

School Year: **2023-24**

# 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	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ruth Acty	01-61143-6090252	5-8-23	June 7, 2023

## 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)

Schoolwide Program

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.

The purpose of this plan is to describe how our school is providing a robust school-wide program to support all students and to provide details of our comprehensive and targeted support systems for our focal students.

# 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).

While a survey has not been conducted there are many avenues and venues for sharing input.

- Monthly PTA meetings
- Quarterly School Site Council meetings
- Weekly COST Team Meeting
- \*. Student Study Team Meetings
- \* Fall parent/Guardian Conferences - Winter Foacl Student Parent/Guardian Conferences
  - ELAC
- \*. UJIMA - Black Parent/Guardian Group
  - Informational Bulletin Boards at entrances and in main halls and office

## Classroom Observations

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

The principal frequently visits classrooms, providing staff with informal and ongoing feedback. The teaching staff is evaluated every other year through formal observations. The principal, literacy coaches, COS Team, and leadership team set staff development priorities based on the observations of all classrooms, District initiatives, and input from teachers. New teachers have the opportunity to visit classrooms at other schools through the BTSA program and literacy staff development provided by the district. All teachers have access to opportunities to visit colleagues and other schools to observe teaching practices.

In classrooms, the RtI practices and BUSD Best Practices are evident. Implementation of District-adopted curriculum and programs is evident: A Story Of Units, TCRWP Reading and Writing workshop models, Welcoming Schools, Toolbox, Positive Behavior Intervention Supports, FOSS science, and Teacher's College Reading and Writing Project literacy.

### SCHOOL CULTURE AND CLIMATE DATA

1. classroom rules and expectations posted in classrooms
2. classroom routines and students jobs evident in classrooms
3. school rules "Be Safe, Be Responsible, Be Respectful" and expectations for behavior posted in hallways, Parent Handbook, mailings home
4. Monthly citizenship themes
6. suspension and referral data entered in IC
7. System of positive behavior support implemented in school
8. in-classroom social support/community building workshops conducted by school's mental health services provider

## 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)

Each fall, winter and spring BUSD K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing and spelling. These informal assessments provide classroom teachers and intervention teachers a window into a child's literacy and math development so that the teachers can use the information to modify instruction based on student needs during the course of the year.

Local assessments in reading, math, and writing guide instruction. Reading Tests, TCRWP and STAR (1st - 5th), Dibels given 3 times yearly and record student comprehension and fluency levels.g (Running Records), and math are also used to assess student performance. They are administered on an ongoing basis, and the results are used to provide teachers with data to revise lesson goals and individualize learning. The RTI Coach meets instructed staff on the use of our schoolwide Assessment Wall to post most-recent reading/writing data. Local math assessments are given at the end of each chapter and 3 times yearly.

State assessments identify student proficiency and provide data for analysis of effective instructional practice. ELPAC is administered to all EL students each fall to provide information on their academic progress. Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and whole day grade-level meetings are provided for teachers to study assessments, develop backwards planning, and work on specific plans for targeting low achieving students.

While GATE testing is not longer used, classroom instruction is differentiated. Each teacher has been trained on using the model to support/increase student learning for gifted students. This approach is supported by legislation passed in California in 2001 that shifts the focus of GATE programming from "pull out" classes to teaching strategies and content that are integrated into all classrooms. Many of these strategies are integral parts of most Berkeley schools including GLAD, Story of Units, differentiated instruction, REading and Writing Workshop, enrichment through art, cooking, gardening, and after school programs.

In addition every teacher formally plans and assesses their own teaching plans and delivery.

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

Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and whole day grade-level meetings are provided for teachers to study assessments, develop backwards planning, and work on specific plans for targeting low achieving students.

Weekly gathered data, running records, conferencing notes, guide the development of literacy groups and designate just-right book levels for guided reading instruction and specific literacy lessons.

The Coordination of Services Team, MTSS, and RTI team uses Illuminate information to choose students for specific intervention services.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

Ruth Acty teachers all hold full credentials. None of the faculty holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our staff holds an emergency permit. About 95% of the teachers at Jefferson hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent.

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

Teachers receive whole group Literacy and Math training on Wednesday afternoons. This training is conducted either at the school site or at a district -designated site for grade level teachers in the school district.

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

Staff meet at a before school staff retreat to develop curriculum maps that align instruction to content standards. Maps are made according to a year long schedule. Instruction is tailored to student need through the use of analysis of student assessment results. Professional development is ongoing, beginning at the August staff retreat and continuing throughout the school year. Professional development includes the following content areas: Mathematics, Language Arts, Science, Social Studies, Positive Behavior- School wide Discipline, Art, Music and Physical Education.

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

Literacy instructional assistance is provided by the Response to Intervention team (RTI). The team is composed of a Literacy Teachers and two Special Education (Learning Center) teachers.

RTI teachers also model writing and spelling lessons, then co-teach to build teacher skills.

District math leaders model lessons, help teachers build ASOU Math curriculum, and set up yearly math teaching plans.

RTI team coordinates formation of RTI groups that are implemented in our Learning Center by our RTI team that includes: Special Education, ELD, RTI and Literacy Teachers.

English Language Instruction is provided by our site English Language Development teacher, who supports staff and students.

#### Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet at regular intervals during Wednesday staff and collaboration meetings to collaborate at grade levels. Teachers attend BUSD professional development workshops throughout the school year that focus on English-Language Arts and Mathematics, Equity, English Language Development, Welcoming Schools and Toolbox.

## Teaching and Learning

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

Teachers follow the designated grade-level state standards to build their curriculum units; and all teachers use state/district mandated materials to teach units in math, literacy, science, and social studies. Specific performance standards for each curriculum area is designated, and students are expected to make grade-level progress.

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

Ruth Acty School adheres to recommended instructional minutes for reading/language arts and mathematics. Jefferson school has a dedicated literacy block in K-3rd grades devoted to best practices in literacy.

1. Grades 4-5 minutes based on the average day of 305 instructional minutes, with no allowance for passing time or transitions. (Note that there are 315 minutes on MTThF and 265 minutes on Wednesday.)

Daily minutes:

90 English Language Arts (some of the language arts' minutes can be combined with social studies and science curriculums)

30 English Learner Development

60 math

2. Grades 1-2-3, based on 285 daily instructional minutes, with no allowance for passing times.

Daily minutes:

120 English Language Arts (with 45 for writing and 75 for reading, including reading in the content areas)

30 English Learner Development

60 math

3. Kindergarten, based on 260 daily instructional minutes with no allowance for passing times.

Daily minutes:

60 English Language Arts

30 English Learner Development and other ELA interventions

50 math, including interventions

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

Teachers meet regularly to build yearly pacing schedules and curriculum maps for all curriculum areas. To ensure that all students receive the complete standards-based curriculum Teachers meet by grade levels in September and throughout the school year to design, then refine their pacing/teaching guides with their grade-level teams.

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

Standards' based instructional materials are used at every grade level. If the major state mandated materials do not address the needs of sub-groups of students, such as English Learners or Title 1 students, additional state-acceptable materials are selected and used to ensure that every group is instructed in learning the standards. Ruth Acty teachers use the English Learner curriculum, EL-specific guided reading books, and Lucy Calkins Units of Study writing program to better meet the needs of English Learner students. The newly adopted EL materials will be used by all teachers.

The RTI team, including the English Language Development teacher, assists the teachers by instructing small groups of students with the standards' based strategies that specifically address how the English Learner students learn best. Similar differentiated focus is used to meet the needs of focus and Special Education students. The additional materials have been purchased by funds provided by the BPSF and the Berkeley Public Education Foundation. Science Curriculum is California standards' based for K-5. Teachers study all materials to determine if they are grade-level appropriate and include the grade-level standards. Students are instructed in grade level content. The LLI Reading Intervention Program is used in grades 1-5 to assist students who are below grade level in reading and is taught to targeted student in small groups during and beyond the school day.

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

Teachers use SBE-adopted, standards-aligned instructional materials. Intervention materials are adopted for specific levels and student needs from the State-accepted list of materials.

## Opportunity and Equal Educational Access

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

All students are taught grade-level standards using state-mandated materials. The Teachers College Reading and Writing Project and FastTrack Phonics are used to ensure students receive scaffolded lessons and are taught in small groups or through one-on-one teaching. Teachers individualize amount of work, simplify page designs, and repeat lessons in several different formats for underperforming students.

The math curriculum, Story of Units, guides teachers in extending learning for underperforming students and presenting content in various formats and with more frequent repetitions/interventions. Do the Math is used as a supplemental program to assist students in gaining repeated exposure to key math concepts at their grade level.

Assessment data is used to carefully monitor underperforming students to ensure students are taught the next-step lessons and assure that they receive more frequent small-group help.

Our RTI system supports teachers formation of leveled small groups for literacy instruction, Assessment Walls, Attendance data, Illuminate assessments, PBIS interventions.

Various meetings and data help intervene to diagnose issues: Information from SST meetings, conferences, District assessment data (Educlimber, grade-level meetings, Snapshot meetings, SARB meetings, observations, and the Underperforming students receive services from the RTI teachers, classroom teachers, after-school program, CAL tutors, literacy trained adult volunteers, Bay Area Children First counselor, and City Nursing services intervention. Additional community agencies help with specific interventions. Ruth Acty School implements an after school intervention program that serves K-5 students in 5- 6 week sessions throughout the school year. Students are pre-taught regular classroom curriculum in advance of the regular classroom schedule.

