teachers who care about me and help me)	11
fuck 12	Relationships (I do not have enough supportive teachers who care about me and help me)	11
idk	Relationships (I do not have enough supportive teachers who care about me and help me)	11
in a way the teachers dont help me like some do but most dont for example like one on one turing about the subject of the class bbecause most of the classes are small	Relationships (I do not have enough supportive teachers who care about me and help me)	11
	Relationships (I do not have enough supportive teachers who care about me and help me)	11
they should go out of there way and help us as much as they can	Relationships (I do not have enough supportive teachers who care about me and help me)	12
they should put every piece of work that a student does and be adding all those points in	Relationships (I do not have enough supportive teachers who care about me and help me)	12

Student Comment	Grade Level
Reasons I think I was bullied or harassed in school are...	
because girls are bitches to eachother	11
because i am prettier	11
gossip	11
immature girls lol that need to grow up	11
I dont see myself as the gender i was born as.	12
my intelligence. their own immaturity/insecurity	12

Student Comment	Grade Level
The following makes it hard for me to do best in school:	
A ride to school and home	11
Its hard to get to school #1	11
alot	11
anxiety	11
depression	11
getting a ride	11
hi	11
im lazy	11
living problems	11
no point.	11
students	11
transportation	11
wanting to get a job and make money because i need it	11
anxiety and depression	12
not having a ride to school	12
school sucks	12
dnt trippp	Other
idk	None
none yuh damn business	None

Student Comment	Grade level
Is there anything else you would like to tell us?	
more elective classes	10
noun	10
Better food and our teachers should be payed more they treat us really good. I like my teachers	
we sing to them happy birthday and stuff when its their birthday	11
GET US BETTER FOOD!!!!!!!	11
I just want my diploma to get the fuck out this shit hole i dont care about college i just want to	
live my life	11
Love the teachers more then the students lol	11
NEW PRINCIPAL	11
RAMIREZ IS THE BEST HES THE ONLY ONE WHO REALLY CHECKS IN AND HELPS ME OUT	11
better food new principal	11
everything is great. Just please get better food.	11
i dont like our lunch lady shes very rude and gets angry if you ask her for anything. she never has	
the food set up and ready for us when the bell rings, she closes the food very early when	
students can be finishing a assignment then want some food just to find it closed.we need our	11
old lunch lady or a new one with proper training.	
idk	11
idk	11
improve school food and give it all free i mean its a small school	11
nah everythings cool	11
no	11
no	11
no	11
no	11
no	11
no	11
no	11
no	11
nope	11
nope my name is jeff	11
nothing	11
nothing	11
teachers need to help more	11
the food needs to be better	11
the lunches suck, principal sucks, teachers suck, you suck, we need better food and a free period	
to go get food or something	11
they dont let us off campus	11
we need better school lunch (real food please)	11
when ever you tell some one you go to ridgway, they always have that look and question of "	
isn't that for bad kids and high school drop outs. To me its a close community and everyone is	11
ok with one another.	
xf	11
Buy better lunches or make the campus open during lunch hours because the food now is nasty.	12
Bring the old lunch lady back	
Give them money for better food.	12
Go Blujays!!! ""\(>~&lt;)/"" ,,,/(>~&lt;)\,, ~(>~&lt;)~ (^~^)	12
I love ridgway	12
If it wasn't for Ridgway I would have lost 50% of my confidence to graduate.	12
Let our diplomas count, people need Ridgway. Why take that from students?	12
Nope.	12
THIS SCHOOL IS COOL	12
This school has taught me how life works and that life will only be better if you better yourself	
so i had to do it	12
always extra credit and very helpful	12
better food	12
get better food!	12
i wan t my school to understand people here go through things we just suffer in silence adn dont	
say anything that is why i said my name because im okay with my school knowing who i am and	12
what i have to say	
it's an amazing school	12
its just great my dude :)	12





