

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ruth Acty	01-61143-6090252	5-14-24	June 12, 2024

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

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

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

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

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

Schoolwide Program

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Plan Description 3
- Educational Partner Involvement 3
- Resource Inequities 3
- Comprehensive Needs Assessment Components 3
 - California School Dashboard (Dashboard) Indicators 4
 - Other Needs 4
- School and Student Performance Data 5
 - Student Enrollment..... 5
 - CAASPP Results..... 7
 - ELPAC Results 12
 - California School Dashboard 16
- Goals, Strategies, & Proposed Expenditures..... 30
 - Goal 1..... 30
 - Goal 2..... 35
 - Goal 3..... 39
 - Goal 4..... 43
 - Goal 5..... 45
- Budget Summary 47
 - Budget Summary 47
 - Other Federal, State, and Local Funds 47
- Budgeted Funds and Expenditures in this Plan 48
 - Funds Budgeted to the School by Funding Source..... 48
 - Expenditures by Funding Source 48
 - Expenditures by Budget Reference 48
 - Expenditures by Budget Reference and Funding Source 48
 - Expenditures by Goal 49
- School Site Council Membership 50
- Recommendations and Assurances 51

Plan Description

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

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

Schoolwide Program

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.

Educational Partner Involvement

How, when, and with whom did Ruth Acty 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.

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

No orange or red performance bands

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

Students that are socio economically disadvantaged are 2 performance bands below overall indicating a need.

Other Needs

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

N/A

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.25%			1
African American	9.7%	8.79%	8.86%	40	34	35
Asian	10.5%	9.04%	9.11%	43	35	36
Filipino	0.2%	0.26%	0.25%	1	1	1
Hispanic/Latino	18.0%	16.02%	15.44%	74	62	61
Pacific Islander	%	%	0%			0
White	39.9%	42.64%	40.76%	164	165	161
Multiple/No Response	21.7%	23.26%	25.32%	89	90	100
Total Enrollment				411	387	395

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
Total Enrollment	411	387	395

Conclusions based on this data:

1. Enrollment has increased in all grades with a slight reduction in 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

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	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)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	63	0	59	61	0	59	61	0.0	96.7	96.8
Grade 4	56	65	65	0	62	64	0	62	64	0.0	95.4	98.5
Grade 5	65	62	64	0	61	61	0	61	61	0.0	98.4	95.3
All Grades	178	188	192	0	182	186	0	182	186	0.0	96.8	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2497.		57.63	57.38		23.73	26.23		16.95	6.56		1.69	9.84
Grade 4		2560.	2561.		67.74	67.19		17.74	20.31		9.68	6.25		4.84	6.25
Grade 5		2574.	2610.		49.18	65.57		26.23	22.95		13.11	8.20		11.48	3.28
All Grades	N/A	N/A	N/A		58.24	63.44		22.53	23.12		13.19	6.99		6.04	6.45

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	36.07		52.54	55.74		5.08	8.20
Grade 4		45.16	43.75		54.84	51.56		0.00	4.69
Grade 5		44.26	40.98		47.54	57.38		8.20	1.64
All Grades		43.96	40.32		51.65	54.84		4.40	4.84

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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	34.43		57.63	63.93		3.39	1.64
Grade 4		45.16	43.75		51.61	51.56		3.23	4.69
Grade 5		52.46	68.85		36.07	27.87		11.48	3.28
All Grades		45.60	48.92		48.35	47.85		6.04	3.23

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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	22.95		81.36	68.85		1.69	8.20
Grade 4		32.26	25.00		64.52	70.31		3.23	4.69
Grade 5		29.51	27.87		68.85	70.49		1.64	1.64
All Grades		26.37	25.27		71.43	69.89		2.20	4.84

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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	40.98		52.54	52.46		5.08	6.56
Grade 4		46.77	37.50		48.39	57.81		4.84	4.69
Grade 5		29.51	40.98		60.66	55.74		9.84	3.28
All Grades		39.56	39.78		53.85	55.38		6.59	4.84

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Conclusions based on this data:

1. Ruth Acty has a high rate of participation on the state assessment.
2. 86% of all student were proficient on the CASSPP ELA test.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	63	0	59	61	0	59	61	0.0	96.7	96.8
Grade 4	56	65	65	0	62	64	0	62	64	0.0	95.4	98.5
Grade 5	65	62	64	0	61	61	0	61	61	0.0	98.4	95.3
All Grades	178	188	192	0	182	186	0	182	186	0.0	96.8	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2517.		57.63	60.66		27.12	29.51		13.56	4.92		1.69	4.92
Grade 4		2552.	2554.		51.61	54.69		30.65	25.00		12.90	20.31		4.84	0.00
Grade 5		2568.	2587.		52.46	52.46		14.75	22.95		21.31	19.67		11.48	4.92
All Grades	N/A	N/A	N/A		53.85	55.91		24.18	25.81		15.93	15.05		6.04	3.23

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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	68.85		38.98	26.23		3.39	4.92
Grade 4		59.68	60.94		25.81	32.81		14.52	6.25
Grade 5		44.26	42.62		40.98	50.82		14.75	6.56
All Grades		53.85	57.53		35.16	36.56		10.99	5.91

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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	59.02		37.29	39.34		3.39	1.64
Grade 4		45.16	48.44		48.39	48.44		6.45	3.13
Grade 5		50.82	55.74		42.62	39.34		6.56	4.92
All Grades		51.65	54.30		42.86	42.47		5.49	3.23

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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	47.54		45.76	49.18		0.00	3.28
Grade 4		51.61	51.56		38.71	42.19		9.68	6.25
Grade 5		34.43	54.10		54.10	39.34		11.48	6.56
All Grades		46.70	51.08		46.15	43.55		7.14	5.38

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Conclusions based on this data:

1. 82% 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

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

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

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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	60.87	35.71	25.93	13.04	21.43	22.22	8.70	10.71	0.00	17.39	28	27	23

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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	60.87	32.14	33.33	17.39	10.71	7.41	0.00	7.14	0.00	21.74	28	27	23

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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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.86	25.93	39.13	28.57	40.74	34.78	32.14	25.93	8.70	21.43	7.41	17.39	28	27	23

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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	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	48.15	52.17	60.71	51.85	30.43	10.71	0.00	17.39	28	27	23	

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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	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	64.29	59.26	56.52	28.57	40.74	26.09	7.14	0.00	17.39	28	27	23

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	47.83	53.57	70.37	26.09	28.57	11.11	26.09	28	27	23

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	56.52	80.77	48.15	30.43	11.54	0.00	13.04	26	27	23

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

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

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
395	17.2	6.1	0.3
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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	24	6.1
Foster Youth	1	0.3
Homeless	3	0.8
Socioeconomically Disadvantaged	68	17.2
Students with Disabilities	36	9.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	35	8.9
American Indian	1	0.3
Asian	36	9.1
Filipino	1	0.3
Hispanic	61	15.4
Two or More Races	100	25.3
White	161	40.8

Conclusions based on this data:

1. The percentage of English Learner students is about the same.

2. The percentage of student identified as economically disadvantaged is declining.
3. The category of 2 or more races is increasing.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	Chronic Absenteeism Green	Suspension Rate Blue
Mathematics Blue		

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

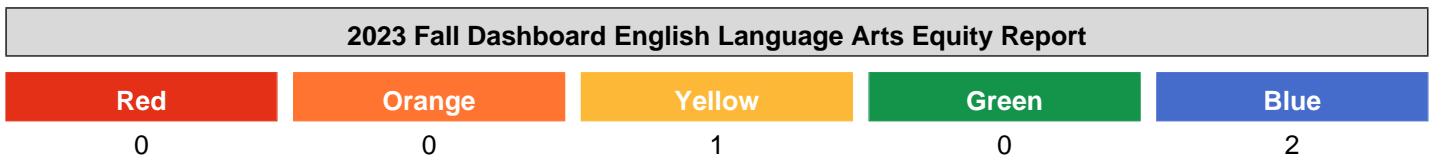
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 88.3 points above standard Increased +9.2 points 182 Students	English Learners Less than 11 Students 10 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged  Yellow 9.9 points above standard Maintained -1.1 points 36 Students	Students with Disabilities 80.3 points below standard Decreased Significantly -51.2 points 24 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
56.9 points below standard Maintained +2.3 points 19 Students	 No Performance Color 0 Students	134 points above standard Increased Significantly +32.2 points 16 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
42.1 points above standard Increased +7.1 points 27 Students	 Blue 95.7 points above standard Maintained +1 points 42 Students	 No Performance Color 0 Students	 Blue 109.5 points above standard Increased +11.2 points 80 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 7 Students	Less than 11 Students 3 Students	92 points above standard Increased +8.9 points 160 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 Socioeconomically 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