BUSD Math and English Learner coaches offer ongoing professional development for staff.

Parents/guardians are engaged in various group activities and programs. The parent groups for African American, Latino, and other parents in PTA, meet regularly to create community connections and to assist with positive school climate events, and celebrations, such as the Black History Block Party, Multicultural Potluck Night, Community Work Day beautification program, Welcome Barbeques, and potlucks, Family Math Night, Family Art Night. Parent education events, "Defeating the Summer Reading Slump", "Understanding Your Child's ELPAC Score", "Math Night" Homework Workshop for Parents/Guardians" and others including how to assist students in math, equity discussions, and ongoing community building. Parent/guardians volunteer in classrooms and throughout the school.

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

Brain-researched strategies and teaching methods, enhancing learning for all types of student learning styles, combine with the best ways to integrate curriculum units, such as the use of thematic teaching. Teachers study and use culturally relevant teaching strategies. Ruth Acty teachers have combined several practices including: Best practices in Literacy in a curriculum that maximizes achievement. Teacher uses these units as research for building their own knowledge base and coaches at least two other teachers in the development of their teaching practices.

Students receive individualized instruction, enhanced instruction time, and scaffolded lessons to increase learning success. Teachers use research-based practices when teaching guided reading, spelling, and math.

Specialists support individual students with the delivery of targeted educational strategies and methods, including Quick Reads, LLI, Do the Math, Slingerland and Wilson.

## Parental Engagement

### Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Students participate in the Afterschool Learning Program that provides academic intervention, RAZ after school program that provides academic support, enrichment and sports, BEARS that provides academic support, enrichment and recreation.

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)

Ruth Acty's School's School Site Council fully participated in the planning, implementation and evaluation of consolidated application programs. The larger community actively participated in evaluation of Ruth Acty's programs throughout the school wide survey.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Funding is used for materials to support and increase the academic abilities of second language learners. English Learner staff development and mentoring are provided by a District-paid English Learner Coach

Data guides the work of the entire staff including the Literacy Coach Teacher and Special education teachers (RTI Team) who instruct all in the techniques of in-class guided reading and literacy block curriculum. Three members of RTI teach one-on-one reading strategies to the lowest group of students in 1-5th grades. .

Underperforming students receive assistance from RTI teachers teachers and three Instructional Assistants. Their services are coordinated with the classroom teacher to target the same learning goals outlined in the student's Individual Education Plans and regular education plans.

The RTI coordinator implements all RTI services that enables low performing students to have greater access to needed supports so they can be successful meeting standards.

## Fiscal support (EPC)

Fiscal school support is provided through the BUSD general fund, District and teacher/parent generated grants, parent fund raising, and State and Federal monies. In addition, the city BSEP funds support the school with educational materials, lower class sizes, a Librarian and books, enrichment programs, and physical improvements.

# Educational Partner 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 School Site Committee (SSC) was established through an election process in early September and is comprised of parents/guardians, teachers, the principal and other staff. The SSC met to review data and the site plan monthly to ensure alignment and effective implementation with the Local Control and Accountability Plan and other federal, state, and local programs. Parents, staff and the principal attend the meetings and fully participate equitably in the development and oversight process.

# Resource Inequities

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

There are far more students identified as needing intervention support than there is capacity for in the allocated resources for Tier 2 and Tier 3 support. The school no longer receives Title I funding but still has a relatively high number of unduplicated students.

Time is a continued challenge. There are students who need multiple layers of support and it is difficult to find time within the school day to provide support

There are several barriers which may interfere with student achievement at our school. Attendance problems and tardiness keep students out of school or with inconsistent participation in remedial

programs. The school day is not of sufficient length to provide remedial support for the lowest-achieving students.

**Key Barriers:**

- Tardies, inconsistent attendance, and lack of participation in extended day programs impact available instructional time for some students
- Lack of adequate instructional minutes to provide interventions for students below grade level
- Lack of funding for adequate math intervention

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	69	74	82
Grade 1	66	59	64
Grade 2	67	67	56
Grade3	68	61	66
Grade 4	64	67	62
Grade 5	77	59	65
<b>Total Enrollment</b>	<b>411</b>	<b>387</b>	<b>395</b>

### Conclusions based on this data:

1. Enrollment has increased in kindergarten, 1st, 3rd and 5th. It has slightly declined in 2nd and 4th.
2. While it was not included in this data, it should be noted that Ruth Acty now has a TK classroom.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	24	25	24	5.80%	6.5%	6.1%
Fluent English Proficient (FEP)	27	27	23	6.60%	7.0%	5.8%
Reclassified Fluent English Proficient (RFEP)	3			12.5%		

### Conclusions based on this data:

1. English learners enrollment has remained fairly steady.
2. FEP's declined form 21-22 to 22-23

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	57	61		0	59		0	59		0.0	96.7	
Grade 4	56	65		0	62		0	62		0.0	95.4	
Grade 5	65	62		0	61		0	61		0.0	98.4	
All Grades	178	188		0	182		0	182		0.0	96.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2502.			57.63			23.73			16.95			1.69	
Grade 4		2560.			67.74			17.74			9.68			4.84	
Grade 5		2574.			49.18			26.23			13.11			11.48	
All Grades	N/A	N/A	N/A		58.24			22.53			13.19			6.04	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		42.37			52.54			5.08		
Grade 4		45.16			54.84			0.00		
Grade 5		44.26			47.54			8.20		
All Grades		43.96			51.65			4.40		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		38.98			57.63			3.39	
Grade 4		45.16			51.61			3.23	
Grade 5		52.46			36.07			11.48	
All Grades		45.60			48.35			6.04	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.95			81.36			1.69	
Grade 4		32.26			64.52			3.23	
Grade 5		29.51			68.85			1.64	
All Grades		26.37			71.43			2.20	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		42.37			52.54			5.08	
Grade 4		46.77			48.39			4.84	
Grade 5		29.51			60.66			9.84	
All Grades		39.56			53.85			6.59	

**Conclusions based on this data:**

1. Ruth Acty has a high rate of participation on the state assessment.
2. 81% of all student were proficient on the CASSPP ELA test.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	57	61		0	59		0	59		0.0	96.7	
Grade 4	56	65		0	62		0	62		0.0	95.4	
Grade 5	65	62		0	61		0	61		0.0	98.4	
All Grades	178	188		0	182		0	182		0.0	96.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2508.			57.63			27.12			13.56			1.69	
Grade 4		2552.			51.61			30.65			12.90			4.84	
Grade 5		2568.			52.46			14.75			21.31			11.48	
All Grades	N/A	N/A	N/A		53.85			24.18			15.93			6.04	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		57.63			38.98			3.39	
Grade 4		59.68			25.81			14.52	
Grade 5		44.26			40.98			14.75	
All Grades		53.85			35.16			10.99	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		59.32			37.29			3.39	
Grade 4		45.16			48.39			6.45	
Grade 5		50.82			42.62			6.56	
All Grades		51.65			42.86			5.49	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		54.24			45.76			0.00	
Grade 4		51.61			38.71			9.68	
Grade 5		34.43			54.10			11.48	
All Grades		46.70			46.15			7.14	

**Conclusions based on this data:**

1. 78% of overall student scored proficient
2. Ruth Acty has strong overall test participation.
3. Math scores are weaker than ELA scores by 3%.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		6	4	
1	*	*		*	*		*	*		4	5	
2	*	*		*	*		*	*		*	4	
3	*	*		*	*		*	*		5	*	
4	*	*		*	*		*	*		6	4	
5	*	*		*	*		*	*		4	8	
All Grades										28	27	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	32.14	51.85		35.71	25.93		21.43	22.22		10.71	0.00		28	27	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	50.00	59.26		32.14	33.33		10.71	7.41		7.14	0.00		28	27	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
<b>All Grades</b>	17.86	25.93		28.57	40.74		32.14	25.93		21.43	7.41		28	27	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
<b>All Grades</b>	28.57	48.15		60.71	51.85		10.71	0.00		28	27	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
<b>All Grades</b>	64.29	59.26		28.57	40.74		7.14	0.00		28	27	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	17.86	18.52		53.57	70.37		28.57	11.11		28	27	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	7.69	51.85		80.77	48.15		11.54	0.00		26	27	

**Conclusions based on this data:**

1. There are not enough students in each grade for meaningful data interpretations.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>387</b>	<b>22.0</b>	<b>6.5</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Ruth Acty.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	25	6.5
<b>Foster Youth</b>		
<b>Homeless</b>	6	1.6
<b>Socioeconomically Disadvantaged</b>	85	22.0
<b>Students with Disabilities</b>	30	7.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	34	8.8
<b>American Indian</b>		
<b>Asian</b>	35	9.0
<b>Filipino</b>	1	0.3
<b>Hispanic</b>	62	16.0
<b>Two or More Races</b>	90	23.3
<b>Pacific Islander</b>		
<b>White</b>	165	42.6

**Conclusions based on this data:**

1. The percentage of English Learner students is about the same.
2. 22% of students are socio economically disadvantaged.
3. The category of 2 or more races is increasing.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. Chronic Absenteeism is rising since returning from COVID.
2. Overall ELA and Math Scores are strong.
3. Suspension rates are low.

