School Year: **2026-27**

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	April 30, 2026	June 17, 2026

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

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

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

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

This plan is being used by 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.

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Plan Description

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

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

2 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 in math 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.25%	0.49%	0.24%	1	2	1
African American	8.33%	7.56%	7.58%	33	31	31
Asian	8.84%	8.05%	7.58%	35	33	31
Filipino	0.25%	0.49%	0.24%	1	2	1
Hispanic/Latino	17.17%	14.88%	16.87%	68	61	69
White	38.64%	41.46%	42.05%	153	170	172
Multiple/No Response	26.52%	27.07%	25.43%	105	111	104
			Total Enrollment	396	410	409

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten	20	20	19
Kindergarten	62	63	60
Grade 1	62	67	64
Grade 2	62	61	69
Grade3	61	66	62
Grade 4	66	65	68
Grade 5	65	68	67
Total Enrollment	396	410	409

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	21	23	22	6.1%	5.3%	5.4%
Fluent English Proficient (FEP)	29	27	31	5.8%	7.3%	7.6%

Conclusions based on this data:

1. English learners enrollment has remained fairly steady.
2. FEP's increased from 22/23 to 23/24

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	63	63	66	61	59	64	61	59	64	96.8	93.7	97
Grade 4	65	68	63	64	63	60	64	63	60	98.5	92.6	95.2
Grade 5	64	65	68	61	61	66	61	61	66	95.3	93.8	97.1
All Grades	192	196	197	186	183	190	186	183	190	96.9	93.4	96.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2497.	2511.	2515.	57.38	66.10	57.81	26.23	20.34	25.00	6.56	11.86	15.63	9.84	1.69	1.56
Grade 4	2561.	2552.	2562.	67.19	58.73	66.67	20.31	30.16	18.33	6.25	4.76	11.67	6.25	6.35	3.33
Grade 5	2610.	2599.	2585.	65.57	59.02	56.06	22.95	27.87	30.30	8.20	9.84	7.58	3.28	3.28	6.06
All Grades	N/A	N/A	N/A	63.44	61.20	60.00	23.12	26.23	24.74	6.99	8.74	11.58	6.45	3.83	3.68

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	36.07	44.07	39.06	55.74	52.54	51.56	8.20	3.39	9.38
Grade 4	43.75	55.56	45.00	51.56	42.86	55.00	4.69	1.59	0.00
Grade 5	40.98	42.62	37.88	57.38	55.74	56.06	1.64	1.64	6.06
All Grades	40.32	47.54	40.53	54.84	50.27	54.21	4.84	2.19	5.26

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	34.43	37.29	53.13	63.93	59.32	46.88	1.64	3.39	0.00
Grade 4	43.75	39.68	48.33	51.56	57.14	50.00	4.69	3.17	1.67
Grade 5	68.85	49.18	45.45	27.87	49.18	50.00	3.28	1.64	4.55
All Grades	48.92	42.08	48.95	47.85	55.19	48.95	3.23	2.73	2.11

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.95	27.12	21.88	68.85	66.10	76.56	8.20	6.78	1.56
Grade 4	25.00	17.46	35.00	70.31	77.78	58.33	4.69	4.76	6.67
Grade 5	27.87	22.95	27.27	70.49	72.13	65.15	1.64	4.92	7.58
All Grades	25.27	22.40	27.89	69.89	72.13	66.84	4.84	5.46	5.26

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	40.98	42.37	35.94	52.46	57.63	60.94	6.56	0.00	3.13
Grade 4	37.50	38.10	43.33	57.81	61.90	51.67	4.69	0.00	5.00
Grade 5	40.98	40.98	34.85	55.74	54.10	59.09	3.28	4.92	6.06
All Grades	39.78	40.44	37.89	55.38	57.92	57.37	4.84	1.64	4.74

Conclusions based on this data:

1. Ruth Acty 3rd graders made gains on the ELA test.
2. 87% of all students 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	63	63	66	61	59	64	61	59	64	96.8	93.7	97
Grade 4	65	68	63	64	61	60	64	61	60	98.5	89.7	95.2
Grade 5	64	65	68	61	60	66	61	60	66	95.3	92.3	97.1
All Grades	192	196	197	186	180	190	186	180	190	96.9	91.8	96.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2517.	2540.	2535.	60.66	76.27	76.56	29.51	18.64	14.06	4.92	1.69	7.81	4.92	3.39	1.56
Grade 4	2554.	2553.	2577.	54.69	57.38	61.67	25.00	24.59	30.00	20.31	16.39	8.33	0.00	1.64	0.00
Grade 5	2587.	2582.	2584.	52.46	61.67	57.58	22.95	21.67	19.70	19.67	8.33	13.64	4.92	8.33	9.09
Grade 11															
All Grades	N/A	N/A	N/A	55.91	65.00	65.26	25.81	21.67	21.05	15.05	8.89	10.00	3.23	4.44	3.68

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	68.85	72.88	75.00	26.23	25.42	21.88	4.92	1.69	3.13
Grade 4	60.94	59.02	70.00	32.81	32.79	28.33	6.25	8.20	1.67
Grade 5	42.62	58.33	54.55	50.82	33.33	36.36	6.56	8.33	9.09
Grade 11									
All Grades	57.53	63.33	66.32	36.56	30.56	28.95	5.91	6.11	4.74

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	59.02	74.58	65.63	39.34	22.03	31.25	1.64	3.39	3.13
Grade 4	48.44	42.62	51.67	48.44	55.74	46.67	3.13	1.64	1.67
Grade 5	55.74	43.33	51.52	39.34	48.33	34.85	4.92	8.33	13.64
All Grades	54.30	53.33	56.32	42.47	42.22	37.37	3.23	4.44	6.32

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	47.54	59.32	62.50	49.18	40.68	35.94	3.28	0.00	1.56
Grade 4	51.56	55.74	58.33	42.19	40.98	38.33	6.25	3.28	3.33
Grade 5	54.10	46.67	37.88	39.34	46.67	54.55	6.56	6.67	7.58
All Grades	51.08	53.89	52.63	43.55	42.78	43.16	5.38	3.33	4.21

Conclusions based on this data:

1. 87% of students were proficient on the math test.
2. Grades 3 and 4 made gains.
3. Math and ELA scores demonstrate the same proficiency levels at 87%.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	6	*	5
1	*	*	*	*	*	*	*	*	*	5	*	*
2	*	*	*	*	*	*	*	*	*	5	*	*
3	*	*	*	*	*	*	*	*	*	*	6	*
4	*	*	*	*	*	*	*	*	*	*	4	5
5	*	*	*	*	*	*	*	*	*	*	4	*
All Grades										23	23	19

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	60.87	47.83	31.58	13.04	21.74	42.11	8.70	13.04	21.05	17.39	17.39	5.26	23	23	19

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	60.87	52.17	36.84	17.39	26.09	42.11	0.00	4.35	10.53	21.74	17.39	10.53	23	23	19

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	39.13	39.13	26.32	34.78	21.74	10.53	8.70	17.39	57.89	17.39	21.74	5.26	23	23	19

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	52.17	47.83	21.05	30.43	34.78	68.42	17.39	17.39	10.53	23	23	19

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	56.52	60.87	57.89	26.09	21.74	36.84	17.39	17.39	5.26	23	23	19

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.83	30.43	26.32	26.09	39.13	52.63	26.09	30.43	21.05	23	23	19

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	56.52	56.52	26.32	30.43	39.13	73.68	13.04	4.35	0.00	23	23	19

Conclusions based on this data:

1. There are not enough students in each grade for meaningful data interpretations at grade levels.
2. The overall ELPAC results remained the same.

