



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Faith Ringgold School of Arts and Science	01611926113815	04/16/2024	05/22/2024

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

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

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

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

This plan is being used by Faith Ringgold School of Arts and Science for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- 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.

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 Faith Ringgold School of Arts and Science for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Schoolwide Program

Faith Ringgold developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:

1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

Educational Partner Involvement

How, when, and with whom did Faith Ringgold School of Arts and Science consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council (SSC) meetings were held in order to draft and organize the SPSA. The development of the SPSA was a collaborative effort. All major groups were a part of the brainstorming process. All of these decision-making bodies were able to provide data-based suggestions on how to best allocate funds to improve students achievement, school climate and address State and LEA LCAP priorities. The following were involved in the drafting of this plan, and these same stakeholders can meet at any time to make any updates, modifications, and changes to the site plan. Input is collected from:

*Input from SIPPS team

- Input from School Site Council (SSC)
- Input from Site Based Decision Making (SBDM)
- input from English Learner Advisory Council (ELAC)
- Principal
- Teachers
- Classified staff
- Parents
- District Administration

*Community members

*District staff

*Middle School students

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.

Given that Faith Ringgold School is considered a small school, we are limited in the financial resources we receive from Federal, State, and district funds. Faith Ringgold also is not a residence school which creates attendance/recruitment challenges. Faith Ringgold also has no attendance boundaries which creates a challenge in increasing local student enrollment. We are working with the enrollment center regarding this challenge. We have also had challenges with filling in key staffing positions, but for the 24/25 school year our 7th and 8th grade combo class is being moved.

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.

Our EL and Socio-Economically Disadvantaged students continue to perform low on ELA and Math placement report cards. Chronic Absenteeism has improved from red to orange. Suspension rates have maintained.

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.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	12.7%	9.68%	8.11%	17	12	9
Asian	2.2%	4.84%	3.6%	3	6	4
Filipino	3.0%	4.03%	3.6%	4	5	4
Hispanic/Latino	73.1%	75.81%	74.77%	98	94	83
Pacific Islander	%	%	0%			0
White	5.2%	3.23%	9.01%	7	4	10
Multiple/No Response	3.0%	2.42%	0%	4	3	0
Total Enrollment				134	124	111

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	15	11	10
Grade 1	19	14	13
Grade 2	11	17	7
Grade3	20	12	16
Grade 4	17	17	9
Grade 5	10	16	16
Grade 6	18	7	19
Grade 7	12	18	8
Grade 8	12	12	13
Total Enrollment	134	124	111

Conclusions based on this data:

1. We have had an overall decrease in numbers schoolwide. Our hispanic/latino population is by far the largest but still shows a trend downward.

2. We are working on increasing our numbers by 20% every school year by implementing more STEM/STEAM programs which promote "school of Arts and Science".
3. We are currently looking at ways to attract more student enrollment. We are also working closely with nearby schools closing to increase our overall enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	45	48	44	33.60%	38.7%	39.6%
Fluent English Proficient (FEP)	21	18	16	15.70%	14.5%	14.4%
Reclassified Fluent English Proficient (RFEP)	0	5	2	0.0%		

Conclusions based on this data:

1. We have had a decrease in reclassification rates the last three academic school years.
2. We have a slight decrease in overall English Language Learners the past two school years because of overall population decrease. The numbers appear to fluctuate from year to year
3. We have had a slight decrease in Fluent English Proficient students as well. Site is working with ELL department for the most current data.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	20	12	17	0	9	16	0	9	16	0.0	75.0	94.1
Grade 4	18	17	10	0	16	9	0	16	9	0.0	94.1	90.0
Grade 5	11	17	16	0	17	15	0	17	15	0.0	100.0	93.8
Grade 6	19	8	15	0	8	15	0	8	15	0.0	100.0	100.0
Grade 7	12	17	10	0	16	9	0	16	9	0.0	94.1	90.0
Grade 8	12	12	10	0	11	10	0	11	10	0.0	91.7	100.0
All Grades	92	83	78	0	77	74	0	77	74	0.0	92.8	94.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	2378.		*	0.00		*	43.75		*	6.25		*	50.00
Grade 4		2417.	*		6.25	*		18.75	*		25.00	*		50.00	*
Grade 5		2380.	2385.		0.00	0.00		11.76	13.33		17.65	6.67		70.59	80.00
Grade 6		*	2407.		*	6.67		*	0.00		*	0.00		*	93.33
Grade 7		2475.	*		12.50	*		12.50	*		25.00	*		50.00	*
Grade 8		2548.	*		9.09	*		27.27	*		36.36	*		27.27	*
All Grades	N/A	N/A	N/A		5.19	1.35		14.29	16.22		22.08	13.51		58.44	68.92