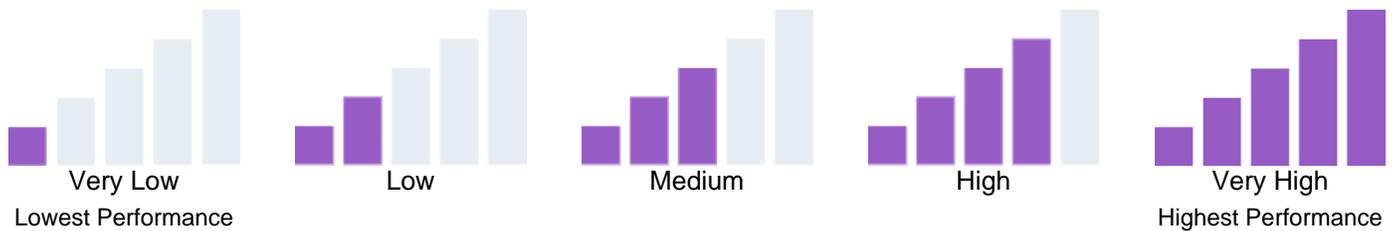


# School and Student Performance Data

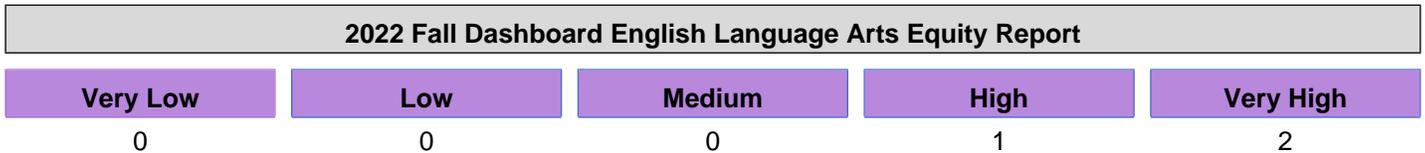
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

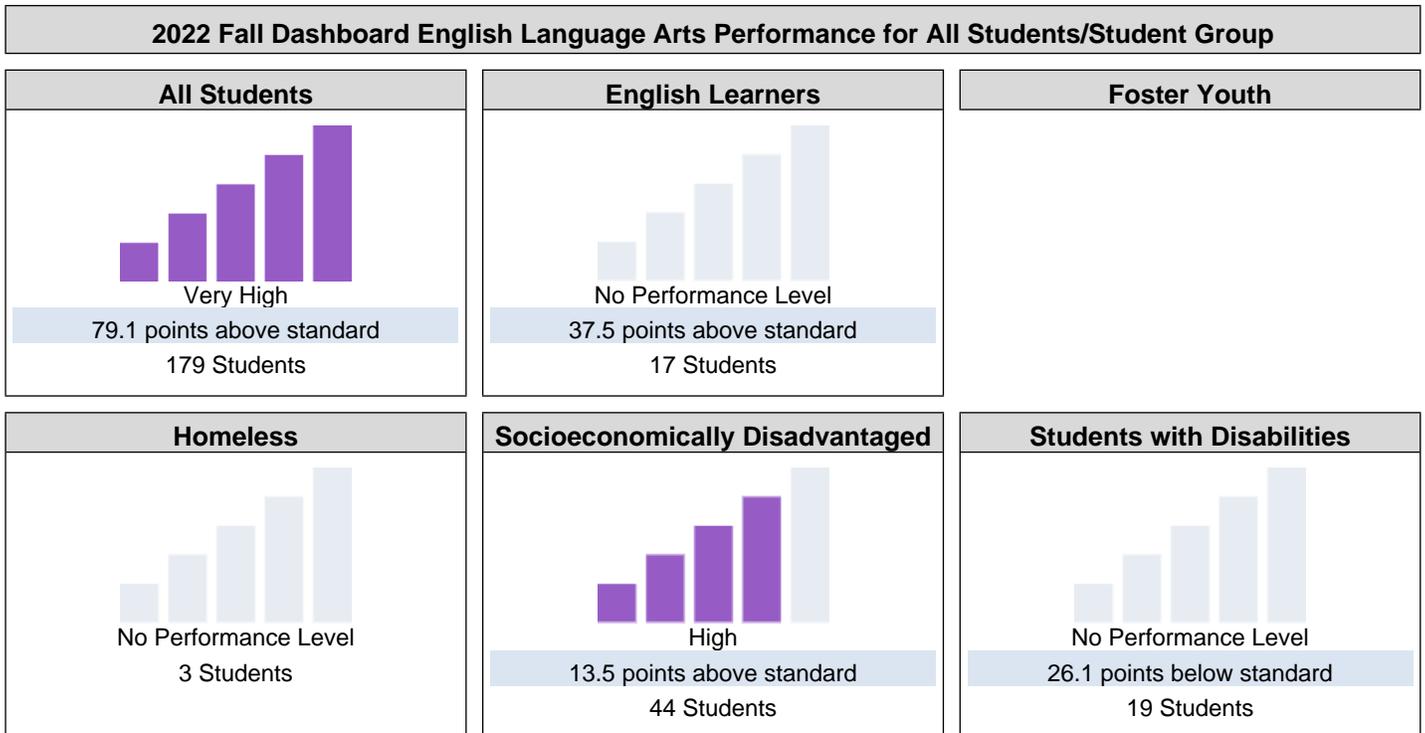
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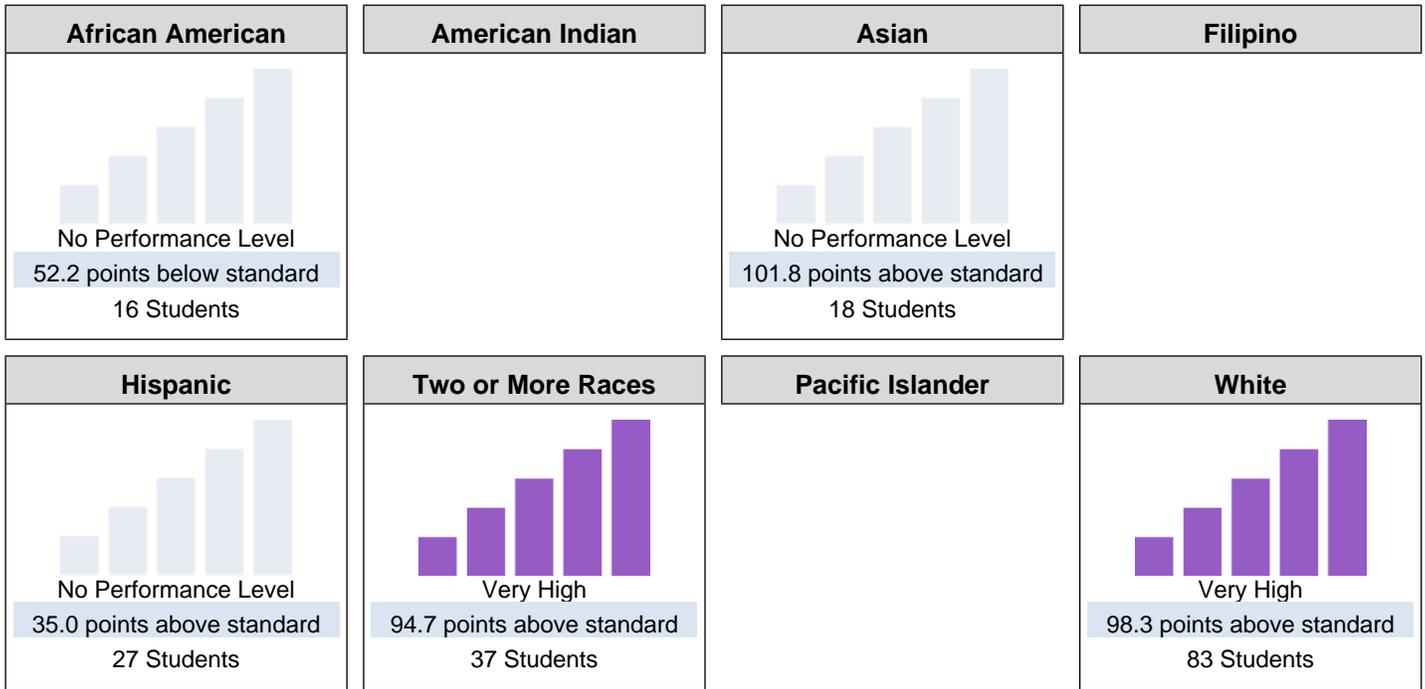
This section provides number of student groups in each level.



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



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
1.5 points above standard 11 Students	6 Students	83.2 points above standard 152 Students

**Conclusions based on this data:**

- The performance of students that identify as 2 or more races and white are well above the standard.
- Students who identify as sSocioeconomically Disadvantaged are above the standard but not nearly as high as whites and 2 or more races.
- "All" students (overall) are performing very well.

