

Rata

10621661030717

Principal's Name: Jeanne Butler

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

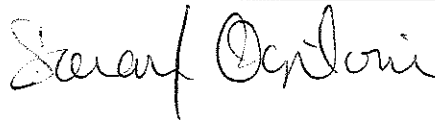
The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jeanne Butler	X				
2. Chairperson -Sarah Ogilvie		X			
3. GLA- Diana Ortega			X		
4. Secretary- Misty Carlson			X	X	
5. Ernesto Guardado				X	
6. Amanda Warren			X		
7. Anjeliata Gonzalez			X		
8. Debra Raymond					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below: N/A
☐ ELAC reviewed the SPSA as a school advisory committee.
☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Jeanne Butler		
SSC Chairperson	Sarah Ogilvie		

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2023/24

Rata - 0552

ON-SITE ALLOCATION

3010	Title I	\$1,400 *
7090	LCFF Supplemental & Concentration	\$9,520
7091	LCFF for English Learners	\$3,718
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$868</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$15,506

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$56
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Remaining Title I funds are at the discretion of the School Site Council	<u>\$1,344</u>
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Total Title I Allocation	\$1,400
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Rata School 2023-2024 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
Student Academic Goal - Site Defined		85 %	15 %	2022-2023	50 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Review of 22/23 Goal 1 SPSA and implementation of Goal 1 actions: Rata's goal 1 (student achievement) for the 2021-2022 school year is that at least 50% of all students will actively participate in lessons through the use of low- and high-tech assistive technology. This goal was met as all students have access and actively participate in lessons utilizing assistive technology.

ACTIONS TO BE TAKEN IN THE 22/23 SCHOOL YEAR: The 22/23 SPSA was written to state In order to support students at Rata High School/ATP and ensure improved access to technology and instruction, the site will collaborate with Child Welfare and Attendance Services to focus on attendance initiative. All staff will participate in this initiative to drive home the importance of regular daily attendance and to problem-solve with families how to decrease barriers to attendance. This action was implemented minimally as most students at Rata miss school due to extreme medical conditions. What has occurred is an increased collaboration between school and home to ensure students receive the correct technology in order to access education while attending Rata.

Goal 1-Student Goal - Site Defined: By the end of the 2023-2024 school year, at least 50% of students will move from "review/revise to "emerging" utilizing the guaranteed and viable curriculum Unique Learning Systems (ULS) as measured by ULS quarterly benchmark assessment. Students will utilize low-and-high tech assistive technology during the assessment process.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Over the past several years, Rata has faced extreme turnover in administration therefore lacking oversight to ensure students and staff needs as well as implementation of the SPSA occurred. For the current 22/23 school year more than 50% of Rata students utilized low/high tech assistive technology. This student goal was met. Currently almost all students require full physical prompting as well as errorless learning in order to access Unique Learning System. Continued implementation and use of low/high tech assistive technology will be required in order to improve student academic performance.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

For the current year, it was written as stated the primary issue that impacted students' use of the newly purchased technology was lack of attendance; for health and safety reasons, there were families who chose to participate in Home/Hospital Instruction or to keep their students at home to avoid exposure to illness, thereby limiting student access to said technology. This was the intended outcome however what was actually implemented was providing students who attended school access to low/high tech assistive technology thereby meeting Goal 1 of the 22/23. Budget expenditures to meet this goal where to provide teachers with materials and supplies.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

In order to meet GOAL 1, improve student achievement, Rata's SPSA will reflect review of quarterly benchmark assessment data, expenditures for increased low/high tech assistive technology, ULS teacher training. The changes will be reflective within the action steps and budget of the 23/24 SPSA.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

This goal will be addressed at SSC meetings. SSC will be informed of math quarterly benchmark assessment results

2 ELAC:

Rata does not have an ELAC

3 Staff:

Staff will assess students quarterly utilizing ULS math benchmark assessment. Results will be discussed as part of the PLC process. Staff will participate in professional learning opportunities to support the curriculum.