Staff Comment	Answer Category	Staff Type
My school's greatest strength is...		
I am new to the school, and have had most of my interaction with the principal. She has a great attitude- direct and assertive, yet friendly. She knows what she is doing, the direction she wants to go in, and respects the input of her staff.	Friendly and Supportive Administration	Instructional Staff
I am new to the site and have only felt support and encouragement from admin	Friendly and Supportive Administration	Instructional Staff
Nearly all of my experiences with staff have been positive. Staff here are student oriented, they generally want what can be perceived as best for their students. The students may be distrusting of adults so may see this as controlling but the staff perseveres despite this could be distrust. When I have issues with students I can usually find a staff member who has a closer relationship to the student. When I find this staff member I can inquire for better ways to help the student in my classroom. The administration is usually available for extra input if needed and usually there to offer insight on particular student dynamics.	Friendly and Supportive Administration	Instructional Staff
The principal always answers my questions and if she doesn't know, she bothers to find out and then tells me. She is interested in learning about how we operate at this school because she is new. She always asks if we need help. The other administrative type personnel is very helpful in supporting students and will help teachers with questions and concerns over students.	Friendly and Supportive Administration	Instructional Staff
It's true, I can enter the principle office just about any time in the school day to address an issue. Together we find answers or solutions.	Friendly and Supportive Administration	Support Staff
The goals and support systems put in place in this school, show me the fact that they really strive for student success. This is essential more so for students who have not succeeded in their prior school. I chose this answer because it's the only thing I can claim as mine.	Friendly and Supportive Administration	Support Staff
When I work with students and see they are catching on and gaining confidence I feel rewarded. When they struggle and keep going I point out the importance of mistakes and learning from them. I've learned if a student has given up there is always a next time. The student will hopefully come back when they are ready and have matured.	Individual Empowerment	Instructional Staff
I enjoy working with students as their teacher and advisor. I see students graduate and I am very proud of their accomplishments. We also help the whole child our students have many problems and at Ridgway we have the support staff to help them.	Individual Empowerment	Instructional Staff
I feel I am able to connect with the students and are able to assist them with their needs.	Individual Empowerment	Instructional Staff
I feel respected and valued and there is ample room to be creative when delivering lessons and curriculum	Individual Empowerment	Instructional Staff

Our student body is one of the most challenged groups of young people I've ever worked with. They've suffered more setbacks and roadblocks to their education than any merciful deity would have allowed, and yet they are here, in class, trying to learn -- and I honestly feel, trying their best. Every time I mark a point on their card I feel a sense of accomplishment, that I had a hand in helping them take one more step towards a goal that is going to impact the rest of their life. It's this sense that helps carry me through those days when the students just are not in a learning frame of mind, or my lesson misfires, or any other one of a thousand hiccups that happen in the classroom. When I feel a student's thanks it makes it all worth it.	Individual Empowerment	Instructional Staff
rather not say	Individual Empowerment	Instructional Staff
I go home every day feeling as if I helped change at least one student's life in a positive way.	Individual Empowerment	Support Staff
When I first arrived to RHS many of the systems that I learned the value of were not present. Implementing systems in order to work smarter, not harder and more efficient and effective for the benefit of both staff and students was a goal of mine. With systems in place, staff have begun to collaborate on a more regular basis and have begun to discuss interventions and best practices more often. RHS is becoming a more unified staff which both parents and students will benefit from. Connection before Content is the focus this year.	Individual Empowerment	Other
I like the fact that I can be a supportive adult to my students, without worrying about someone saying it is inappropriate to discuss crucial situations a student might be going through. As many of our students do not have a mature, nonjudgmental adult in their lives I feel it is important students know they can come to me with very serious concerns and I can be honest with them, and support them with advice and care.	Other	Instructional Staff
I like that over the years we have been able to be creative and develop programs that will help our students become successful, graduate and move on to some post-secondary plan. Our school staff has always understood the nature of our underserved students and by keeping the focus on what works, we have been able to see success in many of our students. I love the fact that our school and district has been implementing programs to address the need for social/emotional skills. Respect is key to feel like work is meaningful and we are valued. Without respect, I would not be able to come to work every day and give it my all as I do. Without respect, I would see no point in being a part of this staff or school. While most do a good job, there are a few educators and staff who need to work on how they show respect to others.	Other	Other
When speaking about a problem and there is a disagreement there is never a heated moment. In other words, we agree to disagree but still put out our points of view in a manner that is respectful to any staff member.	Respectful Relationships	Instructional Staff
	Respectful Relationships	Support Staff
I did NOT choose this answer and am now wondering why in the world this would come up as being positive, when it was negative for me. This school lacks efficient internet, effective computers, too few copiers, very, very slow internet, I have NO printer though I've asked for years. And there are preschool kids screaming their heads off near my classroom every single day, but this group of daycare providers has nothing to do with the high school.	Supplies and/or Facilities	Instructional Staff