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		5.19	1.35		50.65	43.24		44.16	55.41

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		7.79	4.05		36.36	41.89		55.84	54.05

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		6.49	2.70		63.64	68.92		29.87	28.38

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		6.49	2.70		55.84	52.70		37.66	44.59

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Conclusions based on this data:

1. Our site is not reaching our target goals in ELA. Even though we have not participated in the state CAASPP during the pandemic, the local data is showing similar results. We also have a higher number of ELL students included in the most recent data.
2. Performance in Reading Comprehension is particularly low but improving during the 23/24 school year
3. CAASPP was not administered in 2019-2020 or 2020-2021. The most recent CAASPP data is 22/23 data.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	20	12	17	0	11	16	0	11	16	0.0	91.7	94.1
Grade 4	18	17	10	0	16	9	0	16	9	0.0	94.1	90.0
Grade 5	11	17	16	0	17	15	0	17	15	0.0	100.0	93.8
Grade 6	19	8	15	0	8	15	0	8	15	0.0	100.0	100.0
Grade 7	12	17	10	0	15	9	0	15	9	0.0	88.2	90.0
Grade 8	12	12	10	0	11	10	0	11	10	0.0	91.7	100.0
All Grades	92	83	78	0	78	74	0	78	74	0.0	94.0	94.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2346.	2398.		0.00	0.00		9.09	31.25		18.18	37.50		72.73	31.25
Grade 4		2419.	*		0.00	*		6.25	*		50.00	*		43.75	*
Grade 5		2380.	2404.		0.00	0.00		0.00	6.67		11.76	13.33		88.24	80.00
Grade 6		*	2395.		*	0.00		*	6.67		*	6.67		*	86.67
Grade 7		2431.	*		0.00	*		6.67	*		6.67	*		86.67	*
Grade 8		2448.	*		0.00	*		0.00	*		27.27	*		72.73	*
All Grades	N/A	N/A	N/A		0.00	0.00		3.85	10.81		20.51	16.22		75.64	72.97

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		1.28	2.70		25.64	22.97		73.08	74.32

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		0.00	5.41		46.15	28.38		53.85	66.22

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		0.00	1.35		47.44	44.59		52.56	54.05

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Conclusions based on this data:

1. Students are still struggling overall in Mathematics. Most students are scoring in the near or below standard level.
2. Math is particularly challenging for grades 5 and 6. Staffing issue exacerbated the learning loss..
3. Math is particularly challenging for students who also struggle with Reading Comprehension and English, hence our hispanic and EL population.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	8	6	5
1	*	*	*	*	*	*	*	*	*	*	5	6
2	*	*	*	*	*	*	*	*	*	6	*	7
3	*	*	*	*	*	*	*	*	*	6	5	4
4	*	*	*	*	*	*	*	*	*	7	4	5
5	*	*	*	*	*	*	*	*	*	*	6	4
6	*	*	*	*	*	*	*	*	*	4	7	6
7	*	*	*	*	*	*	*	*	*	*	5	7
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										42	42	47

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.51	7.14	4.26	37.84	16.67	21.28	27.03	50.00	48.94	21.62	26.19	25.53	37	42	47

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.14	16.67	12.77	40.54	26.19	38.30	13.51	35.71	31.91	10.81	21.43	17.02	37	42	47

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.41	0.00	2.13	16.22	21.43	8.51	27.03	45.24	40.43	51.35	33.33	48.94	37	42	47

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.73	7.14	10.64	54.05	61.90	61.70	16.22	30.95	27.66	37	42	47

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	56.76	21.43	34.04	29.73	64.29	51.06	13.51	14.29	14.89	37	42	47