# School and Student Performance Data

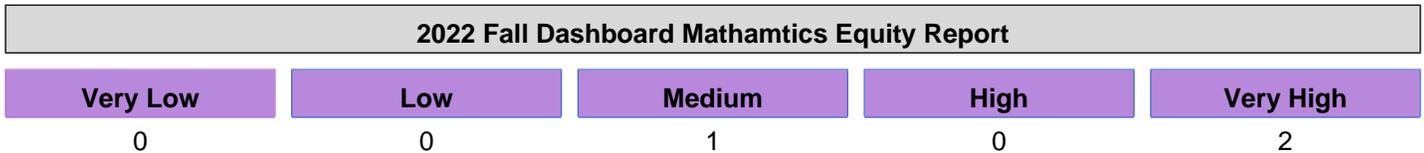
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

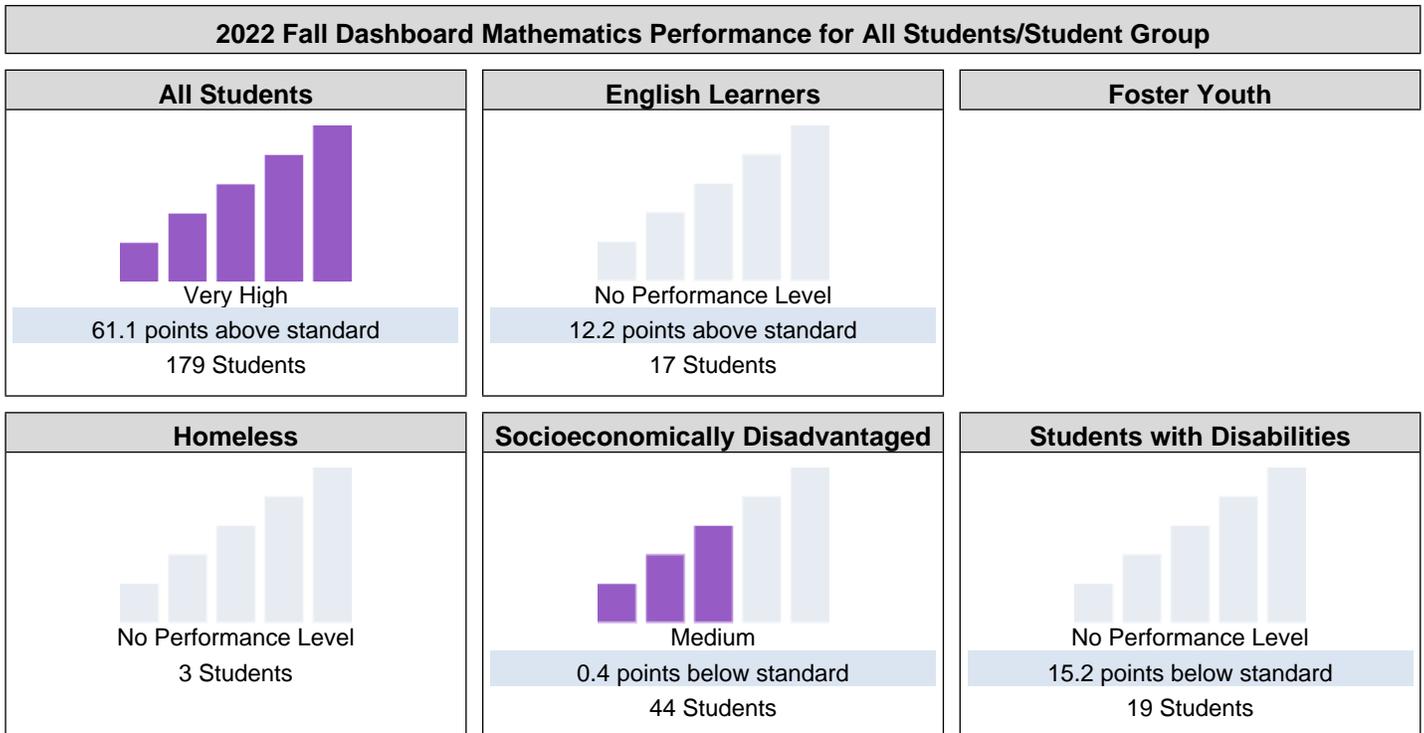
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



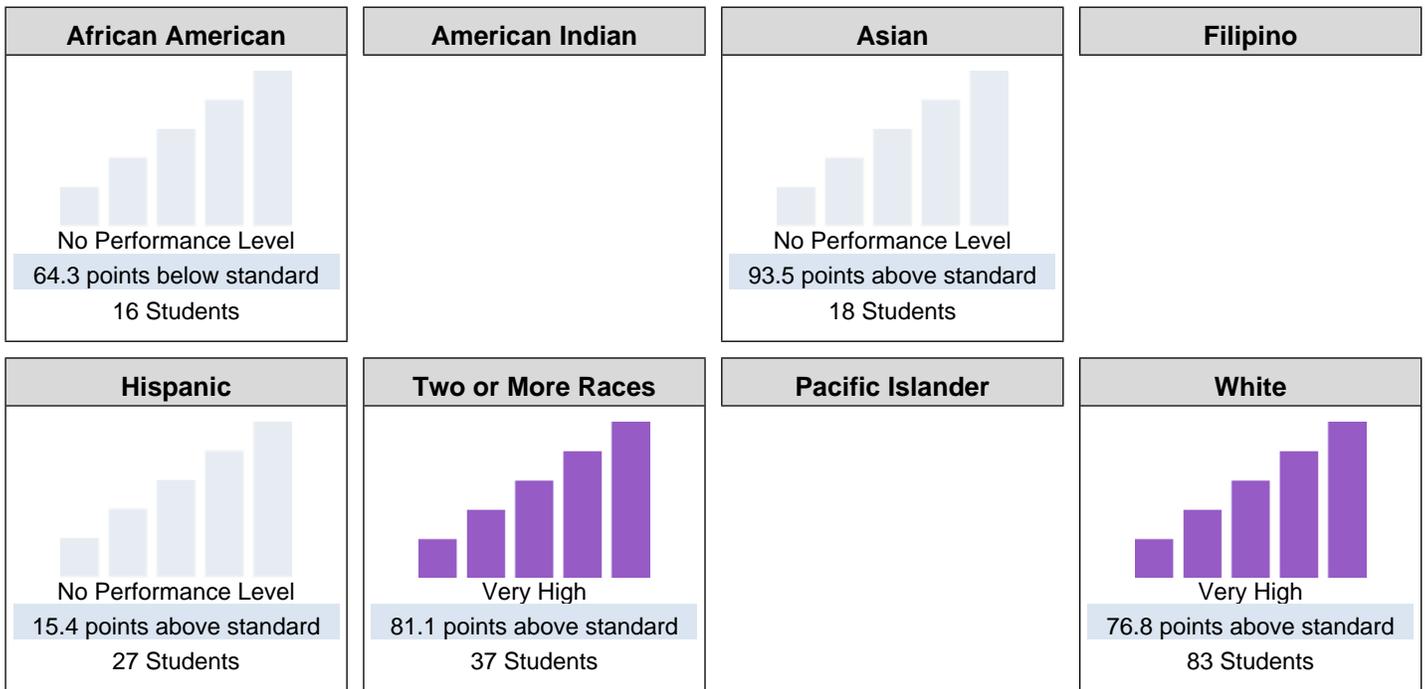
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">7.0 points below standard</p> <p>11 Students</p>	<p>6 Students</p>	<p style="background-color: #e6f2ff;">67.6 points above standard</p> <p>152 Students</p>

**Conclusions based on this data:**

1. Socioeconomically Disadvantaged are scoring below the average in math - very different than ELA.
2. Two or More Races are well above the standard.
3. White and "all students" are scoring above the standard.

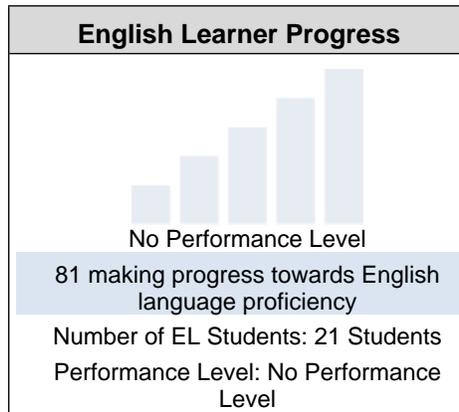
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.5%	9.5%	19.0%	61.9%

#### Conclusions based on this data:

- 9.5 % created one level.
- 62% progressed at least one level.
- 81% progressing toward English proficiency

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

1. N/A

# School and Student Performance Data

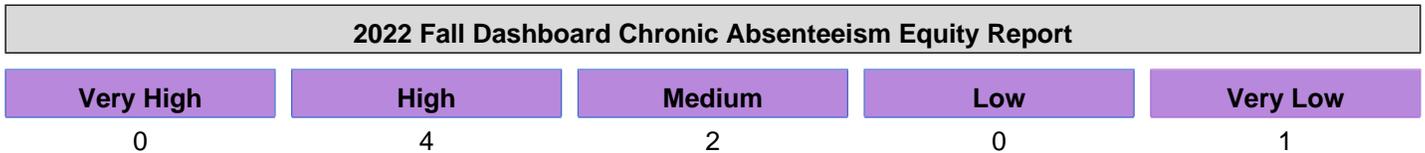
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