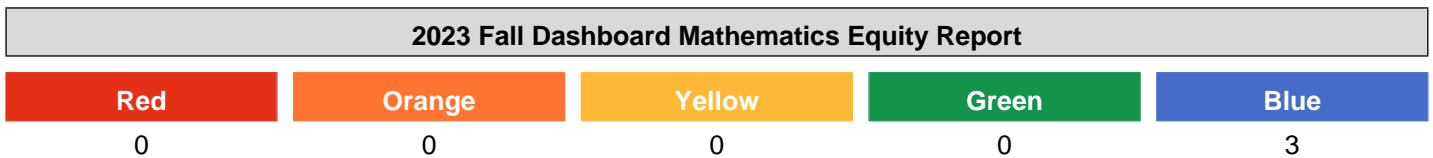
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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







This section provides number of student groups in each level.



This section provides 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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Blue 72 points above standard Increased +10.9 points 182 Students	English Learners Less than 11 Students 10 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged Blue 11.4 points above standard Increased Significantly +16.4 points 36 Students	Students with Disabilities 70.6 points below standard Decreased Significantly -50 points 24 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
52.6 points below standard Increased Significantly +24.4 points 19 Students	 No Performance Color 0 Students	114.2 points above standard Increased Significantly +20.7 points 16 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
23.3 points above standard Increased +7.9 points 27 Students	 Blue 88.3 points above standard Increased +7.2 points 42 Students	 No Performance Color 0 Students	 Blue 85.2 points above standard Increased +8.4 points 80 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 7 Students	Less than 11 Students 3 Students	73.5 points above standard Increased +5.9 points 160 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged are above the average, making strong gains from the previous year.
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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
92.3 points above standard making progress towards English language proficiency
Number of EL Students: 13 Students
Performance Level: No Performance Level

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

2023 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
0	1	5	7

Conclusions based on this data:

- We are 92.3 point above standard making progress toward English language proficiency

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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









This section provides number of student groups in each level.



This section provides 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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Green 6.2% Chronically Absent Declined -1.1 402 Students	English Learners 3.7% Chronically Absent Declined -7 27 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 10 Students	Socioeconomically Disadvantaged Yellow 12.3% Chronically Absent Declined -5.9 81 Students	Students with Disabilities Green 8.7% Chronically Absent Declined -6.3 46 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 13.5% Chronically Absent Increased 2.4 37 Students	Less than 11 Students 1 Student	 Green 2.9% Chronically Absent Declined -2.5 34 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.3% Chronically Absent Declined -5.8 68 Students	 Yellow 4% Chronically Absent Increased 1.8 101 Students	 No Performance Color 0 Students	 Green 5% Chronically Absent Declined -1.6 160 Students

Conclusions based on this data:

1. Chronic Absenteeism is at 6.2% overall.
2. All categories of students declined except African American students who increased by 2.4 % and 2 or more races that increased 1.8 %.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

