SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)
2023-24

School	Ruby Bridges
CDS Code	10611190111765
Principal Name	Danielle Pharr-Matthews
Telephone Number	510-748-4006
Address	351 Jack London Avenue, Alameda, CA 94501
E-mail	dpharr@alamedaunified.org
Date of SSC Approval	May 25, 2023
Date of BOE Approval	Insert on Allsites Tab

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

Purpose and Description

Purpose

ATSI

In the 2022-23 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on data from the 2022 California School Dashboard, African American; Filipino; Hispanic; Students with Disabilities; Two or More Races were in the lowest status level for {all –or– all but one} of the state indicators. This plan will address ways to improve our school and student outcomes for African American; Filipino; Hispanic; Students with Disabilities; Two or More Races in particular, based on doing a needs assessment and identifying resource inequities.

Description

To ensure that our school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students,highlighting all student groups, including African American; Filipino; Hispanic; Students with Disabilities; two or More Races. The school has developed practices to address the unique needs of each student group,and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance goals. Our SPSA aligns to Alameda Unified's LCAP goals and funding requirements of their respective program.

Stakeholder Involvement

Alameda USD schools rely heavily on our educational partners to ensure that we understand the needs of the community in conjunction with one of our guiding principles We believe that staff and administration should work alongside stakeholders to ensure that students are being given the services they need and are being challenged appropriately.

Each school site holds SSC meetings in accordance with CDE regulations and each school's SSC Bylaws. All SPSAs are reviewed prior to board approval at the end of each Academic Year. Schools whose threshold lies within state defined percentages hold ELAC meetings to ensure transparency around our students education

Resource Inequities

In the 2022- 23 school year, our school was identified for Additional Targeted Support and Improvement (ATSI) through the California Dashboard for 2021-22 AY. Our African American population was the only group to be shown to be in need of assistance at a level of very low in both ELA and Math. While English Learners and Socioeconomically disadvantaged were low in ELA and Math.

Ruby Bridges students come from an area where there is a high level of discrepancy of SED in the community. There is a high level of students that are transitive and high needs are concentrated in Ruby Bridges. Ruby Bridges experience significant turnover each year at a rate of 20% of the staff. The Ruby Bridges staff consistently has five teachers that have only 1-2 years of teaching experience. There also has been a reduction of FTE based on site allocations from the district. There is an issue with finding high quality individuals to support programmatic needs. We have a site coach that supports school (80%) and district (20%) needs and indirect student support.In order to resolve resource inequities, Ruby has diverted resources to funding .6 FTE student support provider, .78 ELL paraprofessional, .4 FTE Title I Reading teacher, supplies and services, professional consulting services (Art Integration/STEAM), teacher hourly, PBIS Conference, family liaison .38 FTE (unfilled), paraprofessional (Kingmakers - unfilled). In order to address Ruby's existing ATSI eligibility we focus on two specific goals moving forwards: Low Academic performance for AA, EL and SED, and Chronic Absenteeism for all groups identified. Reallocation of innovative funds to support MTSS reading specialist/coach- specific figures to come.

Districtwide Strategic Plan and LCAP Goals

Goal 1: Strategic Plan Goal 1.1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; Strategic Plan Goal 1.2: Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning

Goal 2: Strategic Plan Goal 1.3 We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

Goal 3: Strategic Plan Goal 2.1: Every teacher provides the academic, social emotional, and culturally responsive support each student requires

Goal 4: Strategic Plan Goal 2.2: Educators have dedicated time to collaborate, learn, and grow in service of student learning Strategic Plan Goal 2.2 Educators have dedicated time to collaborate, learn, and grow in service of student learning

Goal 5: Strategic Plan Goals 2.3: School Teams (Instructional Leadership Teams, Coordination of Services Team) consistently ensure equitable outcomes for students and 2.4: Schedules are strategically designed to create access to equitable learning opportunities and prioritize support for students who need it most

Goal 6: Strategic Plan 3.1: Finance: Provide the long-term financial stability necessary to maintain core programming 3.2: Talent Management: Build a focused and diverse team where all positions are fully staffed with qualified personnel. 3.3: Communications: Use accurate, transparent, and engaging communications across multiple channels to support AUSD' students, staff, and families.