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
410	**23.7%**	**5.6%**	**0.7%**
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	23	5.6%
Foster Youth	3	0.7%
Homeless	7	1.7%
Socioeconomically Disadvantaged	97	23.7%
Students with Disabilities	37	9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	31	7.6%
American Indian	2	0.5%
Asian	33	8%
Filipino	2	0.5%
Hispanic	61	14.9%
Two or More Races	111	27.1%
Pacific Islander	0	0.0%
White	170	41.5%

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 mores races is increasing.

School and Student Performance Data

Overall Performance

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Orange	**Suspension Rate** Blue
Mathematics Blue		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Chronic Absenteeism is low but very impactful for a handful of students.
2. Overall ELA and Math Scores are strong.
3. Suspension rates are low.

School and Student Performance Data

Academic Performance
English Language Arts

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

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	3

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	
85.2 points above standard	4.3 points below standard	
Maintained 1.9 points	Increased 57.7 points	
189 Students	15 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	39.3 points above standard
0 Students	5 Students	Increased 37.2 points
		47 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
57.4 points below standard	26.9 points below standard	Fewer than 11 students - No Data for Privacy
Increased 11.8 points	Increased 29.5 points	1 Student
27 Students	18 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
130.9 points above standard	Fewer than 11 students - No Data for Privacy	41.8 points above standard
Increased 31.8 points	1 Student	Increased 4 points
16 Students		35 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
109.7 points above standard	0 Students	97.1 points above standard
Increased 3.2 points		Maintained -1.8 points
45 Students		75 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	4

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	
82.8 points above standard	43.5 points above standard	
Increased 18.6 points	Increased 116.5 points	
189 Students	15 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	47.9 points above standard
0 Students	5 Students	Increased 72.9 points
		47 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
33.1 points below standard	52.3 points below standard	Fewer than 11 students - No Data for Privacy
Increased 65.3 points	Increased 18.7 points	1 Student
27 Students	18 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
131.7 points above standard	Fewer than 11 students - No Data for Privacy	54.1 points above standard
Increased 8.4 points	1 Student	Increased 36.4 points
16 Students		35 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
100.4 points above standard	0 Students	97.6 points above standard
Increased 10.5 points		Increased 22.1 points
45 Students		75 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged are above below the standard and have declined 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
Science

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
70.9 science points	Fewer than 11 students - No Data for Privacy	0 Students
Maintained 1.8 points	4 Students	
65 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	62.2 science points
0 Students	2 Students	Increased 13 points
		14 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
45.2 science points	Fewer than 11 students - No Data for Privacy	0 Students
13 Students	8 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
7 Students	1 Student	7 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
74.4 science points	0 Students	73.4 science points
Maintained 1.4 points		Declined 2.9 points
16 Students		27 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
No Performance Color	No Performance Color
76.9 making progress.	making progress.
Number Students: 13 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.7%	15.4%	30.8%	46.2%

Conclusions based on this data:

1. 94% of EL's maintained or increased their ELPI level.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	No Performance Color	
6.7% Chronically Absent	4.2% Chronically Absent	
Increased 1.1	Declined 7.8	
415 Students	24 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	16.3% Chronically Absent
3 Students	9 Students	Increased 1.3
		98 Students

Students with Disabilities	African American	American Indian
Orange	Red	No Performance Color
17% Chronically Absent	30% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 10.8	Increased 21.2	2 Students
47 Students	30 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Orange
0% Chronically Absent	Fewer than 11 students - No Data for Privacy	17.2% Chronically Absent
Declined 5.9	2 Students	Increased 5.8
36 Students		64 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Green
1.8% Chronically Absent	0 Students	3.5% Chronically Absent
Maintained 0		Declined 1
110 Students		171 Students

Conclusions based on this data:

1. Chronic Absenteeism is at 5.7 overall.
2. English Learners, hispanic, asian, SED increased chronic absenteeism.
3. Black, 2 or more races, white, SWD and overall declined.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	7

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	
0% suspended at least one day	0% suspended at least one day	
Maintained 0%	Maintained 0%	
417 Students	24 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
4 Students	10 Students	Maintained 0%
		100 Students

Students with Disabilities	African American	American Indian
Blue	Blue	No Performance Color
0% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Maintained 0%	Maintained 0%	2 Students
47 Students	30 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Maintained 0%	2 Students	Maintained 0%
36 Students		66 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
0% suspended at least one day	0 Students	0% suspended at least one day
Maintained 0%		Maintained 0%
110 Students		171 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.