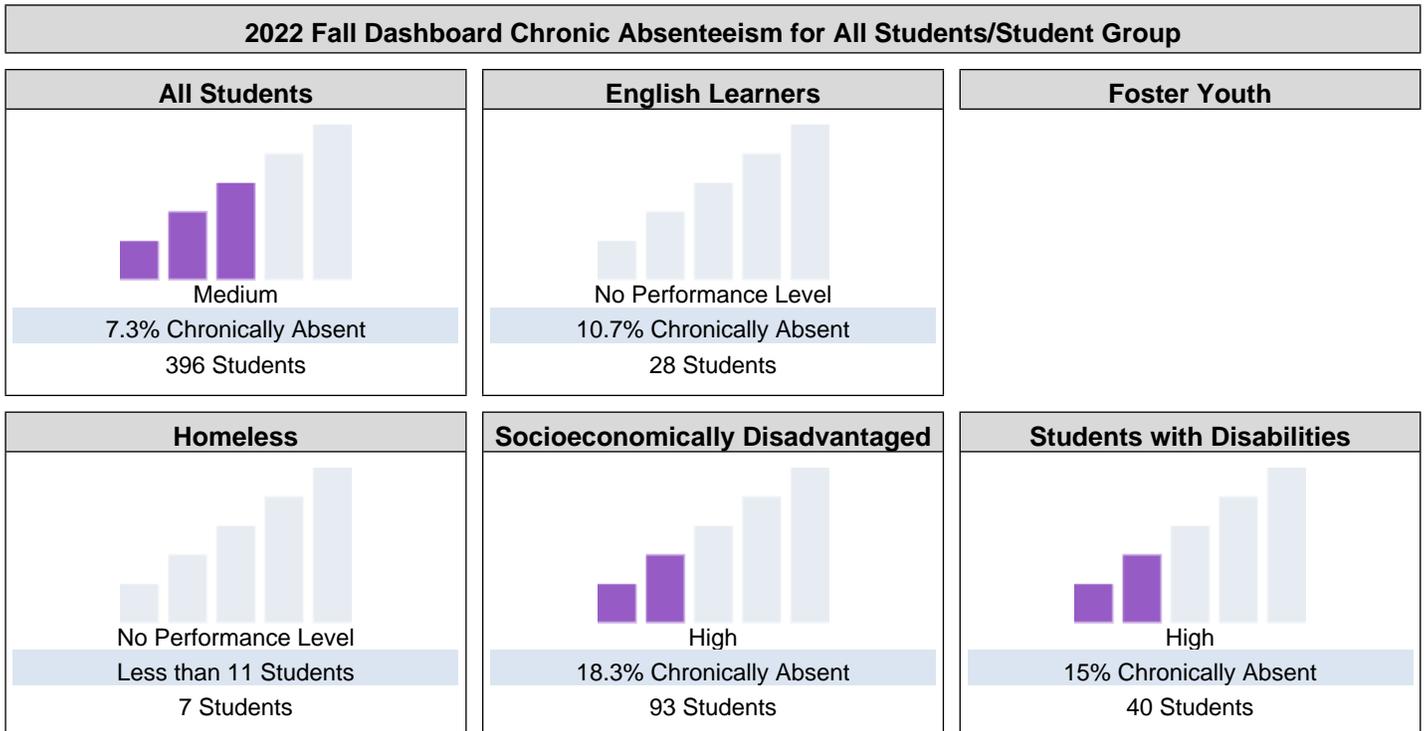
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



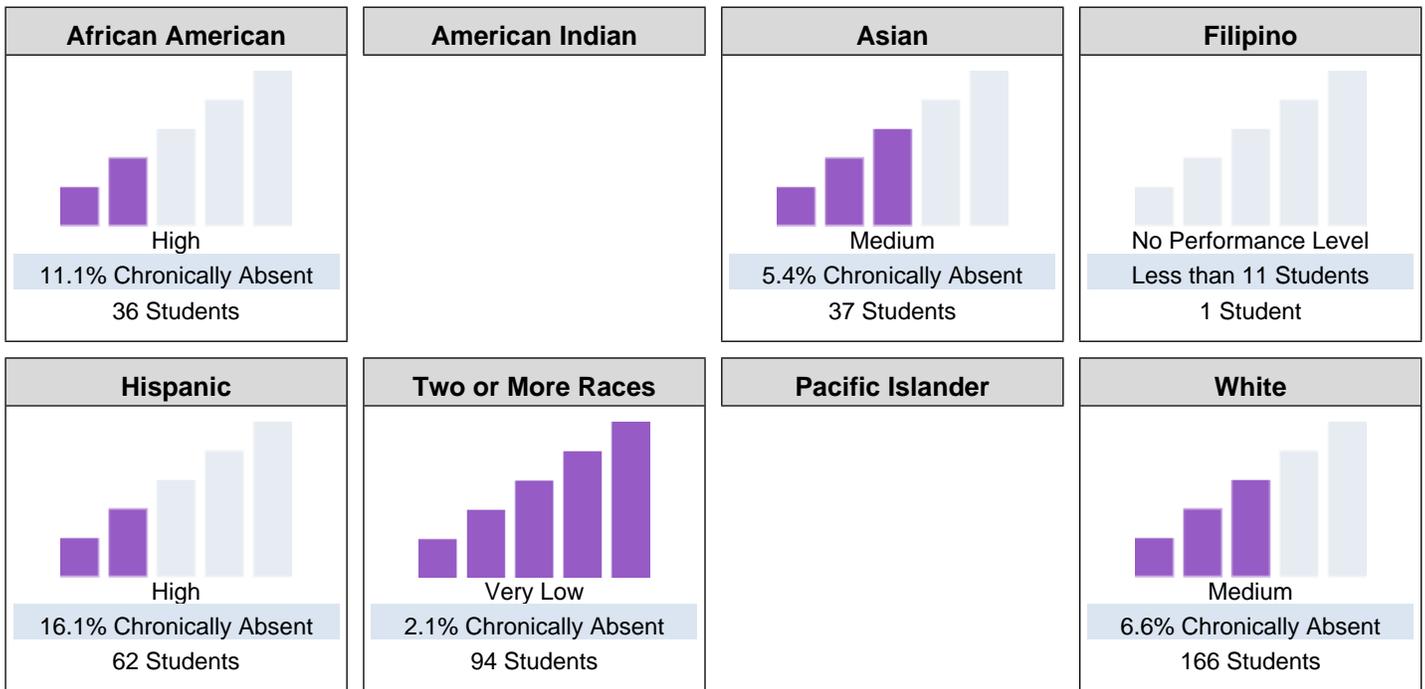
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. Chronic Absenteeism is at 7.3% overall.
2. Socioeconomically Disadvantaged students have the highest degree of chronic absenteeism.
3. Hispanic and SWD are over 15%,



# School and Student Performance Data

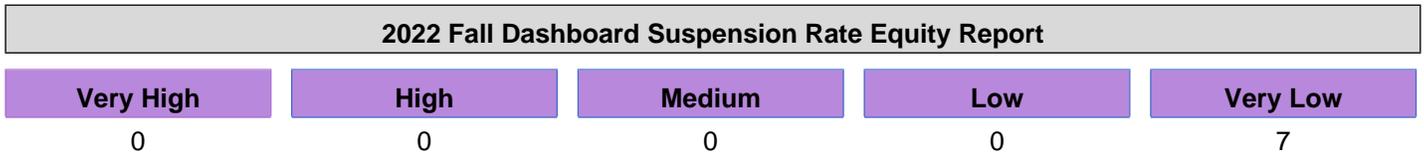
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