District Priority Practices

Targeted Universalism: By focusing our efforts on the students who need it most, we will improve outcomes for all students.

Student level goals (across content, aligned to Graduate Profile)	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

<u>All School Site Plans will focus their efforts on LCAP Goals 1 and 2. Each school site's focal student group is African American.</u>

<u>LCAP Goal 1 :</u> Strategic Plan Goal 1.1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; Strategic Plan Goal 1.2: Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

<u>LCAP Goal 2 :</u> Strategic Plan Goal 1.3 We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

District and Site Annual Outcomes

The proceeding academic data reflects data from the years where students received instruction primarily from in person teaching.

Annual Outcome	AY 2021-22			Annual Outcome	AY 2021-22	
	District	Site	A/A		District	Site
Math SBAC: *Average Distance from Level 3 (Standard Met)*	5.7	-58	-130.4	**EL Reclassification:** *% of English Learners who were redesignated as RFEP*	56%	16.5%
ELA SBAC: *Average Distance from Level 3 (Standard Met)*	36.5	-41.9	-89.6	**ELPAC:** *% of students scoring 'moderately' or 'well developed' **	76.40%	52.8%
UC 'a-g' Completion: % of 12th grade cohort that has met UC 'a-g'	58.90%			**At-risk ELLs:** *% of English Learners at-risk* K-5th	15.63%	21%

requirements				of becoming Long Term English Learners (LTELs)	6th-8th	2.78%	
% of students with one or more D, F, or Is	11%				9th-12th	2.13%	
				Percent of students improving one or more ELPI levels		60.60%	N/A

District and Site Annual Outcomes -School Climate (Focus Chronic Absenteeism)

Key metrics highlighted are a focus for the district.

Annual Outcome		AY 2021 -2022		
		District	Site	A/A
Chronic Absenteeism *% of students who are absent 10% of more of their enrolled days*		16.9%	45.9%	54.9%
Suspension Rate/Office Discipline Referrals *% of students suspended anytime during the year. If the suspension rate is under 2.5%, look at office discipline referral rates.*		1.4%/3.2%	1.2%	5.4%
Graduation *% of four-year cohort completing graduation requirements*		94.5%		
Engaged and Trusting Family Relationships *% Positive responses on Family Relationships and Trust Survey*		88%	92.6%	60%
California Healthy Kids Survey: *% of students reporting 'agree' or 'strongly agree' (sec) OR 'most of the time/all of the time' (elem) to feeling safe in their school*	5th	84%	65%	N/A
	7th	71%		
	9th	66%		
	11th	64%		

Goal 1 Instructional Focus (Theory of Action)

If teachers are using common benchmark assessments to inform small group targeted instruction,
then all students will improve by 1 year based on formative and summative assessments.

Data pulled from Schoolzilla 4/2023

For 1st - 2nd (STAR Early Literacy Assessment):
By midyear:
50% of all students will show typical or better growth on the **STAR Early Literacy SGP**
AA - 6 students
EL - 17 students
SED - 17 students

By the end of year:
75% of all students will show typical or better growth on the **STAR Early Literacy SGP**
AA - 11 students
EL - 14 students
SED - 33 students
Typical growth is above 35 Standard Growth Points.

For 1st - 5th (STAR Reading / Math Assessment):
By midyear:
65% of all students will show typical or better growth on the **STAR Reading SGP**
AA - 17 students
EL - 15 students
SED - 59 students

50% of all students will show typical or better growth on the **STAR Math SGP**
AA - 21 students
EL - 22 students
SED - 71 students

By the end of year:
75% of all students will show typical or better growth on the **STAR Reading SGP**
AA - 33 students
EL - 30 students
SED - 118 students

75% of all students will show typical or better growth on the **STAR Math SGP**
AA - 41 students
EL - 42 students
SED- 142
Typical growth is above 35 Standard Growth Points.

SBAC:
For 3rd - 5th
By the end of the year:
75% of students will meet or exceed expectations on the **ELA** section of the SBAC for 23-24 AY
AA - 33
EL - 30
SED - 118

75% of students will meet or exceed expectations on the **Math** section of the SBAC for 23-24 AY
AA - 41

EL - 42
SED - 142
SED - 142

Our Black A/A students will ...