Staff Comment	Answer Category	Staff Type
<b>One thing my school could improve is...</b>		
I'm always looking for professional growth opportunities and my boss allows me the time to attend.	Better Professional Development	Support Staff
***Coming in late in the school year as a new staff member*** is rough, but I have been able to scrounge up supplies- this is not about classroom equipment, just basics like staples, paper, dry erase markers, etc.	Better Supplies and/or Facilities	Instructional Staff
I chose this because I have NO printer for my classroom, the one I have is outdated, slow, and cumbersome. The internet is slow and stodgy.	Better Supplies and/or Facilities	Instructional Staff
The books that I use for my class are nearly thirteen years old. The maps on the board are severely outdated and limited. The maps serve their purpose but were I to converse about some current events the maps do not have the current countries of the world. I would be able to only point to the current region of the world not the country. The books are extremely outdated and extremely biased. That being said, I don't use them, I have to find other curriculum to replace them on a continual basis.	Better Supplies and/or Facilities	Instructional Staff
The text books are tagged and old, there is not real "lab" set up for A to G courses and we lack major PE equipment and a cafeteria/place for students to eat lunch inside.	Better Supplies and/or Facilities	Instructional Staff
We could use supplies in the Science Labs. We are currently working to improve thisbut, a lab room dedicated to lab work would be awesome.	Better Supplies and/or Facilities	Instructional Staff
We have outdated computers that are slow and cumbersome, including the laptops we got a few years ago. Poor quality in technology leads to more difficulties getting our work done and having classes go smoothly. We have no money for basic supplies like pens and paper. We don't get paid enough to have to cover these costs ourselves. It is really unfair that our site often gets overlooked when other sites get brand new computer labs, facilities and other things that we need equally as much if not more given challenging population we teach.	Better Supplies and/or Facilities	Instructional Staff
Our campus is 20 years old and is in great need of renovations. There is not much attention to something that is to be repaired or replaced. It takes to long for the appropriate people to repair and/or replace any facility or nessasry machine that is needed for our work to run smoothly.	Better Supplies and/or Facilities	Support Staff
	Better Supplies and/or Facilities	Support Staff
	Better Supplies and/or Facilities	Support Staff
We don't have access to funds for supplies. Big budget cuts in our district have caused our school to see the effects in the classroom and office. We also have been requesting some security fencing for our students safety. Our school is not able to expand it's program as every classroom is being used. Our facilities have been neglected for several years and could use some TLC. Our teachers supply most of their students classroom supplies and could use more of a budget to assist with this need.	Better Supplies and/or Facilities	Other
	Better Supplies and/or Facilities	Other
	Better Supplies and/or Facilities	Other
It is hard to stay positive and feel I am actually helping students, or the students are actually learning. I feel pulled at both ends; rigor and critical thinking and writing skills are encouraged, but I get the impression from other teachers and students that simple packet work is what is to be expected and anything more challenging is unrealistic ....	Individual Empowerment	Instructional Staff

The schedule of the school: the 3 week units and the short classes do not allow me to teach in the way that I like, which is more project based. I know this is supposed to be the best way to teach our population, so I don't argue with it. However, I have had to change my way of operating in the classroom. I also feel that we should have more elective type classes for our population because they are largely 'hands-on' students who are very behind in reading and writing. Therefore, a core curriculum is needed but it should be offset with more time for pottery and other art classes, machine shop, photography etc. I heard that this was how the school operated years ago.

I filed a grievance this past year and felt it was not resolved to my satisfaction.

I love my job just as it is!

I am too fairly new to give an assertive answer on that.