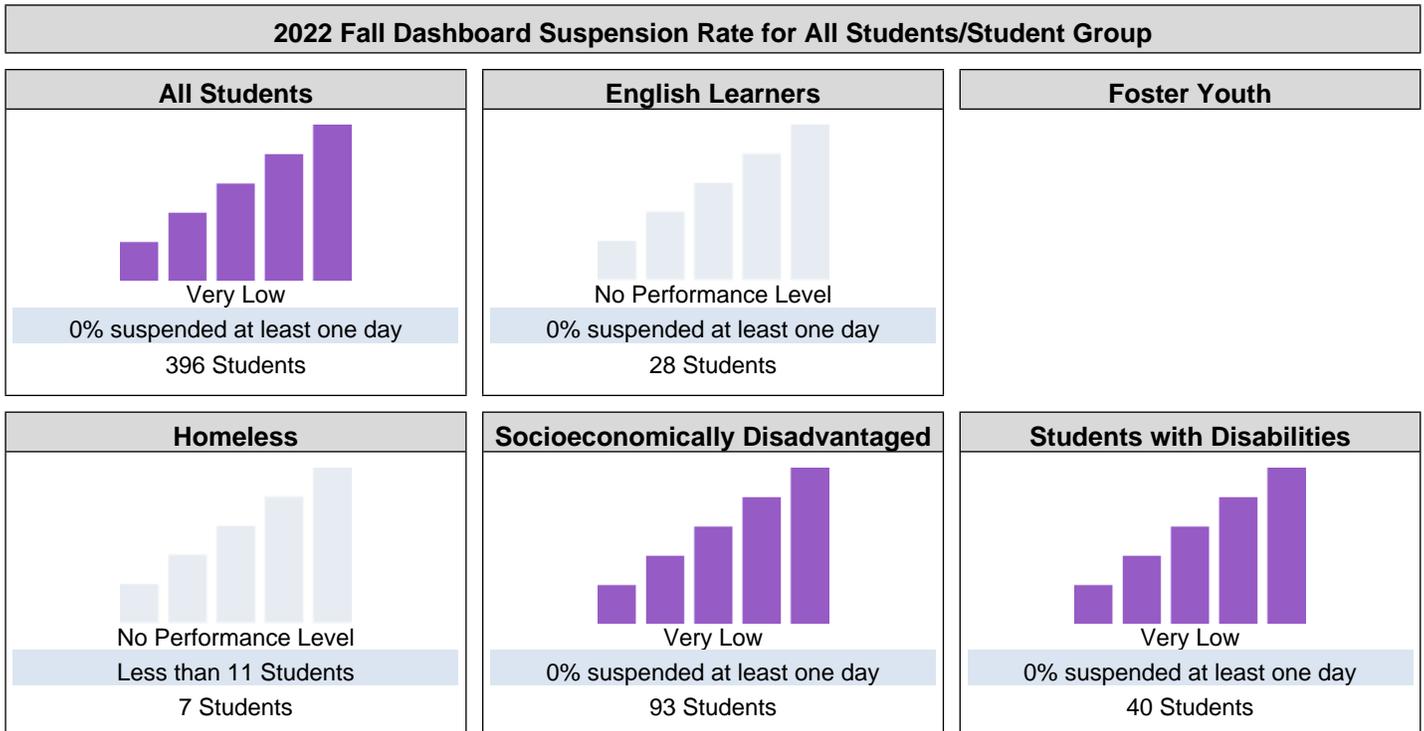
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



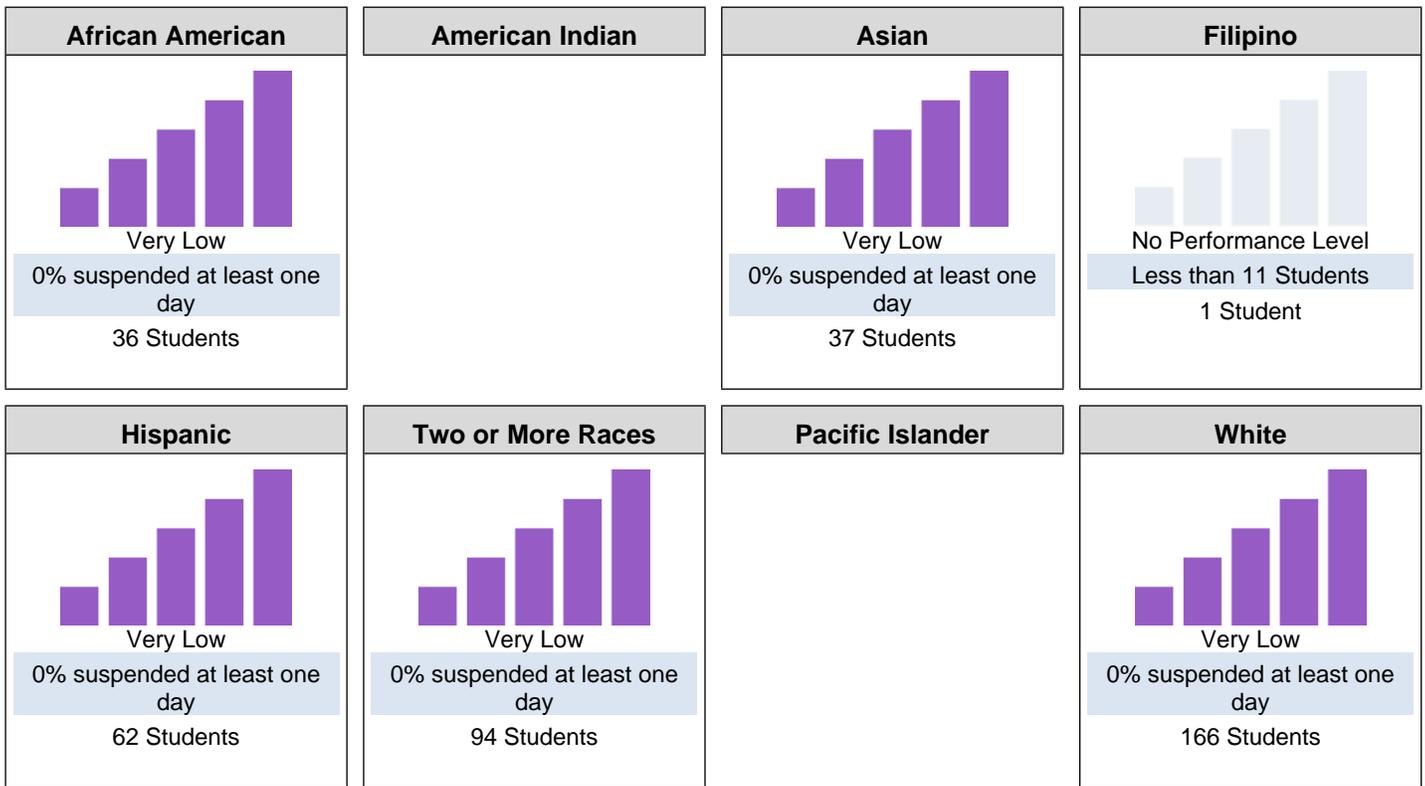
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Ruth Acty does not have any school suspensions

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

Goal 1: Provide high quality classroom instruction and curriculum that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs

### Identified Need

Continued need for high quality classroom instruction and curriculum in all academic areas.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading K - 2 DIBELS (Dynamic Indicators of Basic Early Literacy Skills)  3rd - 5th STAR Reading	Dibels  Fall 2022 Kinder Dibels - 52% Proficiency  1st Dibels - 86% Proficient  2nd Dibels - 86% Proficient  State Benchmarks STAR Reading 3rd - 68%  STAR Reading 4th - 89%  STAR Reading 5th- 83%  Spring 2022 Cohort ELA CAASPP Current 4th Graders- 81%	Dibels  Spring 2024 Kinder Dibels - 90% Proficient  1st Dibels - 90% Proficient  2nd Dibels- 90% Proficient  State Benchmarks STAR Reading 3rd - 90%  STAR Reading 4th - 90%  STAR Reading 5th- 90%  Cohort ELA CAASPP 5th Graders- 85%
Math STAR Math (1-5)	Star Math - State Benchmarks  Fall 2022 1st - No Benchmark 2nd - 71% 3rd - 70% 4th - 69% 5th- 56%  Spring 2022	Star Math - State Benchmarks  Spring 2024 2nd - 85% 3rd - 85% 4th - 85% 5th- 85%  Cohort

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Cohort Math CAASPP Current 4th Grader- 85%	Math CAASPP 5th Graders- 85%

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 Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL)  
Socio-Economically Disadvantaged Students  
Foster-Youth  
African-American Students Hispanic or Latino Students Students with Disabilities

### Strategy/Activity

#### Literacy

Ruth Acty staff and teachers will ensure implementation of a balanced high quality English Language Arts Program using district adopted programs and practices within a balanced literacy block.

- Teachers will continue to implement the Calkins writing program and continue to implement the TCRWP with the support of the Literacy Coach and other support staff
- Literacy teacher will give ongoing training to personnel during staff meetings and will demonstrate model lessons in all classes.

\*K-2 teacher will teach daily phonic using Fastrack.

\*K-1 teacher will teach phonemic awareness lesson daily using Heggerty

\*K-1 teacher will teach phonemic awareness lesson daily using Heggerty

- Use district literacy assessments, Dibels and STAR for data- driven teacher collaboration and professional development.

- Use district literacy assessment, Dibels and STAR for data- results to inform Response to Intervention and After School Intervention programs.

- Using equity strategies teachers will track the achievement of focus students.

- All appropriate and necessary materials including leveled texts, literature circle, decodables,

materials, FasTrack, teacher resources, handwriting materials, technology, writing and illustrating materials, LLI, Wilson, Heggerty, orthographic resources and teacher instructional materials will be provided.

\* team of teacher will develop brief writing assessment aligned to standards to measure progress through trimesters.

Full use of Instructional Minutes:

Kindergarten: minimum 60 minutes daily

1st-3rd Grades: 120 minutes daily (45 minutes for writing and 75 minutes for reading) 4th-5th: 90 minutes daily (including 45 for writing)

Ruth Acty will provide all necessary materials and supplies for classroom use and enrichment.

1102. Certificated. Literacy Coach. Centrally Funded BSEP. .75 FTE  
 4300. Materials and Supplies. District Allocation TBD  
 4300. Materials and Supplies. BSEP 5,000  
 1102 Certificated Hourly (PD, CD, Extra Duty), 3,000

**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)
3,000	BSEP
5,000	BSEP

**Strategy/Activity 2**

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

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

All Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL)  
 Socio-Economically Disadvantaged Students  
 Foster-Youth  
 African-American Students Hispanic or Latino Students Students with Disabilities

**Strategy/Activity**

Ruth Acty teachers and staff will ensure that all K-5 students are provided high quality mathematics and science instruction by implementing "A Story of Units" math program and the Next Generation Science Standards.