For 1st - 2nd:
By midyear:
50% of all students will show typical or better growth on the **STAR Early Literacy SGP**
AA - 6 students

By the end of year:
75% of all students will show typical or better growth on the **STAR Early Literacy SGP**
AA - 11 students

For 1st - 5th:
By midyear:
50% of all students will show typical or better growth on the **STAR Reading SGP**
AA - 17 students

50% of all students will show typical or better growth on the **STAR Math SGP**
AA - 21 students

By the end of year:
75% of all students will show typical or better growth on the **STAR Reading SGP**
AA - 33 students

75% of all students will show typical or better growth on the **STAR Math SGP**
AA - 41 students

For 1st - 2nd:
By midyear:
50% of all students will show typical or better growth on the **STAR Early Literacy SGP**
AA - 6 students

For 3rd - 5th
By the end of the year all students will:
75% meet or exceed expectations on the **ELA** section of the SBAC for 23-24 AY
AA - 33

75% meet or exceed expectations on the **Math** section of the SBAC for 23-24 AY
AA - 41

SMARTIE Goal 1:
Specific, Measurable, Achievable, Realistic, Time-bound, Equitable.The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data.
By the end of the year 75% of Ruby students (1st-5th) will show typical or better growth as measured by the Star reading and math Standard growth percentile.
By the end of the year 50% of AA students (1st-5th) will show typical or better growth in Star reading and math as measured by the SGP. (20% increase from base for Filipino; Hispanic; Students with Disabilities; Two or More Races)

Teacher Actions	SLT Actions	Leadership Actions
Grade level meeting time to review STAR data (progress monitoring every 6 weeks for urgent/early intervention students/; make adjustments to group) Teachers will facilitate 6 week intervention cycle that includes administering STAR at least once During week 7, teachers will analyze data during collaboration and reflect on interventions During week 8, teachers will reorganize interventions and groupings	Plan PD and school calendar Every grade level have an assigned coach/admin that joins some weekly collab, including weeks 7 and 8; During cycle, the coach/admin will prepare data reports for their assigned grade level	Design master schedule to support RTI/UDL, common preps, ELD, mainstreaming for students with disabilities; Coach(es) will inform/train staff on suggested STAR reports to use when analyzing data.
K-3 Teachers will facilitate small group reading instruction working with students at their identified instructional levels as indicated by F&P, Star and/or early literacy data, and the CCC placement tests	SLT will determine ways to collect and review various types of data from students and families (Map & street) to monitor implementation of CLRP and progress of Focal Students.	Schedule and support release time for class walkthroughs and peer observation.
In grade level teams grades 3-5 will administer IAB in the fall, winter, spring All teachers will administer assessments according to the AUSD assessment calendar during the first week of the assessment window. Use of district adopted curriculum (FOSS, CCC, Eureka Squared) AVID program embedded in fifth grade classrooms	PLC Leaders, with support of SLT will help implement cycles of inquiry Analyze and plan for reteach during collaboration	Coach(es) will provide training on IABs Coaches will support teachers with make-up tests for all assessments and adherence to the assessment window AVID training conference (June 2023)
Participate in High Reliability Schools PD to build collaborative culture and help establish structure for Wednesday collaboration Data analysis- review all ELA data to develop need based grade level goals in reading and writing	Monthly walkthrough with ILT and teacher leads PD to provide training on standards, assessments, instructional strategy, and best practices	

Reading teacher, MTSS coaches (2), ELD/Resource paraprofessionals, and Student Support Provider support instruction for Black and Brown students through small group instruction (Focal Scholars, students in need of intervention)		Leadership team will provide data support to ensure there is movement is small group instruction
All teachers will have AA/BIPOC or ELL focal students to prioritize Focal Scholar counselor/teacher to implement goals (based on Hopes and Dreams conference with families) Goals to be documented in Aeries	PLC Leaders, with support of SLT will help implement cycles of inquiry	Leadership will allocate resources to support interventions for Focal Scholars (and others) as identified by the COST team. Support from the Office of Equity/Focal Scholar Counselor

Goal 2: Improve Chronic Absenteeism (Theory of Action)

If we provide structures to maintain a welcoming and positive school climate with accountability

Then students will see a reduction of absenteeism therefore reducing the overall absenteeism for the school and each respective subgroups, AA, HI, SED, EL, FI, TOM.