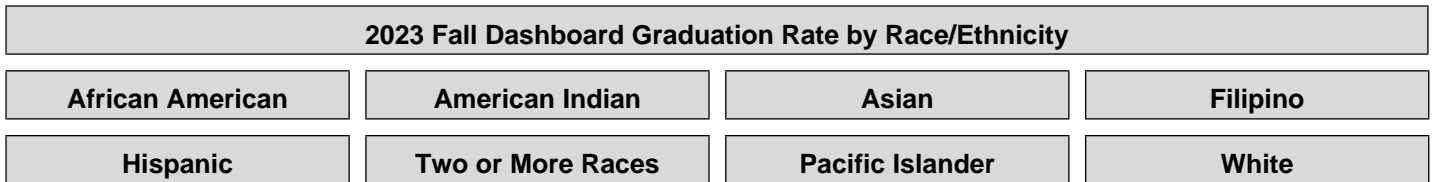
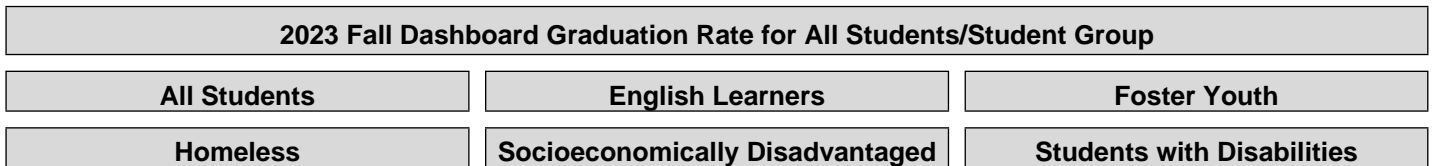
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

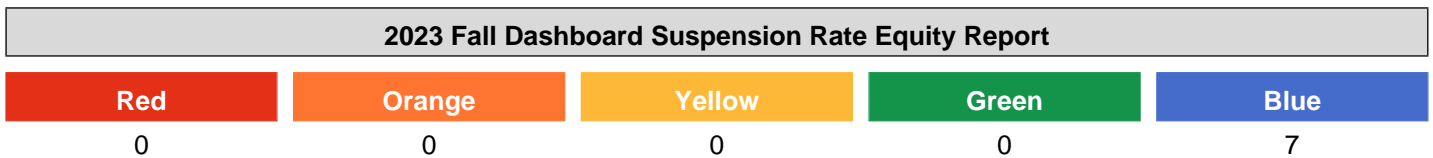
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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









This section provides number of student groups in each level.



This section provides 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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0% suspended at least one day Maintained 0 406 Students	English Learners 0% suspended at least one day Maintained 0 29 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 10 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Maintained 0 85 Students	Students with Disabilities  Blue 0% suspended at least one day Maintained 0 46 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least one day Maintained 0 38 Students	Less than 11 Students 1 Student	 Blue 0% suspended at least one day Maintained 0 36 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least one day Maintained 0 68 Students	 Blue 0% suspended at least one day Maintained 0 101 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0 161 Students

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

Title and Description of School Goal

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

High Quality Instruction and Curriculum

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

BUSD LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading K - 2 DIBELS (Dynamic Indicators of Basic Early Literacy Skills) 3rd - 5th STAR Reading	Spring 2024 Dibels K Dibels - 90% 1st - 97% 2nd - 92% STAR STAR 3rd - 88% STAR - 4th - 85% STAR - 5th - 87% We are altering our expected outcomes a bit due to the consistent addition of new students who usually come in below grade level.	Dibels Spring 2025 Kinder Dibels - 90% Proficient 1st Dibels - 90% Proficient 2nd Dibels- 90% Proficient State Benchmarks STAR Reading 3rd - 85% STAR Reading 4th - 85% STAR Reading 5th- 85%
Math STAR Math (1-5)	Star Math - Spring 2024 2nd- 82% 3rd- 81% 4th- 77% 5th- 67%	Star Math Spring 2024 2nd - 85% 3rd - 85% 4th - 80% 5th- 80%

	We are altering our expected outcomes a bit due to the consistent addition of new students who usually come in below grade level.	
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Literacy</p> <p>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.</p> <ul style="list-style-type: none"> 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. <p>*K-2 teacher will teach daily phonic using Fastrack. *TK-1 teacher will teach phonemic awareness lesson daily using Heggerty</p> <ul style="list-style-type: none"> 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, Wilson, Heggerty, orthographic resources and teacher instructional materials will be provided. <p>*3rd - 5th Grade Teachers will give the Dibel's oral reading fluency as a screener. Students will be given CORE diagnostic assessments as indicated by the screener. *K-2 teachers will give CORE diagnostic assessments as indicated by the Dibel's screener.</p>	<p>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</p>	<p>2,000 BSEP 1116 Certificated Hourly 3,026 BSEP 4300 Materials and Supplies</p>