Academic Excellence & Equitable Outcomes
Academic Excellence & Equitable Outcomes
Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Excellence & Equitable Outcomes
Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

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 2026 Dibels Composite K Dibels - 88% 1st - 92% 2nd - 90% Dibels ORF 3rd - 90% 4th - 80% 5th- 83% STAR STAR 3rd - 92% STAR - 4th - 83% STAR - 5th - 84% 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 2027 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 2026	Star Math

	2nd- 73% 3rd- 80% 4th- 75% 5th- 68% We are altering our expected outcomes a bit due to the consistent addition of new students who usually come in below grade level.	Spring 2027 2nd - 85% 3rd - 85% 4th - 80% 5th- 80%

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	Literacy Ruth Acty staff and teachers will ensure implementation of a high quality English Language Arts Program using Fishtank and Functional Phonics and Morphology. 1) K- 5 teachers will teach reading and writing using Fishtank and Functional Phonics and Morphology. 2) Literacy and RTI teacher will provide ongoing professional development to personnel during staff meetings. 3) Modeling and coaching will be available as needed for all teachers. 4) Wednesday collaboration time will focus on PD, planning and reflection on the new literacy curriculum. 5) Teachers will continue to use district literacy assessments to plan for instruction and small group work. and professional development. 6) All appropriate and necessary materials for the new curriculum will be provided. 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. BSEP 5,000 1116 Certificated hourly, BSEP Carryover 5,000	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	5,000 BSEP Carryover 1116 Certificated Hourly 5,000 BSEP Carryover 4300 Materials and Supplies
1.2	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	All Kindergarten through Fifth grade students with a focus on the	6,000 BSEP Carryover 4300 Materials and Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	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) * TK, 1st and 4th Grade teachers will participate in the Pilot Math Adoption. The teams will provide updates to the Ruth Acty staff. • Retain a full time Science release teacher for grade 1-5. 4300. Materials and Supplies. 6,000 BSEP	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	
1.3	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. MLLTeacher. .60 LCAP	Multilingual Learners	
1.4	After School Extend learning of K-5 students with an after school site intervention program that supports students in reaching grade level proficiency.	Students requiring math or literacy intervention	10,000 BSEP Carryover 1116 Certificated Hourly

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	• 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 1116 Certificated hourly. Ext. Day Academic Intervention Title IV 1116. Certificated hourly. Ext. Day Academic Intervention BSEP. Carryover 10,000		
1.5	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, West African dance for grades K, 4th and 5th 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	All Students	
1.6	Strategy/Activity Unallocated reserves for personnel variance. BSEP	All students	9,938 BSEP 4380 Other/Reserve
1.7	Indirect Cost - BSEP and BSEP Carry over		8,182 BSEP 4380 Other/Reserve 1,631 BSEP Carryover 4380 Other/Reserve

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Ruth Acty met its goals 1st and 2nd grade Dibels' goals. We met our STAR Reading goals in 3rd grade, missing the the 85% mark by 1 and 2 points respectively in 3rd and 4th. Ruth Acty did not meets it's 85% benchmark in math for grades 2-5.

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 are looking at increasing the RTI support in math to meet our learning objectives and to support the adoption of a new math curriculum.

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.

Academic Excellence & Equitable Outcomes
Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and eliminate barriers to student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and 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.