Action 1

Title: Goal 1-STUDENTS: Increase access to technology

Action Details:

Increase opportunities for students to utilize technology and to create greater access to learning. Technology will be used to support student learning through the district's guaranteed viable curriculum Unique Learning System. All students will utilize low/high tech assistive technology.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Weekly/Daily classroom walkthroughs
- Quarterly benchmark assessments
- Curriculum will incorporate the use of technology
- Monitoring ULS log-in data
- Monitoring of Professional Learning Communities around data analysis and response to student results as well as data from common assessments (i.e. PLC generated, ULS unit checkpoints and benchmarks)

Owner(s):

Principal, GLA, teachers, DIS staff

Timeline:

23/24 school year

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Each classroom will be equipped with a laptop for student centered instruction and access to the GVC.
- Switches for each student
- Assistive Technology for each student
- Utilize SymbolStix (icons, visuals, pictures) throughout daily instruction
- Rata will continue to build an academic program that is geared toward High Quality Instruction through a personalized learning lens
- We will utilize PLC time to collaborate on student learning and best practices that ensures we are implementing our GVC with fidelity
- PLC goals will include targeted intervention during instructional time that is based on student results derived from formative assessments

Specify enhanced services for EL students:

Technology allows for greater access to the curriculum and greater practice of functional academic skills and communication skills.

Specify enhanced services for low-performing student groups:

Technology allows for greater access to the curriculum and greater practice of functional academic skills and communication skills.

Action 2

Title: Goal 1-Professional Learning Communities (PLC)

Action Details:

To help teachers get a better understanding of Unique Learning System and have students move from review/revise to emerging through quarterly benchmark assessment data, teachers will meet as grade levels on-site, to plan out monthly lesson plans. They will develop lessons and plan out materials needed to meet the needs of all their students.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- ULS log-in data
- Attendance at PLC meetings
- Regional PLC meetings
- Monitoring of Professional Learning Communities around data analysis and response to student results as well as data from common assessments (i.e. PLC generated and ULS unit checkpoints)
- ULS benchmark assessment data results

Owner(s):

Principal, GLA, teachers

Timeline:

23/24 school year

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Substitute teacher support 1x per quarter

Specify enhanced services for EL students:

Greater access to curriculum supports improving academics and improves IEP progress towards meeting goals and objectives for our EL students and our Foster/Group Home students.

Specify enhanced services for low-performing student groups:

Greater access to curriculum supports improving academics and improves IEP progress towards meeting goals and objectives for our lower performing students.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0552 Rata (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Increase technology to improve student outcomes	3,218.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Teacher preparation and planning aligned to ULS benchmark assessment **No IEPs**	1,343.00
G1A2	One-time School	Instruction	Teacher-Subs			Teacher preparation and planning aligned to ULS benchmark assessment	280.00

\$4,841.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Graduation Rate	✓			2021-2022	
Student Center Goal - Site Defined		15 %	0 %	2022-2023	75 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Review of 22/23 Goal 2 SPSA (STUDENT CENTERED EXPERIENCES) and implementation of Goal 2 actions:

By the end of the 2022-2023 school year, at least 75% of the students will participate in community-based learning experiences. This goal has been met as Rata students have participated in community outings to the Fresno Fair, Fresno Chaffee Zoo, Fresno State bowling alley, Kids' Day, shopping trips to Walmart and Vallarta so far this school year.

ACTIONS TO BE TAKEN IN THE 22/23 SCHOOL YEAR: Actions taken for the 22/23 school year according to Goal 2 of the SPSA were that students will be provided with opportunities for vocational training activities. This goal has been met.

Goal 2-Student-centered real world learning experience: By the end of the 23/24 school year, 75% of all Rata students will participate in Special Olympic events, specifically soccer, bowling, track and field as measured by Rata students receiving recognition by participation (i.e. ribbons, medals)

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Rata students have never been given the opportunity to participate in Special Olympics since prior to the pandemic

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Intended actions to meet Goal 2 were to provide at least 75% of Rata students opportunities to participate in community-based learning experiences. Today all Rata students have participated in community outings to the Fresno Fair, Fresno Chaffee Zoo, Kids' Day, Fresno State Bulldog Bowl, shopping trips to Walmart and Vallarta grocery stores.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

In order to meet GOAL 2, student-centered real world learning experience, Rata's SPSA will reflect increased participation in Special Olympic events as measured by recognition of participation, access to field trips, and shopping for ULS monthly cooking lessons.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: This goal will be addressed at SSC meetings. SSC will be informed of Special Olympic events and community outings	2 ELAC: Rata does not have an ELAC	3 Staff: Staff agrees and has approved this goal.
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Action 1

Title: Goal 2-Increase student centered experiences

Action Details:

Rata will offer a variety of enriching Special Olympics sports to ensure all students can feel connected to the Rata school community. Rata will continue to work to include students of all genders, sexual orientation, race, ethnicity, and abilities in campus activities and athletics. Rata has a Mtor Room that is a space where students are encouraged to move, play, and explore using a variety of sensory activities. Rata's Sensory Room provides sensory equipment to create a controlled sensory-focused environment. These environments allow sensory experiences to be individually tailored to meet the specific needs of an individual. 75% of all Rata students will participate in Special Olympic events, specifically soccer, bowling, track and field.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target - Weekly participation in Mtor and Sensory Rooms and attendance - Regular participation in PE, physical activity and Special Olympics events	Owner(s): Principal, GLA, teachers, DIS staff	Timeline: 23/24 school year
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Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Students receive Specialized Academic Instruction and Related Services through the Individual Education Plan (IEP) to support access to Special Olympic events. Visual supports through ULS allows students student access and greater participation to each sport activity. Funds for adapted sports equipment and uniforms are required to enhance and support participation. The Motor and Sensory Rooms help student improve their visual, auditory and tactile processing, as well as fine and gross motor skills. By providing a sense of calm and comfort, sensoryrooms help students learn to self-regulate their behaviors, which ultimately improves focus.

Specify enhanced services for EL students:

- EL students will have greater language opportunities by participating in Special Olympic events with their peers
- Visual supports available in the home language

Specify enhanced services for low-performing student groups:

Low performing students will have greater opportunities by participating in Special Olympic events with their peers

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0552 Rata (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Separate Classes: Special Educat	Mat & Supp			Materials and Supplies to support G2/A1 and G4/A1	9,520.00

\$9,520.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓	80.75 %	76.92 %	2022-2023	76.32 %
Suspension Rate - Semester 1	✓	0 %	0 %	2022-2023	0 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Review of Goal 3-Chronic Absenteeism:

By the end of the 2022-2023 school year, we will have decreased chronic absenteeism by 2% to 43.83%.

ACTIONS TO BE TAKEN IN THE 22/23 SCHOOL YEAR:

The 22/23 SPSA was written and states that resources will be provided to families in order to reduce chronic absenteeism by 2%. This action step has been met minimally as Goal 3 did not specify what resources would be provided. What has occurred by Rata staff is to offer an IEP to families to address attendance. It should be noted that Rata students have excessive absences due to extreme medical conditions and being immunocompromised.

Goal 3-Chronic Absenteeism:

By the end of the 23/24 school year, we will decrease chronic absenteeism by 2%

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Chronic Absenteeism:

Based on our student population, chronic absenteeism is secondary to significant medical conditions documented within student health files.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Action steps taken to improve chronic absenteeism for the 22/23 school year have been holding IEP meetings to address student needs and phone calls home in families primary language. Supplemental contracts for classified employees did not occur and were not necessary as Rata now has a bilingual Office Manager.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

- Discussions between students and teachers regarding the importance of attendance, class meeting schedule and check-ins to support stronger connection to school, Administration to identify barriers to attendance and provide services, small group meetings led by teachers and administration targeting members of subgroups with high absences to address reasons for absences and discuss supports to improve attendance. These additions can be found under Goal 3 action steps in the 23/24 SPSA

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: SSC members support this goal	2 ELAC: Rata does not have an ELAC	3 Staff: Staff supports this goal
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Action 1

Title: Goal 3- Improve student attendance

Action Details:

Rata School will implement an attendance monitoring management and intervention system for students with attendance rates of less than 90%.

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Attendance Reports

- Daily reports of students with less than 90%attendance
- Daily logs of phone calls to parents
- Bi-monthly meetings with students and families
- ATLAS logs and SEL meetings to identify barriers to attendance and provide services
- ATLAS logs of administration meetings prior to SARB referrals

Owner(s):

Principal, GLA, teachers, Office Manager, Office Assistant, DIS staff

Timeline:

August 2023-June 2024

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

All students will receive messages from teachers and staff regarding the importance of attendance and the correlation to grades and overall success. Recorded messages will go to the parents of any student absent from class during the day. The Office Assistant or Office Manager will make personal contact with parents of students through phone calls and mailers who have less than 90% attendance. If attendance does not improve, the teacher will make a referral for parents to meet with site administration in an effort to identify barriers to attendance and provide any services necessary to improve attendance. Bi-monthly attendance meetings with the parents of students who have been truant. Parents who are unable to utilize provided resources and services to improve attendance will be referred by administration to the FUSD Department of Prevention and Intervention (DPI) for possible School Attendance Review Board (SARB) proceedings. Incentives will be offered for high attendance percentage monthly and by semester. Built-in class meeting schedule to support stronger connection to school in order to improve/encourage positive attendance with the goal that by June 2023 the percentage of students who have an attendance rate of less than 90% will decrease from 10% to 8%. Parent contact will be made in the native language. Communication home will be translated into students' home language as well as English with support from FUSD Translation and Interpretation Services.