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.41	4.76	2.13	48.65	52.38	34.04	45.95	42.86	63.83	37	42	47

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.81	11.90	6.38	45.95	57.14	72.34	43.24	30.95	21.28	37	42	47

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

Conclusions based on this data:

1. Overall language acquisition shows students have increased to Level 3 and Level 4.
2. We will continue to look at potential data for reading and language acquisition.
3. The implementation of our multiple reading interventions helped but a more structured tier assessment and targeted look at data across multiple assessments will show increased improvement.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
111	67.6	39.6	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Faith Ringgold School of Arts and Science.	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	44	39.6
Foster Youth		
Homeless	2	1.8
Socioeconomically Disadvantaged	75	67.6
Students with Disabilities	15	13.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	8.1
Asian	4	3.6
Filipino	4	3.6
Hispanic	83	74.8
White	10	9

Conclusions based on this data:

1. Our site has a very high population of Socioeconomically disadvantaged students. The most significant ethnic subgroups are Hispanic and African American.
2. Our site has a high Latino/Hispanic population.

-
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3. Our EL population is almost half our school population.

School and Student Performance Data

Overall Performance

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

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	Chronic Absenteeism Orange	Suspension Rate Orange
Mathematics Red		

Conclusions based on this data:

1. Faith Ringgold is not meeting its academic goals. Students are performing low in English Language Arts, low in Mathematics, with limited EL progress data available. Our chronic Absenteeism was high in 22/23 but has steadily decreased during 23/24, and our suspension data is low.
2. FR suspension rate is in the orange category but with the implementation of Restorative Circles and SEL counseling we should see improvement

-
-
3. Faith is rated Chronic in regards to attendance in past years but will show improvement for 23/24.

School and Student Performance Data

Academic Performance English Language Arts

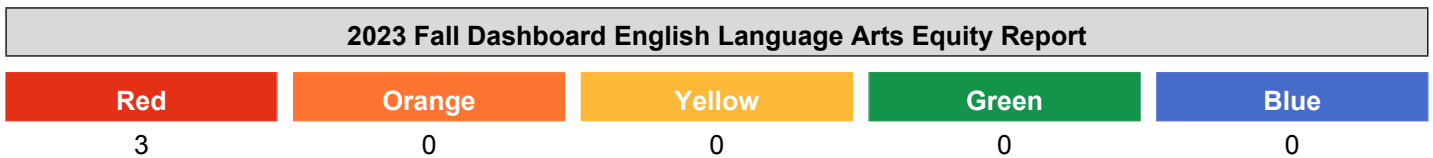
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Red 101.6 points below standard Decreased -12.4 points 69 Students	<p>English Learners</p>  Red 139.6 points below standard Maintained -1.7 points 32 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p>  Red 100.3 points below standard Decreased Significantly -21.5 points 47 Students	<p>Students with Disabilities</p> <p>212.5 points below standard Decreased Significantly -31.1 points 12 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 118.8 points below standard Decreased -12.5 points 54 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
147.9 points below standard Maintained +2.8 points 28 Students	Less than 11 Students 4 Students	97.5 points below standard Decreased Significantly -18.4 points 32 Students

Conclusions based on this data:

1. Faith Ringgold is struggling with the English Learners and socio-economic disadvantaged students. There needs to be additional during the day and afterschool intervention support for the acquisition of the English Language.
2. Faith continues to struggle with students continually reading below grade level hence the ELA performance data. More systematic reading intervention continues to be a necessity.
3. Faith did participate in CAASPP during 22/23 and It did participate in a local assessments. The data show a limited acquisition of English for our EL's and largest Hispanic population.