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	Literacy - Ruth Acty has an MTSS program that responds in small group in the classroom or through Tier 2 or Tier 3 interventions if a student is not meeting benchmarks in literacy. If a student is not making adequate progress the school reaches out for a student success team meeting to partner with parents. We are meeting the needs of this process 90% of the time.	100% of students who require Tier 2 support in reading will receive it.

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	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	Students who are not meeting benchmarks in reading	14,343 BSEP 1102 Certificated Monthly 116,144 BSEP 1102 Certificated Monthly

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	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 and work samples to monitor literacy growth or other measures that may come with the new curriculum. • 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 1,0 FTE Literacy Coach Literacy Intervention (K-2) 1:1 and small group Literacy Assessments and Progress Montitoring Coaching (small part) Materials Manangement Professional Development District Meeetings and Interface *In the 2026-27 school year, 1.8 FTE (1.0, .6 and .2) will provide: 1.0 FTE -RTI Coordinate Tier 1, Tier 2, and Tier 3 academic and behavioral interventions Lead the Coordination of ServicesTeam Facilitate Student Success Team meetings Progress Monitoring Literacy intervention Pilot Tier 1 math program to strengthen foundational numeracy skills and math fluency. Teacher in Charge Create systems including master schedule to optimize interventions Family outreach Organize and administer math and literacy screeners .2 FTE - RTI 3rd - 5th grade literacy support .6 FTE - RTI Math coach to support adoption of a new curriculum Math intervention Behavior support including running social skills groups Administer Screeners		34,692 PTA 1102 Certificated Monthly 29,790 PTA 1102 Certificated Monthly 4,000 BSEP Carryover 4300 Materials and Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	1102 Certificated. RTI Teacher .10 14,343 BSEP. 1102 Certificated RTI Teacher .10 Centrally Funded 1102 Certificated. RTI Teacher.40 LCAP 1102 Certificated RTI .77 teacher, 116,144, BSEP 1102 Certificated RTI .23 Teacher, 34,692 PTA 1102 Certificated. RTI/MLL Teacher .20 PTA, 29,790 4300. Materials and Supplies. BSEP Carryover 4,000		
2.2	• 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. *Literacy and RTI coach to model and collaborate with teacher to increase individual and small group work in literacy 1102 Certificated. Literacy Coach BSEP. 35,155 .25FTE	Students who are not meeting benchmarks in all academic areas.	35,155 BSEP 1102 Certificated Monthly
2.3	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)	Students with Individualized Education Plans (IEPs)	
2.4	Ruth Acty will employee a .20 Dance instructor and a .20 drum teacher 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. Classified. Dance Teacher, Prop 28. 22,742 Classified. Drumming Teacher Prop 28 23,643	K, 4th and 5th	22,742 Other 2102 Classified Monthly 23,643 Other 2102 Classified Monthly
2.5	Staff and school will purchase specialized art supplies for use in integrated art curriculum 4300. Materials and Supplies. Prop 28	All students	9,000 Other 4300 Materials and Supplies
2.6	New RTI Staff will attend Orton Gillingham and Math Intervention Trainings	Students not meeting benchmarks	5,000 BSEP Carryover

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			5200 Travel and Conference
2.8			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The MTSS process is 95 percent effective in supporting student in reading. We did not have the capacity to provide intervention to students who were not meeting benchmarks in math.

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.

We are looking at an increase to RTI as listed in 2.1. Please see job descriptions.

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.

Wellness & Belonging
Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

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 need to feel safe and welcomed to fully support 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 School Suspension Rates Rates of family participation at events.	Ruth Acty has about 5 office referrals a year. Ruth Acty has 1 suspensions	Ruth Acty will have fewer than 5 office referrals and 0 suspension.

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	Counselor will provide services to: individual students, small groups, family support and whole class. Contract for this service will be paid by: 5800 TBD. District	Students referred by an educator who are showing an identified need at school.	
3.2	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	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	and educational support. Site Student Study Team Coordinator will schedule all meetings, record notes and facilitate follow up. Ruth Acty school's Coodination 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.		
3.3	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 in uence on behavior. this includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of con dence 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 con ict constructively, and seeking and offering help when needed. • Responsible decision making: the ability to make constructive and respectful choices about personal behavior and	All Students	38,094 PTA 1102 Certificated Monthly

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	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. 35,398		
3.4	.60 RTI Teacher will support students with behavior needs through check in, check out, supporting emergency responses and participating in behavior plan development.		