- Discussions between students and teachers regarding the importance of attendance
- Class meeting schedule and check-ins to support stronger connection to school.
- Administration to identify barriers to attendance and provide services.
- Small group meetings led by teachers and administration targeting members of subgroups with high absences to address reasons for absences and discuss supports to improve attendance.
- Awards and incentives to recognize student achievement and attendance.

Specify enhanced services for EL students:

- Parent contact will be made in native language
- Communication home will be translated into students' home language as well as English
- Home visits by administration or Child Welfare and Attendance

Specify enhanced services for low-performing student groups:

- Parent contact will be made in native language
- Communication home will be translated into students' home language as well as English
- Home visits by administration or Child Welfare and Attendance

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0552 Rata (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	LCFF: EL	Instruction	Mat & Supp			Material and Supplies to support improving student attendance	500.00

\$500.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	98 %	85.84 %	2022-2023	86.94 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Review of 22/23 Goal 4 SPSA and implementation of Goal 4 actions:

Review of 22/23 Goal 4 SPSA and implementation of Goal 4 actions: Rata's SPSA Goal 4 was a staff goal based on the annual staff survey that 97% of staff will respond positively under the sense of belonging domain.

ACTIONS TO BE TAKEN IN THE 22/23 SCHOOL YEAR:

ACTIONS TO BE TAKEN IN THE 22/23 SCHOOL YEAR: The 22/23 SPSA Goal 4 action step was written that based on the 2022-2023 staff survey data, 98% of staff will respond that they feel connected and supported leading to a higher staff retention rate. The budget reflected to support teachers observing other sites. This has occurred as teachers have had the opportunity to work in space with our partner site ATP, specifically by attending Regional PLCs, Special Olympics and Buyback opportunities.

Goal 4- Fall Climate and Culture staff survey (organizational culture domain):

Goal 4- Fall Climate and Culture staff survey (organizational culture domain): By the end of the 23/24 school year, staff survey results will show a 10% increase in score when answering questions under the "Domain-Organizational Environment" specifically the question: We have a culture that provides staff with the following: Recognition for the work we do, as measured by the Spring 23/24 Panorama survey results

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Over the past 8 years Rata has had 4 different school site principals therefore contributing to the results of the Climate and Culture survey.

There were 7 individuals who responded "disagree/strongly disagree" to the organizational culture domain (recognition for the work we do). Rata needs to ensure that Classified and Certificated staff all have a voice in site initiatives. It is also important to ensure that both Classified and Certificated staff receive recognition for their hard work and/or individual successes they are responsible for.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

This year, Rata has hired new permanent staff—principal, office manager, plant coordinator, and GLA. Our focus has largely been around orienting these new staff members to our mission and culture—and reflecting on that now, these individuals may not have had a whole lot of chance to have a voice in our daily program. New administration has been busy with orienting themselves with Rata's school systems, culture, procedures, budget, and structures. For the 22/23 school year teachers have had the opportunity to visit classrooms, collaborate with ATP-Fairmont through teacher buyback days, Special Olympics, and Regional PLC meetings.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

In order to meet GOAL 4, improve Fall Climate and Culture survey results, Rata's SPSA will reflect action steps that include; quarterly monthly survey to ensure equity of voice, staff celebrations, recognition wall, and staff participation incentives for school wide events.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: SSC members support this goal	2 ELAC: Rata does not have an ELAC	3 Staff: Staff supports this goal
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Action 1

Title: Goal 4- Improve School Climate Culture

Action Details:

Rata will continue to recruit staffing that not only reflects our student's diverse demographics and unique needs, but also supports their varied interests and career goals. It is important to have the right people working with this unique population of students who are the most medically fragile individuals in the district. Rata students require extensive support in and out of the classroom and it takes the right people to do this work. Rata will also strive to continue to find ways to positively engage the entire school community as we build relationships with each other and with students through celebrations and engagements.

Reasoning for using this action: ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target -Fall and Spring Climate/Culture Panorama Survey Results -Quarterly Staff survey -Monthly Birthday Celebration -Recognition "shout-out" wall -Staff Meeting -Monthly Calendar -Staff incentives -Staff voice in school-wide activities and rebranding	Owner(s): Principal and GLA	Timeline: 23/24 school year
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Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):

Professional Learning via iAchieve or on/off campus learning opportunities (Cultural Proficiency, special education specific courses, gender and inclusion, technology, social-emotional, behavior, ELs, etc.).

Continue to support the Climate and Culture team.

Books, manuals, software, training software, technology accessories will be made accessible to staff.

Rata also understands the critical role our community plays in shaping our school and will provide more inclusive opportunities for community members through school outreach experiences.