The phone situation in the classroom is untenable. I cannot get some students to put down the phone, no matter how fast I dance or how engaging the assignment. I have used reason, cajoling, begging, threats, rewards, demerits and nothing pries that phone out of some students' hands. / The culture of our school must change. Phones must become the tools they were meant to be, not the jester/companions they have become. Abstinence doesn't seem to work, so perhaps we have to compromise, finally admit that they are going to use phones in class regardless of what we say, and spend our energy in directing their usage. For example, we may have to make it official policy that, when students complete an assignment they are allowed to choose between extra credit and using their phone. / I KNOW, this is killing me to say it, but at some point don't we have to be realistic? Don't we owe it to the students to give them the skills to balance their time? If some of them use their phones on the job the way they use them in class they will get fired. If we can at least teach them to delay its use until their work is finished at least they would be using it in a more work-friendly manner. / I don't have any answers, but we must ask the questions or we're going to be wrestling with this, and our students are going to be losing points, for years to come.

rules for students

Individual Empowerment

Instructional Staff

More Respectful Relationships

Instructional Staff

Nothing

Instructional Staff

Nothing

Support Staff

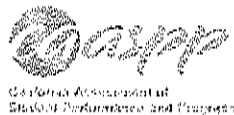
Other

Instructional Staff

Other

Instructional Staff

Staff Comment	Staff Type
Is there anything else you would like to share about areas where this school is doing well and/or areas where it could improve?	
I would like to see the school stick to a few universal rules, like cell phone use, and ensure that the rules are followed. Schools that are much larger than ours have policies in place for this. We have it in writing, but it isn't followed. How we operate is very different than other schools and because of this we should have a teacher handbook to explain how things are so that it isn't a 'hey you' situation.	Instructional Staff
I feel the accomplishment of helping struggling students everyday	Instructional Staff
I love working at Ridgway. I feel very grateful to help students achieve their goals and graduate everyday. I am also proud the administration, faculty and staff who are all so dedicated and work so hard to help our students succeed.	Instructional Staff
It is a good school for what it purports to accomplish with very challenged student population. Many, many times students disobey, leave the campus, smoke pot, and rarely get caught. For those students who are truly trying to progress through the system as their second chance, they are well rewarded for their effort.	Instructional Staff
Our school overall is great. A lot of dedicated teachers and staff is what we are all about. Some are not part of the team and make it difficult for the rest of us. We need more support/ resources to address the needs of our students. We need better supplies and technology so we can better prepare our students for the future. We have the ability to turn lives around when they would have otherwise given up.	Instructional Staff
Professional development seems very catch-as-catch-can. It would be nice to have all the PD opportunities in one place. However that may be more of a district matter.	Instructional Staff
This school is able to catch those students that fell through the cracks	Instructional Staff
Very friendly environment, the staff, students, and admin are a great team!	Instructional Staff
We are in a state of flux. Many changes and stress. Some good, some not so good. I miss the closeness we use to have as a staff.	Instructional Staff
I believe that RHS is an outstanding alternative school that truly changes lives.	Support Staff
The staff cares about our students.	Support Staff
Our school is a great option for students who need an alternative setting and need a smaller school setting. We have a great program here but have a strong need for additional alt ed sites in the district to provide much needed services for our students.	Other
Our students would benefit from CTE / certificate programs offered at our site with a partnership with SRJC. Our students would also benefit from having access to A-G course work.	Other



## Student Performance in Each Achievement Level

*How did my school perform overall in Mathematics?*

**Test:** Smarter Summative Mathematics Grade 11

**Year:** 2018-2019

**Name:** Ridgway High (Continuation)

### Legend: Achievement Levels

%Standard Not Met
 %Standard Nearly Met
 %Standard Met
 %Standard Exceeded

## Performance on the Smarter Summative Mathematics Grade 11 Test, by Disability Status: Ridgway High (Continuation), 2018-2019

Name	Grouping	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Students with no group (Group)	All	93	2411±7	
Students with no group (Group)	Students with Disability	11	2354±14	
Students with no group (Group)	Students with No Reported Disability	82	2418±8	

Based on data from the Smarter Summative, 2018-2019 administration.

Report Generated: 7/25/2019 3:04:49 PM PDT

\*Standard error is not defined for groups of one student.

There is some uncertainty in all test scores. If these students took the test multiple times, their average score would lie within the range indicated next to the average scale score 68% of the time.