School and Student Performance Data

Academic Performance Mathematics

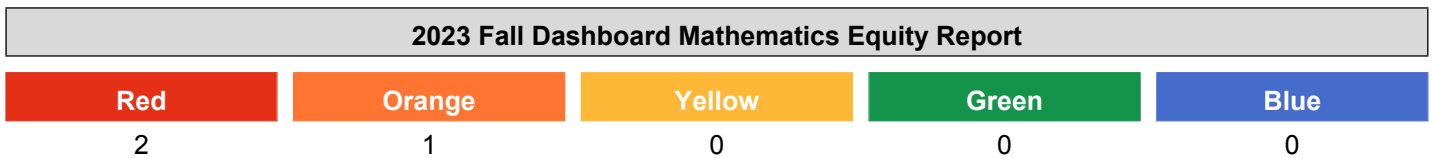
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>131.1 points below standard</p> <p>Maintained +0.7 points</p> <p>69 Students</p>	<p>English Learners</p>  <p>Red</p> <p>171.8 points below standard</p> <p>Maintained -1.9 points</p> <p>32 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>137.9 points below standard</p> <p>Increased +3 points</p> <p>47 Students</p>	<p>Students with Disabilities</p> <p>241.2 points below standard</p> <p>Decreased Significantly -31.9 points</p> <p>12 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 145 points below standard Decreased -4.8 points 54 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
182.7 points below standard Maintained -0.4 points 28 Students	Less than 11 Students 4 Students	127.9 points below standard Decreased -3.7 points 32 Students

Conclusions based on this data:

1. Our English Language Learners are struggling with math.
2. Our current English Learners are performing at similar levels to our English-only speakers.
3. Our site is struggling to perform at higher levels in Mathematics overall. We did participate in a local district assessment and CAASPP which indicates similar data.

School and Student Performance Data

Academic Performance English Learner Progress

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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.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
33.3 points above standard making progress towards English language proficiency
Number of EL Students: 39 Students Performance Level: 1

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7	19	0	13

Conclusions based on this data:

1. Our site had 8 students who progressed in ELPI levels which is slighter higher than the previous year. Over 38.5% of students decreased one ELPI level earlier this year.
2. No student maintained an ELPI level 4, but at least 13 increased one ELPI level.
3. In all, our English Learners continue to struggle to acquire a higher level of academic English, particularly in regard to writing. We did participate in local district assessment which gave similar data.

School and Student Performance Data

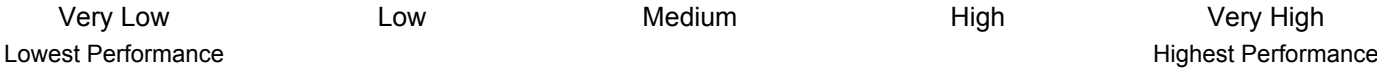
Academic Performance College/Career Report

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



This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High High Medium Low Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students English Learners Foster Youth

Homeless Socioeconomically Disadvantaged Students with Disabilities

2023 Fall Dashboard College/Career Report by Race/Ethnicity

African American American Indian Asian Filipino

Hispanic Two or More Races Pacific Islander White

Conclusions based on this data:

1. No data provided.
2. N/A
3. N/A. Faith does not have current applicable data due to the 2020 pandemic which has affected our access to data for the past two school years. The local assessment we did participate in did not offer this data.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report






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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Orange</p> <p>42.2% Chronically Absent</p> <p>Declined -11.2</p> <p>128 Students</p>	<p>Orange</p> <p>47.1% Chronically Absent</p> <p>Declined -5.9</p> <p>51 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Less than 11 Students</p> <p>7 Students</p>	<p>Orange</p> <p>42.6% Chronically Absent</p> <p>Declined -12.1</p> <p>94 Students</p>	<p>60% Chronically Absent</p> <p>Increased 15.6</p> <p>20 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
53.8% Chronically Absent Declined -23.1 13 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 47.3% Chronically Absent Declined -8.4 93 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	18.2% Chronically Absent 0 11 Students

Conclusions based on this data:

1. Almost half of our Hispanic and African American students are chronically absent.
2. Our positive attendance efforts show some strong improvements for all students, specifically African American and Hispanic students
3. Consistant positive behavior intervention will support the continued decline in absenteeism.