Specify enhanced services for Staff in support of EL students:

- Parent contact will be made in native language
- Communication home will be translated into students' home language as well as English
- Home visits by administration and calls by OM
- Awards and incentives to recognize student achievement

Specify enhanced services for Staff to support low-performing student groups:

- Parent contact will be made in native language
- Communication home will be translated into students' home language as well as English
- Home visits by administration and calls by OM

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students’ education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓		86.67 %	2022-2023	87.77 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Review of 22/23 Goal 5 SPSA and implementation of Goal 5 actions: Family goal: By the Spring of 2023, 95% of families surveyed will respond that they feel respected and welcomed at Rata High School/ATP as well as increase parent participation in the survey by 10%. This goal has been met as 27% of families participated in the Fall Climate and culture family survey.

ACTIONS TO BE TAKEN IN THE 22/23 SCHOOL YEAR: Some action steps taken to achieve this goal are as follows: phone calls and emails responded to within 24 hours, PTA, Pastries with the Principal, hosting Special Olympics, School site council, School-based events, and school-based volunteerism.

Goal 5- Fall Climate and Culture family survey (percent favorable in family engagement domain) By the 23/24 school year, parent participation will increase by 30% as measured by the Fall/Spring Panorama Climate/Culture survey data.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Parent participation has been minimal at Rata due to high administrative turnover, lack of school wide events and opportunities for families to volunteer or participate in site functions.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Action steps taken to achieve Goal 5-increase family participation are as follows: phone calls and emails responded to within 24 hours, PTA, Pastries with the Principal, hosting Special Olympics, School site council, School-based events, and school-based volunteerism.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: SSC is in agreement of this goal	2 ELAC: Rata does not have an ELAC	3 Staff: Staff are in agreement of this goal
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Action 1

Title: Goal 5- FAMILIES: Increase family engagement

Action Details:

Rata School strives to create a welcoming and professional environment by providing opportunities for families to engage meaningfully with staff in support of their student. Families will be invited to attend the following school events: PTA, School Site Council, School and Community outings, graduation, prom and Special Olympics

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Fall/Spring Panorama Climate/Culture Survey results
- PTA meeting participation
- Monthly Calendar sent to parents
- Teacher/Parent Communication system
- IEP compliance
- Special Olympic events

Owner(s):

Principal, GLA and Staff

Timeline:

23/24 school year

Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):

Teacher will provide a home/school communication system to ensure parents are notified in a timely manner of all school wide events, IEP meetings, progress on goals/objectives, monthly school-wide calendar, events posted on Rata website, PTA meetings, SSC meetings, Special Olympic events, parent square and school marquee to increase parent participation.

Specify enhanced services for Families of EL students:

- Parent contact will be made in native language

Specify enhanced services for Families of low-performing student groups:

Materials and supplies to support:

- Communication home will be translated into students' home language as well as English
- Home visits by administration and calls by OM
- Awards and incentives to recognize student achievement and attendance

- Parent contact will be made in native language
- Communication home will be translated into students' home language as well as English
- Home visits by administration and calls by OM
- Awards and incentives to recognize student achievement and attendance

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0552 Rata (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies to increase family engagement opportunities **No incentives or food**	57.00
G5A1	One-time School	Separate Classes: Special Educat	Mat & Supp			: Materials and Supplies to increase family engagement **No incentives or food**	588.00

\$645.00

2023-2024 Budget for SPSA/School Site Council

State/Federal Dept 0552 Rata (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Increase technology to improve student outcomes	3,218.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Teacher preparation and planning aligned to ULS benchmark assessment **No IEPs**	1,343.00
G1A2	One-time School	Instruction	Teacher-Subs			Teacher preparation and planning aligned to ULS benchmark assessment	280.00
G2A1	Sup & Conc	Separate Classes: Special Educat	Mat & Supp			Materials and Supplies to support G2/A1 and G4/A1	9,520.00
G3A1	LCFF: EL	Instruction	Mat & Supp			Material and Supplies to support improving student attendance	500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies to increase family engagement opportunities **No incentives or food**	57.00
G5A1	One-time School	Separate Classes: Special Educat	Mat & Supp			: Materials and Supplies to increase family engagement **No incentives or food**	588.00

\$15,506.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$1,400.00
Sup & Conc	7090	\$9,520.00
LCFF: EL	7091	\$3,718.00
One-time School	7099	\$868.00
Grand Total		\$15,506.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$4,841.00
G2 - Expand student-centered and real-world learning experiences	\$9,520.00
G3 - Increase student engagement in their school and community	\$500.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$645.00
Grand Total	\$15,506.00