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Ruth Acty had 1 suspension in the last year. The current attendance rate is 96.7%. 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.

None

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 have captured some of the behavior support that the RTI teacher provides to student on a daily basis.

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.

Partnership & Engagement
Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for 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.

Healthy relationships between the school and families promotes successful experiences for 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
Diverse and increased participation of families at the varied events.	Ruth Acty has inconsistent attendance at school events depending on the event.	With focused outreach, Ruth Acty will increase participation in meeting and school events.
100% participation in focal family spring conferences and SST's.	We are usually are able to get focal families to spring conferences and SST's.	Continued partnerships with families at targeted conferences and SSTs
Maintain 95% annual attendance rate.	Ruth Acty has a 4.6% chronic truancy rate as of 4/30/26. This equates to 19 students (1 per class)	95% Attendance rate

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	Ruth Acty will host parent/guardian events: Workshops as identified by parent/guardian need Parent Involvement funds will be used to fund workshops including: food, childcare, meeting facilitators, materials and supplies	All Students	
4.2	Ruth Acty staff will partner with 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	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	staff on issues that impact student achievement and well. PTA Funded		
4.3	Ruth Acty will hold school wide community events including: Juneteenth, Pride Day, Readathon celebration, 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	All Students	
4.4	Staff will continue to have fall guardian conferences and spring conferences for identified focal families.	All students	
4.5	We will continue to have regular SST's to partner with families about academic and behavioral supports that are being used at the school.	Identified students and families	
4.6	Staff will continue to do targeted outreach to families that benefit from extra support with summer school sign up, school registration, after school care sign ups, enrichment activities , etc.	Identified students and families	
4.7	Attendance team will continue to meet and reach out and support families with attendance issues.	Identified students and families	
4.8	Supports 50 students through the Jump Starters, an intensive literacy and enrichment summer program.	Students receiving intervention support or have limited summer opportunities	25,000 PTA 1116 Certificated Hourly

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Data will be shared 2 x with the SSC. Staff used benchmark and diagnostic data to support phonics and PA in grades K-2 and Fluency work in grades 3-5.

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.

No new changes.

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.

Equity Multiplier
Goal 5: Within three years, all students, and particularly all students at Berkeley Technology Academy will demonstrate growth towards being prepared for college or a career.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5: Within three years, all students, and particularly all students at Berkeley Technology Academy will demonstrate growth towards being prepared for college or a career.

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 storng 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 3) Promoting attendance and access to health services	Students Experiencing Homelessness	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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: 2025-26

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

Analysis

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

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	$403,354.00
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	$183,762.00
BSEP Carryover	$36,631.00
Other	$55,385.00
PTA	$127,576.00

Subtotal of state or local funds included for this school: $403,354.00

Total of federal, state, and/or local funds for this school: $403,354.00

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

Expenditures by Funding Source

Funding Source	Amount
BSEP	183,762.00
BSEP Carryover	36,631.00
Other	55,385.00
PTA	127,576.00

Expenditures by Budget Reference

Budget Reference	Amount
1102 Certificated Monthly	268,218.00
1116 Certificated Hourly	40,000.00
2102 Classified Monthly	46,385.00
4300 Materials and Supplies	24,000.00
4380 Other/Reserve	19,751.00
5200 Travel and Conference	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1102 Certificated Monthly	BSEP	165,642.00
4380 Other/Reserve	BSEP	18,120.00
1116 Certificated Hourly	BSEP Carryover	15,000.00
4300 Materials and Supplies	BSEP Carryover	15,000.00
4380 Other/Reserve	BSEP Carryover	1,631.00
5200 Travel and Conference	BSEP Carryover	5,000.00
2102 Classified Monthly	Other	46,385.00
4300 Materials and Supplies	Other	9,000.00