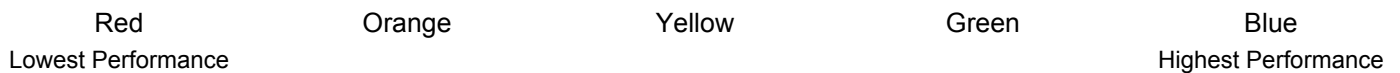
School and Student Performance Data

Academic Engagement Graduation Rate

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

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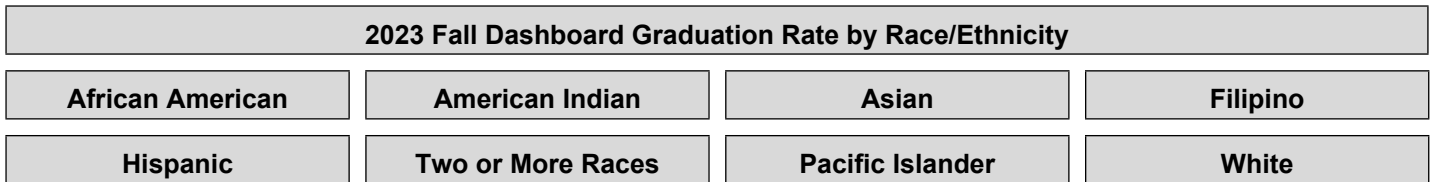
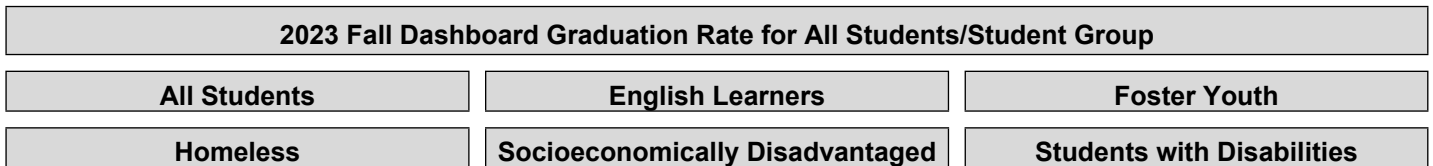
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This section provides number of student groups in each level.



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



Conclusions based on this data:

1. No data for this section.
2. N/A
3. N/A. Faith does not have applicable data due to the pandemic for the past two school years.

School and Student Performance Data

Conditions & Climate Suspension Rate

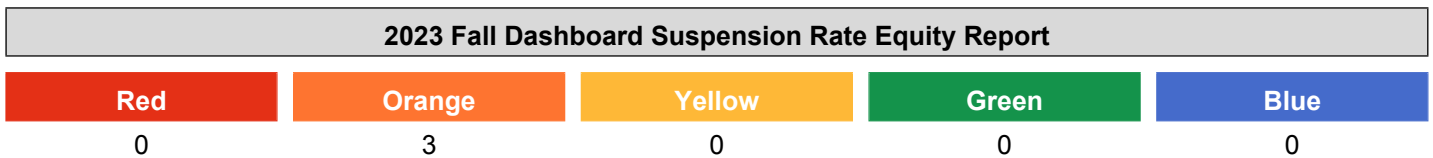
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group												
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">3.9% suspended at least one day</td> </tr> <tr> <td>Increased 3.9 129 Students</td> </tr> </tbody> </table>	All Students	 Orange	3.9% suspended at least one day	Increased 3.9 129 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">5.9% suspended at least one day</td> </tr> <tr> <td>Increased 5.9 51 Students</td> </tr> </tbody> </table>	English Learners	 Orange	5.9% suspended at least one day	Increased 5.9 51 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 1 Student</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 1 Student
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3.9% suspended at least one day												
Increased 3.9 129 Students												
English Learners												
 Orange												
5.9% suspended at least one day												
Increased 5.9 51 Students												
Foster Youth												
Less than 11 Students 1 Student												
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 7 Students</td> </tr> </tbody> </table>	Homeless	Less than 11 Students 7 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">4.3% suspended at least one day</td> </tr> <tr> <td>Increased 4.3 94 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Orange	4.3% suspended at least one day	Increased 4.3 94 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">10% suspended at least one day</td> </tr> <tr> <td>Increased 10 20 Students</td> </tr> </tbody> </table>	Students with Disabilities	10% suspended at least one day	Increased 10 20 Students	
Homeless												
Less than 11 Students 7 Students												
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 Orange												
4.3% suspended at least one day												
Increased 4.3 94 Students												
Students with Disabilities												
10% suspended at least one day												
Increased 10 20 Students												

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>7.7% suspended at least one day</p> <p>Increased 7.7</p> <p>13 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>4.3% suspended at least one day</p> <p>Increased 4.3</p> <p>94 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>0% suspended at least one day</p> <p>11 Students</p>

Conclusions based on this data:

1. Our suspension rates are relatively low but we are working to improve with implementation of schoolwide restorative circles.
2. Socioeconomically disadvantaged students had the highest rate of suspension and they are the largest group.
3. African American students are suspended disproportionately more than Hispanic students, who are the larger population.