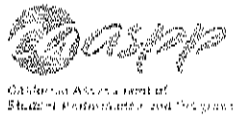
The Summative Assessments include both computerized scoring components (scored immediately) and hand-scoring components. The reporting system aggregates results in real-time. Performance data will display as students complete both scored components and the hand-scoring portion results have been received.

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**California Technical Assistance Center**

Phone: 1-800-955-2954

Email: [callac@ats.org](mailto:callac@ats.org)



## Student Performance in Each Achievement Level

*How did my school perform overall in Mathematics?*

**Test:** Smarter Summative Mathematics Grade 11

**Year:** 2018-2019

**Name:** Ridgway High (Continuation)

### Legend: Achievement Levels

%Standard Not Met
 %Standard Nearly Met
 %Standard Met
 %Standard Exceeded

## Performance on the Smarter Summative Mathematics Grade 11 Test, by Economic Status: Ridgway High (Continuation), 2018-2019

Name	Grouping	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Students with no group (Group)	All	93	2411±7	
Students with no group (Group)	Economically Disadvantaged	51	2406±9	
Students with no group (Group)	Not Economically Disadvantaged	42	2416±11	

Based on data from the Smarter Summative, 2018-2019 administration.

Report Generated: 7/25/2019 3:05:01 PM PDT

\*Standard error is not defined for groups of one student.

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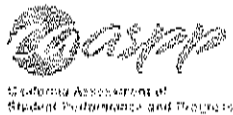
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## Student Performance in Each Achievement Level

*How did my school perform overall in Mathematics?*

**Test:** Smarter Summative Mathematics Grade 11

**Year:** 2018-2019

**Name:** Ridgway High (Continuation)

### Legend: Achievement Levels

%Standard Not Met
 %Standard Nearly Met
 %Standard Met
 %Standard Exceeded

## Performance on the Smarter Summative Mathematics Grade 11 Test, by EL Status: Ridgway High (Continuation), 2018-2019

Name	Grouping	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Students with no group (Group)	All	93	2411±7	
Students with no group (Group)	English Learner	15	2372±13	
Students with no group (Group)	Non-English Learner	78	2418±8	

Based on data from the Smarter Summative, 2018-2019 administration.

Report Generated: 7/25/2019 3:05:12 PM PDT

\*Standard error is not defined for groups of one student.

There is some uncertainty in all test scores. If these students took the test multiple times, their average score would lie within the range indicated next to the average scale score 68% of the time.

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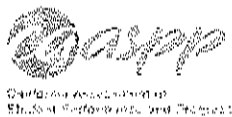
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## Student Performance in Each Achievement Level

*How did my school perform overall in Mathematics?*

**Test:** Smarter Summative Mathematics Grade 11

**Year:** 2018-2019

**Name:** Ridgway High (Continuation)

### Legend: Achievement Levels

%Standard Not Met
 %Standard Nearly Met
 %Standard Met
 %Standard Exceeded

## Performance on the Smarter Summative Mathematics Grade 11 Test, by English-Language Fluency: Ridgway High (Continuation), 2018-2019

Name	Grouping	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Students with no group (Group)	All	93	2411±7	
Students with no group (Group)	English Learner (EL)	15	2372±13	
Students with no group (Group)	English Only - (EO)	37	2429±11	
Students with no group (Group)	Reclassified-Fluent English Proficient (RFEP)	41	2408±11	

Based on data from the Smarter Summative, 2018-2019 administration.

Report Generated: 7/25/2019 3:05:22 PM PDT

\*Standard error is not defined for groups of one student.

There is some uncertainty in all test scores. If these students took the test multiple times, their average score would lie within the range indicated next to the average scale score 68% of the time.

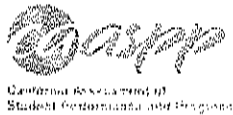
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## Student Performance in Each Achievement Level

*How did my school perform overall in Mathematics?*

**Test:** Smarter Summative Mathematics Grade 11

**Year:** 2018-2019

**Name:** Ridgway High (Continuation)

### Legend: Achievement Levels

%Standard Not Met
 %Standard Nearly Met
 %Standard Met
 %Standard Exceeded

## Performance on the Smarter Summative Mathematics Grade 11 Test, by Ethnicity: Ridgway High (Continuation), 2018-2019

Name	Grouping	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Students with no group (Group)	All	93	2411±7	
Students with no group (Group)	American Indian or Alaska Native	1	2280*	
Students with no group (Group)	Black or African American	3	2422±18	
Students with no group (Group)	Hispanic or Latino	68	2402±8	
Students with no group (Group)	Two or More Races	5	2459±51	
Students with no group (Group)	White	16	2437±15	

Based on data from the Smarter Summative, 2018-2019 administration.