1102 Certificated Monthly	PTA	102,576.00
1116 Certificated Hourly	PTA	25,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	45,751.00
Goal 2	294,509.00
Goal 3	38,094.00
Goal 4	25,000.00

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
Seonaid Dickinson	Classroom Teacher
Rick Kleine	Classroom Teacher
Lency Olsen	Classroom Teacher
Celia Flores Delgado	Other School Staff
	Parent or Community Member
Kelly Scribner	Parent or Community Member
Mia Arakaki	Parent or Community Member
Tess Fruge	Parent or Community Member
Priti Sanghani	Parent or Community Member
Meg Bowers	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:

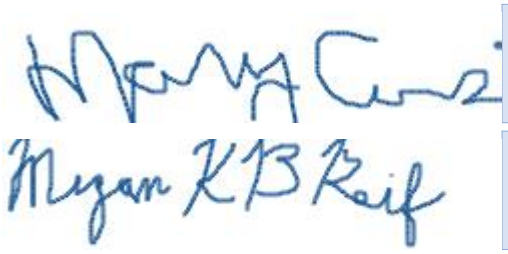
Signature	Committee or Advisory Group Name

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 4/30/26.

Attested:



Principal, Mary Cazden on 4/30/26

SSC Chairperson, Megan Reif on 4/30/26

Kathy Fleming
Director of Local Resources

Kathy Fleming 6-9-26
Signature Date

Jill Hoogendyk
Associate Superintendent, Educational Services

J. Hoogendyk 6/10/26
Signature Date

SITE BUDGET SUMMARY 2026-27

Ruth Acty (116) May 26, 2026	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0852		Prop 28 Resource 6770		LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Centrally - Funded BSEP		Other Resources			Sum of FTE
Budget Item			**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**RES.**	**FTE**	**RES.**	**BGT**	**FTE**	
Literacy Coach	2/2	1102	35,155	0.25							0763/0741	0.75				1.00
RTI Teacher	2/1	1102	14,343	0.10				0.40			0763-017	0.10				0.60
ELD/RTI Teacher	2/1	1102						0.60	29,790	0.20						0.80
RTI/Math	2/1	1102	116,144	0.77					34,692	0.23						1.00
PE/Social-Emotional Coach TSA	3/3	1102							38,094	0.28			0000	release	0.72	1.00
Dance Teacher - IS (K, 4th, 5th)	2/4	2102			22,742	0.20										
Drumming Teacher IS - (K, 4th, 5th)	2/4	2102			23,643	0.20										
Prop 28 materials	2/5	4300			9,000											
Jumpstarter Program	4/8	1102							25,000							
Teacher Hourly (PD/CD/Extra Duty)		1116														
Extended Day Academic Intervention		1116											Title IV			
Materials and Supplies		4300											0000			
Contract (Mental Health Counseling)		5800											Dist.-Wide	full equivalent		
Unallocated Reserve	1/6	4380	9,938		3,323				7,655							
Indirect Cost (0852 only)	1/7	7340	8,182													
Total Expenditures			183,762	1.12	58,708	0.40		1.00	135,231	0.71		0.85		0	0.72	
Revenue Allocation			**184,050**		**59,105**											
			288		397											
BSEP Site Fund Carryover Priorities:																
Available BSEP site fund carryover: TBD Fall 2026																
Materials & Supplies	1/1, 1/2, 2/1,	4300	15,000													
Teacher Hourly Extended Day Academic	1/4	1116	10,000													
Certificated Hourly Support (PD/CD/Extra Duty)	1/1	1116	5,000													
Trainings for New RTI staff	2/6	5200	5,000													
Indirect Cost	1/7	7340	1,631													
Total BSEP Site Fund Carryover Priorities:			**36,631**													