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.

Language and Literacy

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments. Fast Bridge and Benchmark Assessments data will be regularly analyzed to support ongoing changes. Students in grades 3-8 will increase performance on CAASPP ELA by 25%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

21st Century Success in ELD

LEA Goal:

- 21st Century Success for English Learners An increasing number of English learners will make annual progress towards demonstrating proficiency in English and mastering the Common Core Standards or demonstrate growth towards mastery.

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

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.

Students need to achieve reading fluency so that they can comprehend grade level text. English Language Learners need support on multiple areas. They currently receive integrated ELD instruction that is embedded in the core curriculum. Having as many opportunities as possible to use academic language in the context of Science, History, Math, and ELA is highly important. Students need designated ELD support, in which they can receive small group leveled literacy intervention in phonemic awareness, reading and comprehension. Writing support is very important as they reclassify to English proficient. Students need opportunities for small group conferencing about their writing.

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
CAASPP - ELA	18% Baseline on CAASPP	by 24/25 students will improve in ELA by 5%

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	Faith Ringgold will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students. We have this year added our SIPPS program, SIPP's data, Ignite Reading which uses DIBEL assessments, as well as our district Fast Bridge assessments. A Literacy Coach is needed to help facilitate this process.	All Faith Ringgold Students	4600 Title I 1000-1999: Certificated Personnel Salaries None Specified None Specified None Specified None Specified None Specified None Specified
1.2	Teachers need ongoing training and support in the form of a part time Literacy Coach. Students will need additional tutoring from professional tutors.	All Students	
1.3	Students will continue to need after school tutoring in Reading and Comprehension	All student but specifically African American and Hispanic.	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Teachers will take additional after school time to tutor students requiring intervention. Teachers will also use after school time to analyze the data.

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

The only difference between this year and last year is that tutoring will take place with on site teachers versus hiring an outside tutorial company.

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

The only change will be site based teachers doing the tutoring versus an outside entity.

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.

Deeper Learning -- Mathematics

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Math) and local assessments. Students that are in 3-8 grades will increase performance on CAASPP in Math by 10%. Math is subject that all students are indicating needed improvement. Teachers will use the math curriculum and identified math assessments associated with the curriculum.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century Success in ELA: All students will master the Common Core Standards in Mathematics or demonstrate growth towards mastery.

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment and district assessments.

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.

Students need significant reading comprehension to master Mathematic Reasoning Analysis and Algebraic thinking. Students also need after school intervention and opportunities at home to build math skills.

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
CAASPP - Math	18% Baseline on CAASPP	by 24/25 students will improve in Mathematics by 5%

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	The Faith team will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it.	All students are assessed with their math skills.	2,600 Title I 1000-1999: Certificated Personnel Salaries 2,500 LCFF - Base

			5000-5999: Services And Other Operating Expenditures None Specified None Specified None Specified None Specified None Specified None Specified
2.2	Students will continue to need after school tutoring in Reading and Comprehension and Mathematic Reasoning.	All student but specifically African American and Hispanic students	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Teachers will take additional after school time to tutor students requiring intervention. Teachers will also use after school time to analyze the data.

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

The only difference between this year and last year is that tutoring will take place with on site teachers versus hiring an outside tutorial company.

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

The only change will be site based teachers doing the tutoring versus an outside entity.

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.

Deeper Learning -- English Language Development

Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by 10%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century Success in Math: All students will master the Common Core Standards in Math or demonstrate growth towards mastery.

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

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.

The overall need for the Faith Ringgold staff is to prioritize Math. The staff has focused on improving the students reading and comprehension skills and school climate. Math will be a priority due to low performance and standards not met.