By midyear 50 out of 162 students will not be classified as Chronic Absentee.
The 50 students will consist of one more of the following subgroups:
AA - 10 students
HI - 10 students
SED - 25 students
EL - 8 students
FI - 2 students
TOM - 8 students

By the end of year 100 out of 162 students will not be classified as Chronic Absentee.
The 100 students will consist of one more of the following subgroups:
AA - 20 students
HI - 20 students
SED 50 students
EL - 15 students
FOR - 3 students
TOM - 15 students

SMARTIE Goal 2:
Specific, Measurable, Achievable, Realistic, Time-bound, Equitable.The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data.

By the end of 23/24 we will decrease chronic absenteeism from 33% to 10% for all students as measured by the CA Dashboard Absenteeism Rate.

By the end of 23/24 we will decrease chronic absenteeism by 20% for the following groups of students: AA, Filipino, Hispanic, Students with Disabilities, Two or More Races. (ASTI)

Teacher Actions	SLT Actions	Leadership Actions
Teachers will reach out to families that have missed two consecutive days (via personal phone call, ParentSquare) Teachers will notify attendance clerk		SART / SARB (Tier 1): COST tracks attendance to award monthly trophy for top class attendance, top grade level attendance on featured bulletin board, acknowledgement of all students with perfect attendance (poppin' Star card for popcorn machine), acknowledgement of most improved students (and class) (Tier 2-3) Schedule consistent monthly SART meetings to review data and schedule meetings with families Establish a protocol for attendance tracking inclusive of teacher, COST, admin
Teachers will utilize conferences to address parents/guardians of students that are identified as having moderate to chronic absenteeism.	Attend SLT meetings and support grade level with their action items during collaboration times	Home Visits Parent education regarding attendance in newsletter, Monday meeting announcements, each campus event Provide teachers with individual attendance data
Culture & Climate - Positive Behavior Intervention and Support (PBIS) - Teach expectations; acknowledge with Star Cards	Clarify, remind parents of attendance expectations regularly (BTSN, conferences, ParentSquare) - with positive messaging and asking questions.	Inform and educate families on school processes and policies, particularly attendance protocols.
Data entry for two Focal Scholar students Monthly check ins with teacher/ Focal Scholars Interventions entered into Aeries for all students identified as in need of interventions		World Cafe for marginalized families (held each trimester) -World Café methodology is a simple, effective, and flexible format for hosting large group dialogue Support w/Aeries data entry and monitoring (from IL)
Socio-emotional Learning Curriculum (SEL) - follow school timeline for teaching/reviewing toolbox tools. Reference tools when supporting students	Review/refine timeline for teaching/reviewing tools across the grade levels	Seek out diverse voices from the school community (Listening Sessions, Parent Affinity Groups, Family Surveys, Outreach for ELAC meeting participation)
Equitable Start/ Family Connection meetings with		Promote and encourage families to participate in Equitable Start/ Family Connection meetings at the

Focal Families		beginning of year, ensure calendar supports meetings (minimum days) ParentSquare Reminders.
Support math and science for all classrooms (.40 allocation from district LCAP, and .20 from site funds)	Facilitate collaboration surrounding Proposition 28 funding and programming	Collaborate with stakeholders and other administrators to develop a plan for addition funds totaling $63, 139

Arts Education Program Plan: Every site will receive an allocation to be used for instruction and training, supplies and materials and arts educational partnership programs, for instruction in: dance media arts, music, theater, and visual arts. Each site must submit a plan to be included in their SPSA as to how they will be spending their allocation.

Annual Review

Analysis

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

SEL, Academics, Family engagement

Glows: Schoolwide Star data reflects some growth in reading and math; classrooms held routine community circles and participated in school-wide PBIS activities that included student leadership presentations

SEL - Overall, students are familiar with the 4 B's/tools/life skills and able to articulate verbally and/or through written reflection how they are applied. Students use their tools with peers and adults most of the time.

Family engagement - 1st ever AA family night - personally invited, well attended, generated good feedback, translated into future world cafe to beginning 23-24.