Report Generated: 7/25/2019 3:05:33 PM PDT

\* Standard error is not defined for groups of one student.

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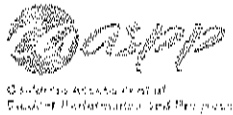
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## Student Performance in Each Achievement Level

*How did my school perform overall in Mathematics?*

**Test:** Smarter Summative Mathematics Grade 11

**Year:** 2018-2019

**Name:** Ridgway High (Continuation)

### Legend: Achievement Levels

☐ %Standard Not Met   
 ☐ %Standard Nearly Met   
 ☐ %Standard Met   
 ☐ %Standard Exceeded

## Performance on the Smarter Summative Mathematics Grade 11 Test, by Migrant: Ridgway High (Continuation), 2018-2019

Name	Grouping	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Students with no group (Group)	All	93	2411±7	
Students with no group (Group)	No Migrant Education	93	2411±7	

Based on data from the Smarter Summative, 2018-2019 administration.

Report Generated: 7/25/2019 3:05:49 PM PDT

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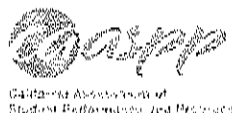
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## Student Performance in Each Achievement Level

*How did my school perform overall in Mathematics?*

**Test:** Smarter Summative Mathematics Grade 11

**Year:** 2018-2019

**Name:** Ridgway High (Continuation)

### Legend: Achievement Levels

%Standard Not Met
 %Standard Nearly Met
 %Standard Met
 %Standard Exceeded

## Performance on the Smarter Summative Mathematics Grade 11 Test, by Primary Disability Type: Ridgway High (Continuation), 2018-2019

Name	Grouping	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Students with no group (Group)	All	93	2411±7	
Students with no group (Group)	Not Indicated	82	2418±8	
Students with no group (Group)	Other Health Impairment	3	2397±24	
Students with no group (Group)	Specific Learning Disability	8	2338±13	

Based on data from the Smarter Summative, 2018-2019 administration.

Report Generated: 7/25/2019 3:05:59 PM PDT

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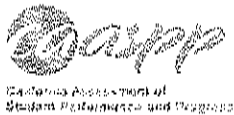
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## Student Performance in Each Achievement Level

*How did my school perform overall in Mathematics?*

**Test:** Smarter Summative Mathematics Grade 11

**Year:** 2018-2019

**Name:** Ridgway High (Continuation)

### Legend: Achievement Levels

%Standard Not Met
 %Standard Nearly Met
 %Standard Met
 %Standard Exceeded

## Performance on the Smarter Summative Mathematics Grade 11 Test, by Section 504 Status: Ridgway High (Continuation), 2018-2019

Name	Grouping	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Students with no group (Group)	All	93	2411±7	
Students with no group (Group)	No	93	2411±7	

Based on data from the Smarter Summative, 2018-2019 administration.

Report Generated: 7/25/2019 3:08:14 PM PDT

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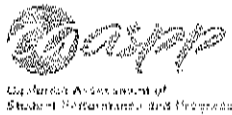
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## Student Performance in Each Achievement Level

*How did my school perform overall in ELA/Literacy?*

**Test:** Smarter Summative ELA/Literacy Grade 11

**Year:** 2018-2019

**Name:** Ridgway High (Continuation)

### Legend: Achievement Levels

%Standard Not Met
 %Standard Nearly Met
 %Standard Met
 %Standard Exceeded

## Performance on the Smarter Summative ELA/Literacy Grade 11 Test: Ridgway High (Continuation), 2018-2019

Name	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Santa Rosa High (49709200000000)	1732	2577±3	
Ridgway High (Continuation) (49709204935607)	95	2473±8	
Students with no group (Group)	95	2473±8	

Based on data from the Smarter Summative, 2018-2019 administration.