	<p>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.</p> <p>1102. Certificated. Literacy Coach. Centrally Funded BSEP. .75 FTE 4300. Materials and Supplies. BSEP 3,026 1102 Certificated Hourly (PD, CD, Extra Duty), 2,000</p>		
1.2	<p>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.</p> <ul style="list-style-type: none"> • 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) <p>*RTI teacher will continue to focus on Tier 1 collaboration and intervention in K-3. *Ruth Acty will work on piloting a math screener in K-2 and a diagnostic tool for students indicated on the screener</p> <ul style="list-style-type: none"> • Retain a full time Science release teacher for grade 1-5. <p>4300. Materials and Supplies. 3,026 BSEP</p>	<p>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</p>	<p>3,026 BSEP 4300 Materials and Supplies</p>
1.3	<p>Implement an Multi Lingual Language Development Program for K-5 Multilingual Learners:</p> <p>Fund .80 MLL/RTI teacher to</p> <ul style="list-style-type: none"> • 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 	<p>Multilingual Learners</p>	<p>26,013 PTA 1102 Certificated Monthly</p>

	<ul style="list-style-type: none"> • 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 <p>1102. Certificated. MLL/RTI Teacher. PTA.26,013</p>		
<p>1.4</p>	<p>After School</p> <p>Extend learning of K-5 students with an after school site intervention program that supports students in reaching grade level proficiency.</p> <ul style="list-style-type: none"> • 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 • Continue BUILD program to increase the number of tutors <p>1116 Certificated hourly. Ext. Day Academic Intervention Title IV 1,770 1116. Certificated hourly. Ext. Day Academic Intervention BSEP. 6,000 1116. Certificated hourly. Ext. Day Academic Intervention BSEP. Carryover 15,000</p>	<p>Students requiring math or literacy intervention</p>	<p>1,873 Other 1116 Certificated Hourly</p> <p>6,000 BSEP 1116 Certificated Hourly</p> <p>15,000 BSEP Carryover 1116 Certificated Hourly</p>
<p>1.5</p>	<p>Additional Enrichment to enhance the academic program -</p> <p>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</p>	<p>All Students</p>	

1.6	Strategy/Activity Unallocated reserves for personnel variance. BSEP, PTA, and Prop 28.	All students	6591 BSEP 4380 Other/Reserve 2,512 PTA 4380 Other/Reserve 1,580 Other 4380 Other/Reserve

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The Dibels and STAR score for Spring 2024 are not yet available. The cohort date for the CAASPP ELA for 5th grade exceeded expectation on Spring of 2023 with a 92% met or exceeded rate. The math rate benchmark for the 5th grade cohort data was not met with 75% meeting or exceeding (85% was the goal).

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

There were no major differences in the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

We will add expected outcomes for CAASPP for 4th as well as 5th.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Cultural and Linguistic Responsiveness