- Use district math assessments that are aligned to the Story of Units (STU) to monitor student progress.
- Use ASOU, district math assessments and STAR for data- driven teacher collaboration and professional development.
- Use ASOU, district math assessments and STAR results to inform Response to Intervention and After School Intervention programs.
- Participate in ongoing training for K-5 math curriculum and instruction (all teachers K-5)
- Retain a full time Science release teacher for grade 1-5.

4300. Materials and Supplies. 5,000 BSEP

**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)
-----------	-----------

5,000

BSEP

### Strategy/Activity 3

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

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

Multilingual Learners

#### Strategy/Activity

Implement an Multi Lingual Language Development Program for K-5 Multilingual Learners:

Fund .80 MLL/RTI teacher to

- Provide 30 minutes of ELD instruction to ML students, 4x per week
- Administer ELPAC and Initial ELPAC tests
- Communicate Initial ELPAC results and status to families
- Maintain Cum/purple folders for ML, RFEP, IFEP students
- Monitor ML students and complete report cards
- Monitor RFEP students 2x per year in Ellevate, provide intervention to students
- Facilitate Reclassification meetings in Ellevate
- Attend year-end DELAC meeting
- Facilitate ELAC meetings 4x per year, facilitate ELAC/DELAC leadership elections, upload agendas to district folder
- Outreach to families for meetings, parent-teacher conferences as needed
- Attend weekly COS meetings and monthly district MLL PLC

1102. Certificated. MLL/RTI Teacher. PTA.21,392.00

#### 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)

21,392

PTA

### Strategy/Activity 4

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

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

Students requiring math or literacy intervention

#### Strategy/Activity

After School

Extend learning of K-5 students with an after school site intervention program that supports students in reaching grade level proficiency.

- Continue to implement the Afterschool Learning Program (ALP) to pre-teach grade level material to students in K-5.

- Provide time and allocate hourly funds for structured collaboration between all after school intervention and support providers including: RAZ, ALP, and BEARS - to strengthen academic intervention in every program
- Provide professional development for all after school providers in strategies to support student academic growth
- Provide structured homework support that includes staff, tutors and other volunteers
- Continue BUILD program to increase the number of tutors

1116 Certificated hourly. Ext. Day Academic Intervention Title IV 1,770  
 1116. Certificated hourly. Ext. Day Academic Intervention BSEP. 16,400  
 1116. Certificated hourly. Ext. Day Academic Intervention BSEP. Carryover 14,000

**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)
1,770	Other
16,400	BSEP
14,000	BSEP Carryover

**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**

Additional Enrichment to enhance the academic program -

Maintain a full time PE teacher for grades 1-3, movement teacher for 1x a week for kinder and TK. School Garden and Garden/Science Program .33 FTE to offer garden based science lessons in the school garden, grades K-5.

On an every other week schedule classes will receive 30-45 min. lessons during the school year. Classroom teachers will collaborate with the Garden Instructor and will be present during classes. Credentialed music teachers provide weekly instrumental music lesson grades 3-4-5

**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)
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**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

Strategy/Activity

Unallocated reserves for personnel variance.

**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)

3312

BSEP

2610

PTA

## Annual Review

**SPSA Year Reviewed: 2022-23**

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.

The goal of providing high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success has been very effective in the area of literacy. With the implementation of Fastrack Phonics (K-2), Heggerty for phonemic awareness (K-1) in the classroom, Wilson, and orthographic supports and the continued collaboration specialist and class teachers we are seeing positive outcomes. Students are ending the 22-23 school year with the following STAR proficiency with reading results - 3rd - 82%, 4th - 86 %, 5th - 84%. The Dibels proficiency results are as follows K - 89%, 1st - 95%. The gains in STAR math in proficiency scores were as follows in STAR math, 3rd - 73%(70 % in fall), 4th, 70.3% (69% in fall) and 5th - 67% (56% in fall). The STAR expectations were set to the state standard.

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 math collaborator passed away in the middle of the year so PD, collaboration and direct intervention was not completed.

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.

STAR and Dibels will serve as our main literacy and math assessments. A team of teachers will work to develop a writing assessment that can measure progress over time aligned to state writing standards.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

Goal 2: Provide necessary and timely academic interventions to eliminate barriers to student success.

### Identified Need

There are students that continue to require extra support in Tier 2 and 3 to meet the state benchmarks.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Reading -</p> <p>K - 2 DIBELS (Dynamic Indicators of Basic Early Literacy Skills)</p> <p>3rd - 5th STAR Reading</p>	<p>Students receiving RTI Supports</p> <p>Kinder Dibels(14) (Winter) - 0% Proficiency</p> <p>1st Dibels (14) (Fall) - 21% Proficient</p> <p>2nd Dibels (6)(Fall) - 0% Proficient</p> <p>3rd Dibels (11) (Fall) - 30% Proficient</p> <p>State Benchmarks</p> <p>STAR Reading 3rd - 0%</p> <p>STAR Reading 4th - 0%</p> <p>STAR Reading 5th- 0%</p>	<p>Kinder Dibels (Spring) - 66% Proficiency</p> <p>1st Dibels (Spring) - 93% Proficient</p> <p>2nd Dibels (Spring) - 80% Proficient</p> <p>3rd Dibels (Spring) - 70% Proficient</p> <p>State Benchmarks(high growth is defined as scoring above 50 on student performance growth)</p> <p>STAR Reading 3rd - 75% will show high growth from Fall to Spring</p> <p>STAR Reading 4th -75% will show high growth from Fall to Spring</p> <p>STAR Reading 5th- 75% will show high growth from Fall to Spring</p>
<p>Math</p> <p>STAR Math (2-5)</p>	<p>Students receiving RTI Supports</p> <p>STAR Math 1st - 0%</p> <p>STAR Math 2nd - 0%</p> <p>STAR Math 3rd - 0%</p> <p>STAR Math 4th - 0%</p>	<p>State Benchmarks(high growth is defined as scoring above 50 on student performance growth)</p> <p>STAR Math 1st - 75% will show high growth from Fall to Spring</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	STAR Math 5th- 0%	STAR Math 2nd -75% will show high growth from Fall to Spring STAR Math 3rd - 75% will show high growth from Fall to Spring STAR Math 4th - 75% will show high growth from Fall to Spring STAR Math 5th- 75% will show high growth from Fall

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)

Students who are not meeting benchmarks in reading

#### Strategy/Activity

##### Multi-Tiered System of Support (MTSS)

Provide early intervention best practice strategies through the MTSS model to meet the learning needs of students at the first sign of academic struggle.

- Regular COS (Coordination of Services) team meetings- to collaborate and reflect on school wide systems in place to meet the needs of identified students
- Implementation of MTSS - 3- tier response (Classroom, Small Group, Learning Center)
- Regular progress monitoring using Star, Dibels ,Wilson, BPST and and work samples to monitor

literacy growth.

- Case management of student support services including vision, hearing, dental, homelessness, and other health and social service related services

- Allocate funds to support full implementation of RTI intervention teacher, Literacy coach,

\* Due to data shifts, the RTI teacher will begin to assessment, instruct and collaborate with K,1st (2nd or 3rd) teachers in math.

1116 Certificated. RTI Teacher. BSEP. 77,626

4300. Materials and Supplies. BSEP Carryover 3,000

#### 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)
77,626	BSEP
3,000	BSEP Carryover

## Strategy/Activity 2

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

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

Students who are not meeting benchmarks in all academic areas.

### Strategy/Activity

- Provide staff with professional development in use of formative assessments to create small group learning opportunities and interventions in the classroom in all academic areas.

\*Literacy coach to model and collaborate with teacher to increase individual and small group work in literacy

\* Literacy Coach to support PD and implementation of CORE strategies to support effective literacy instruction

1116 Certificated. Literacy Coach BSEP. 32,762

## 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)
32,762	BSEP

## Strategy/Activity 3

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

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

Students with Individualized Education Plans (IEPs)

### Strategy/Activity

Ensure that IEP's for Special Education students list appropriate and measurable academic goals for students aligned with state standards:

- Discuss Special Education goals during: IEP's, COS meetings, Special Education meetings, SST's and staff collaboration time
- Meet regularly with Special Education Area Supervisor
- Provide regular professional development to Instructional Assistants (IA's)

4300. Materials and Supplies. BSEP Carryover 3,000

**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)

3,000

Source(s)

BSEP Carryover

**Strategy/Activity 4**

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

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

Students relieving intervention support or have limited summer opportunities

Strategy/Activity

\* Supports 50 students through the Jump Starters, an intensive literacy and enrichment summer program.

**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)

27,980

Source(s)

PTA

**Annual Review**

**SPSA Year Reviewed: 2022-23**

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.

collaboration between class teacher and interventionist and the use of Heggerty for phonemic awareness (K-1) in the classroom, Wilson, and orthographic supports demonstrated positive outcomes. Students are ending the 22-23 school year with the following STAR proficiency with reading results - 3rd - 82%, 4th - 86 %, 5th - 84%. The Dibels proficiency results are as follows K - 89%, 1st - 95%. There were little to know gains in STAR math with he following proficiency scores in STAR math 2nd - 66%, 3rd - 71%, 4th, 70.3% and 5th - 67%. The STAR expectations were set to the state standard.