Grows: For upcoming school year, increase specificity of teacher, SLT, and leadership actions; Continue to build staff use of Star Renaissance data reports to inform instruction and monitor student progress regularly;
Aim to hone intervention cycles using the new RtI schedule and use Wednesday collaboration times to reflect on intervention outcomes and implementation; This coming year we will be more specific with our goals and outcomes that are part of our SPSA plan;

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

Focal scholar work scaled down to two upper grade classes. In prior year, all classrooms identified at least two focal scholars, for 22/23 we were unable to hire a paraprofessional to support AA male students, Family Liaison position was vacated 3 months into the school year.

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.

> Goal 1 & 2 Actions:
> ILT to support weekly grade level collaboration and data analysis
> Focal Scholar counselor to support goal implementation and progress monitoring for students
> Intentional focus on strategies to get students to school- supported by COST and teachers
> Focus on collaboration systems and structures- High Reliability Schools framework
> Systematized structures- IAB administration in 3-5
> Focal Scholar counselor to support equitable and inclusive practices for AA/ME students
> AVID program embedded in fifth grade

Arts Education Program Plan: Every site will receive an allocation to be used for instruction and training, supplies and materials and arts educational partnership programs, for instruction in: dance media arts, music, theater, and visual arts. Each site must submit a plan to be included in their SPSA as to how they will be spending their allocation.

High Level Team Planning Template

High Level Team Planning Template			
School Site:	Ruby Bridges		
	Professional Development Days		
	Goals: Familiarity with school wide systems and practices, nuts and bolts PD: Building strong relationships from day 1		
August 9th and August 10th	Goals: Welcome Back, Setting the Stage with Collaboration, Setting the Stage with SPSA Goals & Actions, Back to School Nuts & Bolts, Compliance Work	**Important Dates to Consider**	
	Potential Topics/Outcomes Equity and Scholar Practices Intro, Content Standards & Written and Taught Curriculum, PBIS Beginning		

	of the Year Lessons, Keenan, Collaboration Co-Creation & Grade Level Band training debrief; CLRTP - strategies for building community & trust w/ students & families; brainstorm ideas for academic or SEL areas of need for potential PD & collaboration; Identify Students for Hopes & Dreams Conferences: Schedule Meetings - Develop and implement action plan using "Hopes and Dreams" protocol. Tech Changes you will need to access District meetings: Teams and Microsoft 365; What do we want from Collaboration? Marzano High Reliability training		
	Staff Meetings	**Grade/Dept Collaboration**	**Instructional Leadership Team**
	Goals: School Safety, Climate, Furthering of Instructional and Attendance/Climate Goals	**Goals:**	**Goals:**
August	**Potential Topics/Outcomes** Safety, Emergency, REMS, ALICE	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**
September	**Potential Topics/Outcomes** Special Education/504 - Accommodations/modifications/legal documents/FERPA/IEP at a glance Review of COST Review: Culturally Responsive Teaching strategies focus: Strategies for structured support for focal students during discourse (think/wait time, peer support, small group structures)	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**

	PBIS - Review EpiPen Training Prop 28 Update		
	Important Dates to Consider: Rosh Hashanah: 9/15-9/17/23, Yom Kippur: 9/24-9/25/23, Sukkot: 9/29-10/6/23	**Important Dates to Consider**	**Important Dates to Consider**
October **October 9** High Reliability Schools Training PD day- in person	**Potential Topics/Outcomes** Assessment calendar - ERG Walkthroughs - Instructional focus and SPSA goals	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Staff Development Day October 9	**Important Dates to Consider**	**Important Dates to Consider**
November	**Potential Topics/Outcomes** Walkthroughs - Instructional focus and SPSA goals Using data to monitor progress and revise action plan; Aeries Pre-Interventions & COST Referrals	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider: Fall Conferences & Break	**Important Dates to Consider**	**Important Dates to Consider**
December	**Potential Topics/Outcomes** PBIS - Review	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider: Hanukkah: 12/7-12/15/23 Winter Break	**Important Dates to Consider**	**Important Dates to Consider**