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

BUSD LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading - K - 2 DIBELS (Dynamic Indicators of Basic Early Literacy Skills) 3rd - 5th STAR Reading	Baseline Data Spring 2024 Students receiving RTI Supports Kinder Dibels (Spring) - 81% Proficiency 1st Dibels (Spring) 86% -Proficient 2nd Dibels (Spring) 0 students below at beginning of year STAR Reading - Demonstrated High Growth 3rd - 66% 4th 66% 5th- No students - all students below are students with IEPs ,	Kinder - 1st Dibels (Spring) - 85% Proficient 2nd - 3rd Dibels (Spring) -50 % proficiency (In 2nd and grade we are meeting with families and recommending assessment for students not meeting benchmarks on the Dibels after intervention) STAR Reading - Demonstrating High Growth STAR Reading 3rd - 65% STAR Reading 4th -65% STAR Reading 5th- 65%
Math STAR Math (2-5)	Students receiving RTI Supports STAR Math 1st - 0% STAR Math 2nd - 0% STAR Math 3rd - 0% STAR Math 4th - 0% STAR Math 5th- 0%	STAR - High Growth 1st - 5th Grade - 65%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Multi-Tiered System of Support (MTSS)</p> <p>Provide early intervention best practice strategies through the MTSS model to meet the learning needs of students at the first sign of academic struggle.</p> <ul style="list-style-type: none"> • 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, CORE diagnostics 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, <p>* Due to data shifts, the RTI teacher will begin to assessment, instruct and collaborate with K,1st (2nd or 3rd) teachers in math.</p> <p>1102 Certificated. RTI Teacher. BSEP. 78,222 4300. Materials and Supplies. BSEP Carryover 3,000</p>	<p>Students who are not meeting benchmarks in reading</p>	<p>78,222 BSEP 1102 Certificated Monthly</p> <p>3,000 BSEP Carryover 4300 Materials and Supplies</p>
2.2	<ul style="list-style-type: none"> • Provide staff with professional development in use of screener and diagnostic assessments to create small group learning opportunities and interventions in the classroom in all academic areas. <p>*Literacy coach to model and collaborate with teacher to increase individual and small group work in literacy</p> <p>*3 Ruth Acty staff to pilot new literacy curriculums for adoption in the 25-26 school year.</p> <p>1102 Certificated. Literacy Coach BSEP. 32,476 4300. Materials and Supplies. BSEP Carryover</p>	<p>Students who are not meeting benchmarks in all academic areas.</p>	<p>32,476 BSEP 1102 Certificated Monthly</p> <p>4,000 BSEP Carryover 4300 Materials and Supplies</p>

	4,000		
2.3	<p>Ensure that IEP's for Special Education students list appropriate and measurable academic goals for students aligned with state standards:</p> <ul style="list-style-type: none"> • 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) <p>4300. Materials and Supplies. BSEP Carryover 3,000</p>	Students with Individualized Education Plans (IEPs)	3,000 BSEP Carryover
2.4	* Supports 50 students through the Jump Starters, an intensive literacy and enrichment summer program.	Students relieving intervention support or have limited summer opportunities	22,969 PTA
2.5	<p>Ruth Acty will employ a .40 Dance instructor to teach kinder, 4th and 5th grades. the instructional minutes will count for PE minutes. The classes will perform 2x a year at assembly and/or evening performances.</p> <p>Classified. Dance Teacher, Prop 28. 31,600</p>	K, 4th and 5th	31,600 Other 2102 Classified Monthly
2.6	Classroom teachers will purchase specialized art supplies for use in integrated art curriculum 4300. Materials and Supplies. Prop 28	All students	6,000 Other 4300 Materials and Supplies
2.8			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Spring 2024 Dibel's and STAR data is not yet available.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Three RA teachers will participate in a pilot. There will be an addition of diagnostic tools for students who are identified through the Dibel's literacy screener.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Safe, Welcoming and Inclusive School Climate

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

BUSD LCAP Focus 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

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

All Students and Families.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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.		

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Ruth Acty will host parent/guardian events: <ul style="list-style-type: none"> Supporting readers at home Summer reading program Trainings/Forum for Parents Discussing Race with Your Child Parent Forums about Equity and Race. Other workshops as identified by parent/guardian need 	All Students and Families	

	<p>Parent Involvement funds will be used to fund workshops including: food, childcare, meeting facilitators, materials and supplies</p>		
3.2	<p>Ruth Acty staff will partner with OFEE, PTA, 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. This will be done through the reframing of affinity groups with support from the PTA.</p> <p>PTA Funded</p>	All Students	
3.3	<p>Ruth Acty will hold school wide community events including: Juneteenth, Pride Day, 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.</p> <p>PTA Funded</p>	All Students	
3.4	<p>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.</p> <p>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.</p> <p>Ruth Acty staff will increase communication with families to enhance the home school connection through weekly email, phone calls, text messages, newsletters.</p> <p>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.</p>	All Students	
3.5	<p>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.</p>	Identified Students	