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 math collaborator passed away in the middle of the year so PD, collaboration and direct intervention was not completed.

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.

Due to data shifts, the RTI teacher will begin to assessment, instruct and collaborate with K,1st (2nd or 3rd) teachers in math.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

Goal 3: Ensure all school sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

### Identified Need

All Students and Families.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Office Referrals	Ruth Acty has about 5 office referrals a year.	Ruth Acty will continue to have fewer than 10 office referral, 0 suspensions and a chronic truancy rate of less than 5%.
School Suspension Rates	Ruth Acty has 0 suspensions.	
Attendance Data	Ruth Acty has a 4.1% chronic truancy rate as of 5/5/23.	
Rates of family participation at events.		

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 and Families

#### Strategy/Activity

Ruth Acty will host parent/guardian events:

- Supporting readers at home
- Summer reading program
- A Story of Units training
- Trainings/Forum for Parents
- Discussing Race with Your Child Parent Forums about Equity and Race.
  - Other workshops as identified by parent/guardian need
- \* Ujima meetings
- \*Black mom's group

Teacher hourly and Parent Involvement funds will be used to fund workshops including: food,

childcare, meeting facilitators, materials and supplies

1102 Certificated Hourly (PD, CD, Extra Duty), 1,000

### **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)

1,000

BSEP

### **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

Ruth Acty staff will partner with OFEE, PTA, UJIMA, ELAC and other parent/guardian groups to train and support site parent/guardian groups to strengthen their capacity to collaborate with principal and school staff on issues that impact student achievement and well

PTA Funded

### **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)

### **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

Ruth Acty will hold school wide community events including: Juneteenth, Pride Day, Math Night, Mayfair, Open House, Back to School Night, and other events as identified by the PTA and School staff that involve parents/guardians in our school community.

PTA Funded

### **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)

### **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

Ruth Acty school staff will strengthen relationships with parents/guardians by conducting regular Student Study Team meetings with parents and guardians for students in need of social/emotional and educational support. Site Student Study Team Coordinator will schedule all meetings, record notes and facilitate follow up.

Ruth Acty school's Coordination of Services (COS) Team will meet once a week to strategize regarding student and parent/guardian needs and supports. COS will coordinate support services including: dental, hearing and vision testing, homelessness services, public health nurse supports, academic and social-emotional supports.

Ruth Acty staff will increase communication with families to enhance the home school connection through weekly email, phone calls, text messages, newsletters.

Ruth Acty school's PTA, SSC, will make all families feel welcome to participate in all activities and meetings by outreach and providing food and childcare at all meetings.

#### **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)

### **Strategy/Activity 5**

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

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

Identified Students

#### Strategy/Activity

Family Engagement Coordinator: Will coordinate site services to families and will collaborate with the RTI team to determine services, programs available. The position is a .5FTE. Focus on: McKinney-Vento, Health Services, Attendance, other student needs.

#### **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)
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### Strategy/Activity 6

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

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

Students referred by an educator who are showing an identified need at school.

#### Strategy/Activity

Counselor will provide services to: individual students, small groups, family support and whole class.  
 Contract for this service will be paid by City of Berkeley Grant, PTA and the District.  
  
 Contract for this service will be paid by:  
 5800 TBD. District  
 5800 \$13,000 PTA  
 5800 \$10,000. City of Berkeley

### 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)
13,000	PTA
10,000	Other

### 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

Ruth Acty will employ a .28 social emotional coach. This position will support the 5 following social/emotional competencies:

- Self-awareness: the ability to accurately recognize one’s emotions and thoughts and their influence on behavior. this includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- Self-management: the ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. this includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

- Social awareness: the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- Relationship skills: the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. this includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- Responsible decision making: the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

This will be achieved through social emotional development work through the lunch recess periods to include collaboration with teachers, campus service aides, instituting a system of recess check in and student training and continued PE skill development.

1102. Certificated. TSA (Social Emotional Coach).28. PTA. 37,615.

### 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)
37,615	PTA

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

The collaboration with parent/guardian groups, school events, weekly COS Team meeting, consistent SST meetings and the continued role of the SEL coach have contributed to a strong school climate for families and students. RA has few office referrals, 0 suspensions and a 4.1% chronic truancy rate.

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 PTA saved money as the counselor through BACR did not begin until 3/1/23

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

The activities and metrics will remain the same.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

Goal 4: Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services.

### Identified Need

Using data to monitor progress and inform instruction is critical to the success of the students.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data is presented at SSC, ELAC and Leadership.	Data is currently shared in December.	Data will be shared in December and May.
Leadership evaluates data using Educlimber.	Leadership looks at data but not in a constant way and has not utilized Educlimber.	Quarterly meetings analyzing data at least 3 times a year.
Data is shared with families and School responds to data.	Families received Dibels and STAR scores 2 x this school year.	Families will receive STAR and Dibels' scores 3x a year.

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

4.1 Site School Plan for Student Achievement (SPSA) Evaluation Provide on-going monitoring of the site's School Plan for Student Achievement through School Site Council, English Learner Advisory Committee, and any other school site committees. Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee. On-going meetings with Teacher Leadership Team to review and analyze CA Dashboard and Educlimber data.

#### 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)

### 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**

4.2 Program Evaluation Support On-going meetings with Teacher Leadership team to review data. Utilize Educlimber to track and monitor student progress. Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.

### **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)

## **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**

4.3 System of Local Assessments Complete district assessments within the assessment window. Utilize benchmark and program monitoring data to assess student need for interventions. Share student assessment data through family communications.

### **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)

# **Annual Review**

## **SPSA Year Reviewed: 2022-23**

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.

New Goal for 23-24. Not applicable to complete any type of goal analysis at this time

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

New Goal for 23-24. Not applicable to complete any type of goal analysis at this time

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.

New Goal for 23-24. Not applicable to complete any type of goal analysis at this time

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

Goal 5: Increase access to school for our Students Experiencing Homelessness by decreasing chronic absentee and suspension rates.

### Identified Need

Strong attendance is a strong predictor of academic success.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance in school over 90% of the time	0% of students experiencing homelessness are chronically truant.	0% of students experiencing homelessness will be chronically truant.
Being suspended.	0% of students experiencing homelessness have been suspended	0% of students experiencing homelessness will be suspended

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)

Students Experiencing Homelessness

#### Strategy/Activity

5.1 Supports for Students Experiencing Homelessness Collaborate with the district to provide direct services and support to our McKinney-Vento 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)

### Strategy/Activity 2

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

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

Students Experiencing Homelessness

### Strategy/Activity

Office of Family Engagement and Equity (OFEE) Site Staff to provide support in three main focal areas:

- 1) Establishing links between home and school for academic success
- 2) Improving behavioral support for students by helping families build trusting relationships with school staff and students
- 3) Promoting attendance and access to health 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)

### **Strategy/Activity 3**

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

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

Students Experiencing Homelessness

### Strategy/Activity

Students Experiencing Homelessness:

Intervention Services for Students Experiencing Homelessness Work with the district to identify students at risk due to chronic absenteeism. Provide incentives to promote attendance.

### **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)

### **Strategy/Activity 4**

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

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

Students Experiencing Homelessness

### Strategy/Activity

Monitor Needs of Students Experiencing Homelessness

The district will conduct surveys of students and their families about their experiences and needs. Ongoing review of chronic absenteeism data.

Work with the district to support the needs of students experiencing homelessness.

Work with staff to ensure families are connected to the site and available resources.

**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)

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

New Goal for 23-24. Not applicable to complete any type of goal analysis at this time

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

New Goal for 23-24. Not applicable to complete any type of goal analysis at this time

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.

New Goal for 23-24. Not applicable to complete any type of goal analysis at this time

# 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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$278,467.00

## 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 (\$)
BSEP	\$144,100.00
BSEP Carryover	\$20,000.00
Other	\$11,770.00
PTA	\$102,597.00

Subtotal of state or local funds included for this school: \$278,467.00

Total of federal, state, and/or local funds for this school: \$278,467.00

# School Site Council Membership

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

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

Name of Members	Role
Mary Cazden	Principal
Lisa Rossi	Classroom Teacher
(Teacher) Beth Trevor	Classroom Teacher
Rick Keline	Classroom Teacher
Bethany Lourie	Classroom Teacher
	Classroom Teacher
	Parent or Community Member
Peter Ross	Parent or Community Member
Robyn Shapiro	Parent or Community Member
Wei - Bing Chen	Parent or Community Member
Parul Batra	Parent or Community Member
Lee Bishop	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 5/8/23.

Attested:

	Principal, Mary Cazden on 5/8/23
	SSC Chairperson, Peter Ross (Parent) on 5/8/23

Kathy Fleming  
Director of Local Resources

*Kathy Fleming*  
Signature

5/25/23  
Date

Jill Hoogendyk  
Associate Superintendent, Educational Services

*Jill Hoogendyk*  
Signature

5/25/23  
Date