Report Generated: 7/25/2018 3:07:03 PM PDT

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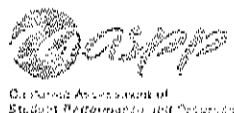
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## Student Performance in Each Achievement Level

*How did my school perform overall in ELA/Literacy?*

Test: Smarter Summative ELA/Literacy Grade 11

Year: 2018-2019

Name: Ridgway High (Continuation)

### Legend: Achievement Levels

%Standard Not Met
 %Standard Nearly Met
 %Standard Met
 %Standard Exceeded

## Performance on the Smarter Summative ELA/Literacy Grade 11 Test, by Disability Status: Ridgway High (Continuation), 2018-2019

Name	Grouping	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Students with no group (Group)	All	95	2473±8	
Students with no group (Group)	Students with Disability	11	2426±18	
Students with no group (Group)	Students with No Reported Disability	84	2479±9	

Based on data from the Smarter Summative, 2018-2019 administration.

Report Generated: 7/25/2019 3:07:14 PM PDT

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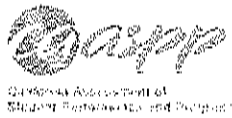
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## Student Performance in Each Achievement Level

*How did my school perform overall in ELA/Literacy?*

**Test:** Smarter Summative ELA/Literacy Grade 11

**Year:** 2018-2019

**Name:** Ridgway High (Continuation)

### Legend: Achievement Levels

%Standard Not Met
 %Standard Nearly Met
 %Standard Met
 %Standard Exceeded

## Performance on the Smarter Summative ELA/Literacy Grade 11 Test, by Economic Status: Ridgway High (Continuation), 2018-2019

Name	Grouping	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Students with no group (Group)	All	95	2473±5	
Students with no group (Group)	Economically Disadvantaged	50	2467±12	
Students with no group (Group)	Not Economically Disadvantaged	45	2479±11	

Based on data from the Smarter Summative, 2018-2019 administration.

Report Generated: 7/25/2019 3:07:22 PM PDT

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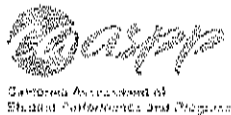
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Email: [caltac@ets.org](mailto:caltac@ets.org)





## Student Performance in Each Achievement Level

*How did my school perform overall in ELA/Literacy?*

**Test:** Smarter Summative ELA/Literacy Grade 11

**Year:** 2018-2019

**Name:** Ridgway High (Continuation)

### Legend: Achievement Levels

%Standard Not Met
 %Standard Nearly Met
 %Standard Met
 %Standard Exceeded

## Performance on the Smarter Summative ELA/Literacy Grade 11 Test, by EL Status: Ridgway High (Continuation), 2018-2019

Name	Grouping	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Students with no group (Group)	All	95	2473±8	
Students with no group (Group)	English Learner	16	2446±17	
Students with no group (Group)	Non-English Learner	79	2478±9	

Based on data from the Smarter Summative, 2018-2019 administration.

Report Generated: 7/25/2019 3:07:31 PM PDT

\*Standard error is not defined for groups of one student.

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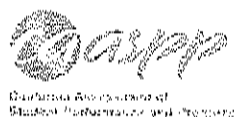
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## Student Performance in Each Achievement Level

*How did my school perform overall in ELA/Literacy?*

**Test:** Smarter Summative ELA/Literacy Grade 11

**Year:** 2018-2019

**Name:** Ridgway High (Continuation)

### Legend: Achievement Levels

%Standard Not Met
 %Standard Nearly Met
 %Standard Met
 %Standard Exceeded

## Performance on the Smarter Summative ELA/Literacy Grade 11 Test, by English-Language Fluency: Ridgway High (Continuation), 2018-2019

Name	Grouping	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Students with no group (Group)	All	95	2473±8	
Students with no group (Group)	English Learner (EL)	16	2446±17	
Students with no group (Group)	English Only - (EO)	35	2488±15	
Students with no group (Group)	Reclassified-Fluent English Proficient (RFEP)	44	2470±11	

Based on data from the Smarter Summative, 2018-2019 administration.