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
ELPAC	18% Baseline	by 24/25 10% of our English Learners will redesignate every year.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Faith Ringgold will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content. A literacy coach is needed to help facilitate this process and a deeper dive into English Language Acquisition.	English Language Learners	2600 Title I 1000-1999: Certificated Personnel Salaries 2000 LCFF

			5000-5999: Services And Other Operating Expenditures
			None Specified None Specified
			None Specified None Specified

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Teachers will take additional after school time to tutor students requiring intervention. Teachers will also use after school time to analyze the data.

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

The only difference between this year and last year is that tutoring will take place with on site teachers versus hiring an outside tutorial company.

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

The only difference will be teachers doing the tutoring versus an outside entity.

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.

Deeper Learning -- Visual and Performing Arts

Deeper Learning -- Visual and Performing Arts: Faith Ringgold will promote a focus on arts education, through an equity lens, by ensuring that all students have access to a VAPA-related activity on a weekly basis, either through standalone VAPA course offerings (e.g. Art, Drama, Music), or through school wide activities, field trips and STEAM (Science, Technology, Engineering, Arts and Mathematics) course offerings.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- 21st Century Success for student involvement and presentation using VAPA skills.

LCAP Goal:

- Increase student involvement, voice and advocacy in VAPA related activities.

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 will benefit from the implementation and involvement in VAPA related activities

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
Course Offering and Enrollment	Currently Two VAPA related courses with increase of one more	Students will develop CTE related skills as measured by their involvement and presentation.

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	Faith Ringgold will promote arts integration by hosting performances, showcasing student work, providing teachers with arts integration professional development, offering additional sections in STEM/STEAM (Science, Technology, Engineering (ARTS), Mathematics). The inclusion of a site STEM and Maker Lab will be developed and used	All Students will be served by this strategy	3400 Other 4000-4999: Books And Supplies 13,600 Other

	by students during school and after school offering multiple school enrichment programs.		1000-1999: Certificated Personnel Salaries
4.2	In addition to the activities listed above, we will be using the 2024-2025 school year to develop our Proposition 28 Site Plan	All Students will be served by this strategy	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

We will implement three different VAPA related activities that will be weaved throughout the curriculum. Theatre, Dance and Stem each take place during one of three trimesters throughout the year, culminating in an end of year spring event which incorporates them all.

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 not enough funds to hire an actual person for a .2 position but we can bring in a person or company once a week.

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 changes will be made to this goal as we will add to our already prep schedules and prep teachers.

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.

Relationship-Centered Schools -- School Climate and Social Emotional Learning

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):

All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies on a quarterly basis, either through standalone SEL curriculum or culture/climate initiatives. All students will report a 20% increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS). The school will determine how to measure student growth in SEL based on the SEL-related strategies the site implements.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century in School Climate: HUSD schools will ensure an appropriate and safe climate for all students

LCAP Goal;

- Increase by 10% the number of students reporting feeling safe and reporting a caring relationship with an adult at school

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 will benefit from the implementation of this strategy.

Support Services through the Coordination of Services Team for support in the following areas:

- * Mental Health
- * Trauma
- * Home environment
- * Peer interactions
- * Social skills development

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

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	Faith Ringgold will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices. Staff is looking at contracting a climate/motivator specialist to support with overall school climate. Students will participate in Field trips and PBIS, Literacy, Arts and Science Assemblies.	All Faith Ringgold students will continue to use the PBIS to increase a higher level of positive school climate and continue to provide all students with learning opportunities that will help support the Social and Emotional learning.	3400 Title I 5000-5999: Services And Other Operating Expenditures None Specified None Specified None Specified None Specified None Specified None Specified
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Students have already show an increase in attendance and connectedness to school with use of PBIS activities and Attendance related activities. We have also completed Restorative Justice circles schoolwide.

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

We will continue to implement similar strategies of reward using PBIS activities and Restorative circle activities schoolwide.

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

We will continue schoolwide training for teachers using PBIS and also implement Restorative justice training for Teachers and Administrators.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

Relationship-Centered Schools -- Parent Engagement

Relationship-Centered Schools -- Parent Engagement: Faith Ringgold will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal, by 10%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

21st Century Goal:

- 21st Century Success for Family Engagement - FR will proceed with increasing the number of parents at school site events

LCAP Goal:

- Increase family engagement and parent volunteering by 10%

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.