January	Potential Topics/Outcomes Instructional Focus/SPSA data update Tier I intervention (PBIS and COST)	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**
February	**Potential Topics/Outcomes** **Assessment calendar - ERG** Data analysis re: continuing SPSA Instructional Goal for next year or revising Finalize CAASPP testing schedule	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**
March	**Potential Topics/Outcomes** CAASPP Testing training Gr3-5, Special Education; Gr K-2 OG Refresher PBIS TFI Preparation	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider Ramadan: 3/10-4/8/2024 End of Trimester 2 & Family Conferences	**Important Dates to Consider**	**Important Dates to Consider**
April	**Potential Topics/Outcomes** Safety update & SPSA actions and goals for 24-25 Nuts and Bolts for End of Year	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
		Important Dates to Consider	**Important Dates to Consider**
	Passover: 4/22-4/30/24; Ramadan: 3/10-4/8/2024, Eid Ul-Fitr:	**Important Dates to Consider**	**Important Dates to Consider**

	4/8/2024 Spring Break CAASPP Testing Schedule		
May	**Potential Topics/Outcomes** SPSA goals and actions refined Closing Procedures Building 24-25 Classes	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider Open House CAASPP Testing Dates	**Important Dates to Consider**	**Important Dates to Consider**
June	**Potential Topics/Outcomes** Closing Procedures	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**

Expenditures to Achieve Site-Specific Goals

2022-23 SPSA Expenditures Table

For each strategy/activity list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Proposed expenditures that are included more than once in the SPSA should reference all goals and strategies/activities where the expenditure first appears in the SPSA.

Summary of Expenditures to Achieve Site-specific Goals

Target Student Group(s)	LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	In Lieu of Title 1 OR Title 1	Prop 28	PTA/ Donation/After School Program grant	Description
AA, SED, EL				$ 41,995.00			Title 1 Reading teacher
EL, AA, SED				$ 50,663.00			ELD Para

All students			$ 27,294.00	$ 8,185.00				SSP
All students				$ 13,007.00				Teacher hourly
All students			$ 52,155.00		$ 26,079.00			.4 LCFF Supplemental Math Coach .2 Arts Integration Coach = .6 FTE Coach (projected FTE W/Master can vary dependent on years of service
Column Total	$ -	$ -	$ 79,449.00	$ 113,920.00	$ 26,079.00		$ -	

	Total	$ 219,448.00

Budget Summaries

If applicable, enter amounts allocated in the table below. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$ [Enter amount here]
Total Federal Funds Provided to the School from the LEA for CSI	$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 219,448.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$ 113,920.00
[List federal program here]	$[Enter amount here]
Subtotal of additional federal funds included for this school:	$ -
List the State and local programs that the school is including in the schoolwide program.	
State or Local Programs	Allocation ($)

LCFF Supplemental	$ 79,449.00
Prop 28	$ 26,079.00
Subtotal of state or local funds included for this school: $	$ 105,528.00$
Total of federal, state, and/or local funds for this school: $	$ 219,448.00 -

Appendix A: Categorical Funding Summary

Categorical and Supplemental Program Funding Included in this Plan

If applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Title 1 Program Component	Allocation
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$113, 920
Title I, Part A: Alternative Supports Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$0
Title I, Part A: Program Improvement - Professional Development Purpose: Improve teaching and learning at schools within districts that have been identified for Program Improvement (PI)	$0
Total amount of federal categorical funds allocated to this school	$ 113,920

Appendix B: School Site Council (SSC) Membership

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.The current make-up of the council is as follows:

Names of Members	ROLE*
Kimble Talley	Parent Representative- Chair
Maria Hernandez	Parent Representative
Shavonne Wallace	Parent Representative
Danielle Pharr-Matthews	Site Principal
Lani Phan/ Susan Maiden	Teachers

*Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student
50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.The council shall be composed of the principal and representatives: 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

Site Validation Questions

1.   The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update. Be sure to include how members of SSC and ELAC were involved:

School data presented to all stakeholders:
AA/ME Parents
PTA
ELAC
ILT/SLT
SSC
Feedback on goals collected by google survey (input from staff and families), direct feedback based on data SSC/ELAC discussed and reviewed goals/school data during SSC meetings.

2.   Does the race/ethnic/primary language composition of the SSC reflect your school population? If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations?