Report Generated: 7/25/2019 3:07:40 PM PDT

\*Standard error is not defined for groups of one student.

There is some uncertainty in all test scores. If these students took the test multiple times, their average score would lie within the range indicated next to the average scale score 68% of the time.

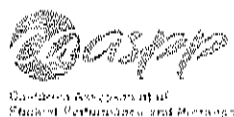
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## Student Performance in Each Achievement Level

*How did my school perform overall in ELA/Literacy?*

**Test:** Smarter Summative ELA/Literacy Grade 11

**Year:** 2018-2019

**Name:** Ridgway High (Continuation)

### Legend: Achievement Levels

%Standard Not Met
 %Standard Nearly Met
 %Standard Met
 %Standard Exceeded

## Performance on the Smarter Summative ELA/Literacy Grade 11 Test, by Ethnicity: Ridgway High (Continuation), 2018-2019

Name	Grouping	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Students with no group (Group)	All	95	2473±8	
Students with no group (Group)	American Indian or Alaska Native	1	2368*	
Students with no group (Group)	Black or African American	3	2448±56	
Students with no group (Group)	Hispanic or Latino	71	2467±9	
Students with no group (Group)	Two or More Races	4	2479±38	
Students with no group (Group)	White	16	2507±25	

Based on data from the Smarter Summative, 2018-2019 administration.

Report Generated: 7/25/2019 3:07:48 PM PDT

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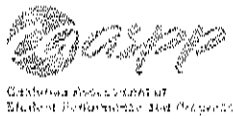
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## Student Performance in Each Achievement Level

*How did my school perform overall in ELA/Literacy?*

**Test:** Smarter Summative ELA/Literacy Grade 11

**Year:** 2018-2019

**Name:** Ridgway High (Continuation)

### Legend: Achievement Levels

%Standard Not Met %Standard Nearly Met %Standard Met %Standard Exceeded

## Performance on the Smarter Summative ELA/Literacy Grade 11 Test, by Migrant: Ridgway High (Continuation), 2018-2019

Name	Grouping	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Students with no group (Group)	All	95	2473±8	
Students with no group (Group)	No Migrant Education	95	2473±8	

Based on data from the Smarter Summative, 2018-2019 administration.

Report Generated: 7/25/2019 3:08:04 PM PDT

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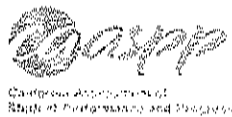
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## Student Performance in Each Achievement Level

*How did my school perform overall in ELA/Literacy?*

**Test:** Smarter Summative ELA/Literacy Grade 11

**Year:** 2018-2019

**Name:** Ridgway High (Continuation)

### Legend: Achievement Levels

%Standard Not Met
 %Standard Nearly Met
 %Standard Met
 %Standard Exceeded

## Performance on the Smarter Summative ELA/Literacy Grade 11 Test, by Primary Disability Type: Ridgway High (Continuation), 2018-2019

Name	Grouping	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Students with no group (Group)	All	95	2473±8	
Students with no group (Group)	Not Indicated	84	2479±9	
Students with no group (Group)	Other Health Impairment	3	2490±19	
Students with no group (Group)	Specific Learning Disability	8	2402±18	

Based on data from the Smarter Summative, 2018-2019 administration.

Report Generated: 7/25/2019 3:08:13 PM PDT

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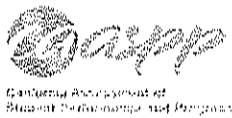
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## Student Performance in Each Achievement Level

*How did my school perform overall in ELA/Literacy?*

**Test:** Smarter Summative ELA/Literacy Grade 11

**Year:** 2018-2019

**Name:** Ridgway High (Continuation)

### Legend: Achievement Levels

%Standard Not Met
 %Standard Nearly Met
 %Standard Met
 %Standard Exceeded

## Performance on the Smarter Summative ELA/Literacy Grade 11 Test, by Section 504 Status: Ridgway High (Continuation), 2018-2019

Name	Grouping	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Students with no group (Group)	All	95	2473±8	
Students with no group (Group)	No	95	2473±8	

Based on data from the Smarter Summative, 2018-2019 administration.

Report Generated: 7/25/2019 3:08:23 PM PDT

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