Student involvement from the significant groups may help transform the number of parents involved. Polling parents involved in our parent groups (ELAC, AASAI and SSC) will help improve the knowledge of what parents want to see in school as supports for their children.

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

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
6.1	Faith Ringgold will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion.	All Faith Ringgold students	2500 LCFF
6.2	Weekly and Monthly communication home from school and individual teachers will support the ongoing communication necessary to keep parents informed and involved.	All Faith Ringgold students	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Communication and involvement will be ongoing and regular between parent groups and consistent information given by teachers and school site.

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

No major difference. Technology has provided a means to allow information to reach families through emails and scheduled phone calls

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 changes to this goal as Faith Ringgold will continue with this goal every year until we reach 100% parent participation as referenced by at least one parent of every child attending all school events.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Faith Ringgold will decrease chronic absenteeism by 10% in the 24-25 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century Success for Attendance: HUSD will maintain 97% attendance at all sites

LCAP Goal:

- Increase average daily attendance by 20%

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.

Improved overall attendance through use of attendance incentives for students who are chronically absent.

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
School and Student Performance Data - Chronic Absenteeism	Increase average daily attendance by 20%	by 23/24 chronic absenteeism will decrease by 10%

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
7.1	Faith Ringgold staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services. We have new COST process which involves more staff members, which in turn will improve our overall attendance. FR will promote positive attendance on a daily basis by communicating with the parents directly each morning. Student Success Teams will be developed for each student and parents will have all stakeholders will know their direct and specific involvement with the students academic success	All Faith Ringgold Students will be served.	3000 LCFF 4000-4999: Books And Supplies 1500 Title I 7000-7439: Other Outgo None Specified None Specified

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

There has been a strong decrease in chronic absenteeism overall.

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

There major difference in implementation of positive behavior and incentives for positive attendance is that we are maintaining consistency and transparency schoolwide and with parents.

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.

This goal of positive attendance incentives will continue as is but include more involvement from the teachers and other staff members.

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	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$41,700.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

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 (\$)
Title I	\$14,700.00

Subtotal of additional federal funds included for this school: \$14,700.00

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 (\$)
LCFF	\$7,500.00
LCFF - Base	\$2,500.00
Other	\$17,000.00

Subtotal of state or local funds included for this school: \$27,000.00

Total of federal, state, and/or local funds for this school: \$41,700.00

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
LCFF	10,073	2,573.00
Title I	14,706	6.00
None Specified		

Expenditures by Funding Source

Funding Source	Amount
LCFF	7,500.00
LCFF - Base	2,500.00
Other	17,000.00
Title I	14,700.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	23,400.00
4000-4999: Books And Supplies	6,400.00
5000-5999: Services And Other Operating Expenditures	7,900.00
7000-7439: Other Outgo	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	2,500.00
4000-4999: Books And Supplies	LCFF	3,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,000.00

5000-5999: Services And Other Operating Expenditures	LCFF - Base	2,500.00
1000-1999: Certificated Personnel Salaries	Other	13,600.00
4000-4999: Books And Supplies	Other	3,400.00
1000-1999: Certificated Personnel Salaries	Title I	9,800.00
5000-5999: Services And Other Operating Expenditures	Title I	3,400.00
7000-7439: Other Outgo	Title I	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,600.00
Goal 2	5,100.00
Goal 3	4,600.00
Goal 4	17,000.00
Goal 5	3,400.00
Goal 6	2,500.00
Goal 7	4,500.00

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
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Vanessa Smith	Principal
Donald Adolph (Smoke)	Classroom Teacher
Maryuri Hovgaard	Parent or Community Member
Deborah Zacharoff	Classroom Teacher
Brenda Gonzalez	Parent or Community Member
Marissa Hutchins	Parent or Community Member
Angelener Sampe	Classroom Teacher
Joshua Williams Sr.	Parent or Community Member
Siobhan Isome	Other School Staff
Evelyn Cruz-Coyasco	Secondary Student

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



English Learner Advisory Committee



Other: School Site Council / AASAI member

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

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

This SPSA was adopted by the SSC at a public meeting on 4/16/24.

Attested:



Principal, Vanessa Smith on 5/12/24



SSC Chairperson, Donald Adolph Smoke on 5/12/24