We need to work to improve parent participation on SSC, however, the current memberships represents the school population in the following manner: All members are BIPOC

COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT
Student achievement is assessed annually through multiple measures at the district and state level. Data from the state California English Language Development Test (CELDT) and the new English Language Proficiency Assessments for California (ELPAC) and teachers' assessments of students' reading skills/levels were used to create leveled reading groups K-5. Students in all grade levels attend assigned classes to provide Response to Intervention (RtI) and English language development (ELD) instruction.
This past year, 2022-23, all students received 30 minutes (Rti) of English language arts instruction designed to improve their reading and writing levels and all English learners received 30 to 40 minutes of Designated ELD instruction based on their CELDT/ELPAC levels.
The SSC/Title I Advisory Committee reviewed the 2022-23 school plan.
The SSC/Title I Advisory Committee will continue to monitor progress of our 23/24 school plan.
The SSC/Title I Advisory Committee will support the administrator's goal to facilitate a school-wide crisis and earthquake drill.
Our Positive Behavior Support Team uses and annually improves a school-wide handbook for staff and families that outlines methods for documenting and reviewing discipline data.
We will continue to use data from STAR assessments,CCC, and Fountas and Pinnell Benchmark Assessments to assess student progress in language arts and mathematics.
Physical fitness tests are given in Grade 5.

COMPONENT 2: SCHOOLWIDE REFORM STRATEGIES

Our goals for 2023-24 are to continue to implement the adopted English language arts program, Center for the Collaborative Classroom,implement the Eureka Math Squared program, and utilize the English language development coaches to facilitate designated ELD instruction to our English learners. In addition, teachers will continue implementation of STEAM units with a specific focus in math.

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

The school site, together with the district personnel office, work to ensure that teachers are highly qualified, as defined by ESSA. District office reviews teachers' credentials and files with the site managers and maintains required documents.

COMPONENT 4: PROFESSIONAL DEVELOPMENT

All teachers will continue to be offered training to implement the Eureka Math Squared program that was adopted for the 22-23 school year, and the CCC ELA program adopted in 2018.
All staff members have received, reviewed, and discussed information provided through Ms. Furuichi Fong,on how to calibrate scoring of the Fountas and Pinnell benchmark reading assessments.
We NO longer have the AUSD/AEA waiver that provides for an additional 17 hours per year of collaboration within and between grade levels. Districtwide collaboration is scheduled for each Wednesday in the 23/24 SY.
As of this year, 100% of our staff had access to STEAM Training. As our five year Innovative STEAM Plan has sunsetted, the goal is to continue to improve student engagement,
motivation, attendance, and achievement by providing hands-on, student-centered lessons that promote autonomy, choice, and opportunities for students to construct learning.
Staff have attended SEL curriculum/Toolbox training early this school year.

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS

The school site, together with the district Human Resources office, actively recruits and hires teachers who are highly qualified, as defined by NCLB. At least seventy-five percent of Ruby Bridges teachers are highly qualified and have CLAD or CLAD alternative certification.

COMPONENT 6: FAMILY INVOLVEMENT

The Ruby Bridges PTA, School Site Council/Title I Advisory Committee, the English Learner Advisory Committee and the site Leadership Team all work collaboratively to provide the following activities designed to strengthen the home-school relationship and ensure that all stakeholders' voices are heard and supported:
The PTA and School Site Council/Title I Advisory Committee conduct open meetings regularly during the school year. The English Learner Advisory Committee meets monthly during the year. These meetings include ample time for parents/guardians to voice concerns and ask questions. The Title I Family Involvement Policy is reviewed and revised annually. The Family Teacher-Student Compact is

also distributed to families and reviewed each year.

A bi-monthly newsletter, The Star, is sent home electronically and via hard copy twice a month; it includes a monthly calendar and information about special events and activities.

Parents/guardians help organize the PTA's Winter Crafts Night, Family Heritage Night, Dance a Thon, Auction/Steam events, and Field Day.Parents and guardians also attended Back-To-School Night. Translation in Cantonese, Arabic, and Spanish is provided as needed.

Our Title I intervention team collaborates with English Language Development staff members to provide a family education event once per year. Report card conferences are held in the fall and the spring for parents/guardians to meet with teachers and discuss their child's progress.