<p>3.6</p>	<p>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.</p> <p>Contract for this service will be paid by: 5800 TBD. District</p>	<p>Students referred by an educator who are showing an identified need at school.</p>	
<p>3.7</p>	<p>Ruth Acty will employ a .28 social emotional coach. This position will support the 5 following social/emotional competencies:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>1102. Certificated. TSA (Social Emotional</p>	<p>All Students</p>	<p>34,704 PTA 1102 Certificated Monthly</p>

	Coach).28. PTA. 37,704		
3.8	Ruth Acty will employ a .40 School Services assistant to support the continued welcoming climate at Ruth Acty, answering questions, supporting sick and late students, support screenings and photo day and any gaps in coverage in the morning.	All students	21,120 BSEP 2102 Classified Monthly

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Ruth Acty had 0 suspension in the last year. The current attendance rate is 95.6%. Ruth Acty has had 6 office referrals this year.

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

Ruth Acty did not have an OFEE coordinator this year so there were not an affinity group son campus. However, the year that Ujima events were hosted the turnout was very low.

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

There will not be many changes to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	4.1 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.	All Students	
4.2	4.2 Program Evaluation Support On-going meetings with entire staff at Weds. meetings to	All Students	

	review data. Utilize Educlimber to track and monitor student progress.		
4.3	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.	All Students	
4.4			
4.5			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Data will be shared 2 x with the SSC. The next share will be the STAR and Dibels result in may 2024. Leadership did not utilize data this year in the meetings. STAR results will be going home to families 3x this year.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Screeners and diagnostic data will be used consistently in Weds. meetings next year to monitor progress and plan instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Strong attendance is a strong predictor of academic success.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	5.1 Supports for Students Experiencing Homelessness Collaborate with the district to provide direct services and support to our McKinney-Vento students.	Students Experiencing Homelessness	
5.2	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	Students Experiencing Homelessness	

	3) Promoting attendance and access to health services		
5.3	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.	Students Experiencing Homelessness	
5.4	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.	Students Experiencing Homelessness	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

0% of homeless student were suspended or chronically truant.

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

There are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

There will not be any changes made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$304,712.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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	\$152,461.00
BSEP Carryover	\$25,000.00
Other	\$41,053.00
PTA	\$86,198.00

Subtotal of state or local funds included for this school: \$304,712.00

Total of federal, state, and/or local funds for this school: \$304,712.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
BSEP	152,461.00
BSEP Carryover	25,000.00
Other	41,053.00
PTA	86,198.00

Expenditures by Budget Reference

Budget Reference	Amount
	25,969.00
1102 Certificated Monthly	171,415.00
1116 Certificated Hourly	24,873.00
2102 Classified Monthly	52,720.00
4300 Materials and Supplies	19,052.00
4380 Other/Reserve	10,683.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1102 Certificated Monthly	BSEP	110,698.00
1116 Certificated Hourly	BSEP	8,000.00
2102 Classified Monthly	BSEP	21,120.00
4300 Materials and Supplies	BSEP	6,052.00
4380 Other/Reserve	BSEP	6,591.00
	BSEP Carryover	3,000.00
1116 Certificated Hourly	BSEP Carryover	15,000.00
4300 Materials and Supplies	BSEP Carryover	7,000.00

1116 Certificated Hourly	Other	1,873.00
2102 Classified Monthly	Other	31,600.00
4300 Materials and Supplies	Other	6,000.00
4380 Other/Reserve	Other	1,580.00
	PTA	22,969.00
1102 Certificated Monthly	PTA	60,717.00
4380 Other/Reserve	PTA	2,512.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	67,621.00
Goal 2	181,267.00
Goal 3	55,824.00

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 Kleine	Classroom Teacher
Lency Olsen	Classroom Teacher
Karissa Cornett	Classroom Teacher
	Parent or Community Member
Kelly Scribner	Parent or Community Member
Robyn Shapiro	Parent or Community Member
Wei - Bing Chen	Parent or Community Member
Mia Arakaki	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 5/14/24.

Attested:



Principal, Mary Cazden on 5/15/24



SSC Chairperson, Robin Shapiro (Parent) on 5/14/24

Kathy Fleming
Director of Local Resources


Signature

6-4-24
Date

Jill Hoogendyk
Associate Superintendent, Educational Services


Signature

6-6-24
Date