Coordination of Services Team (COST) meetings are conducted weekly to collaborate on how to best support specific students' academic, social, and emotional needs. Student Study Team meetings are held as a means of engaging family members to support their child's academic and social development.

Administration held the annual "Meet and Greet" to build community among kindergarten students and families.

COMPONENT 7: TRANSITIONS

Ruby Bridges works with Alameda Point Collaborative (APC) to ensure that those families have information about enrollment and that they enroll before the start of school. Ruby Bridges staff collaborate to discuss and share information about students' transition to the next grade; parents and guardians are invited to kindergarten information night and tours; and the principal is available to meet with families who need individual support.

Our school supports students well beyond the school day with before and after school childcare. Parents who qualify can enroll their children in the Woodstock Child Development Center, a before and after school program and the Camp EdMo program which is an after school academic and enrichment program. Homework assistance and support for classroom learning are a part of all of these programs.

We conduct a Promotion Assembly for Grade 5 students and their families in June of each year and several culminating activities for fifth graders. Grade 5 teachers work with all Alameda middle schools to provide academic and social data on incoming students and disseminate important information for families. We make every effort to recruit and enroll eligible Grade 5 students in middle school summer school, and summer academies in literature and math, if they are funded.

Transition IEP meetings are held for all fifth-grade students who have Individual Education Plans. Staff from the middle school, the current teacher, case manager, and families attend these meetings to make the IEP goals and plans are clearly outlined to address the student's need in their new Environment.

COMPONENT 8: TEACHER DECISION-MAKING

Ruby Bridges has an active Leadership Team. This team meets once per month to review data and plan for site classroom needs.

Six teachers participated on the English language adoption team six years ago and were

instrumental in finalizing the decision to adopt the Center for the Collaborative Classroom.
Our Media/Librarian, assistant principal, and Title 1 teachers help determine supplemental curriculum and technology to purchase.
A full-time Assistant Principal meets regularly with the principal to have input into decision making about policies, professional development and other concerns.
Every teacher assumes a leadership role at the school. These include the Leadership Team, School Site Council, PTA Liaison, Student Council, Annual Talent Show Team, Technology, Positive Behavior Support Team, and Parent Education.
The Leadership Team and teachers on the School Site Council actively work with the larger staff for continuous improvement as documented in the School Plan for Student Achievement.

COMPONENT 9: SAFETY NET
Ruby Bridges has a proactive set of components to ensure the success of all students with either academic or social skill challenges. In addition to those mentioned in the SPSA, the following are included in the school's safety net: Focal Scholar Plan, partnership with Alameda Family Services, Coordination of Services Team to address academic and behavioral interventions, Care Solace (through AUSD).
New students and English Learners are given the Fountas and Pinnell Benchmark Assessment and/or the ELPAC test when they enter the school.
Teachers use formal and informal assessments to modify daily lessons and provide in-class intervention through differentiated instruction.
Positive incentives are in place for high academic and social skills improvement through Awards Assemblies held three times a year and monthly awards delivered to classes. Responsible older students have leadership roles at the school, like Peacemakers, Junior Coaches, Student Council,STEAM team, Kinder Crew, etc.
Students receive homework support through two after school programs ~ Camp EdMo (Grades 1-5) and WCDC Child Care (Grades TK-3). Students in Camp EdMo have additional access to Zearn and other computer-based programs in classrooms after school.

COMPONENT 10: COORDINATION AND INTEGRATION
The Coordination of Services Team (COST) and Student Success Team meets weekly to discuss students' academic and social needs. The Positive Behavior Support Team (Principal, Assistant Principal, Classroom Teachers, Student Support Provider, Intervention Lead and Parent reps) meet monthly to review student progress and ensure program coordination.

2023-24 SPSA Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1.   The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2.   The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3.   The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
(Check those that apply):

___ School Advisory Committee for State Compensatory Education Programs

_X_ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Other (list) Ruby teachers and community

4.   The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5.   This school plan is based upon 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.
6.   This school plan was adopted by the school site council on: .

Attested:

Danielle Pharr-Matthews

_____   _____   6/1/23
Typed name of school principal   Signature of school principal   Date

Kimble Talley

_____   _____   6/1/23
Typed name of SSC Chairperson   Signature of SSC Chairperson   Date