

Rata

10621661030717

Principal's Name: Amy Balmanno

Principal's Signature:  *Ebony Hailey
Program Manager*

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
<p>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.</p>	
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

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Amy Balmanno/ Ebony Hailey	X				
2. Chairperson – John Monzon		X			
3. Secretary – Misty Carlson			X		
4. Laura Espinoza				X	
5. Rochelle Web			X		
6. Tenishia Sharp			X		
7. John Salas					X
8.					
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	Amy Balmanno <i>Ebony Hailey - Admin</i>	<i>[Handwritten Signature]</i>	5/12/2022
SSC Chairperson	Jana Morzon <i>[Handwritten Signature]</i>	<i>[Handwritten Signature]</i>	5/12/2022

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 2022/23

Rata - 0552

ON-SITE ALLOCATION

3010	Title I	\$4,142 *
7090	LCFF Supplemental & Concentration	\$12,852
7091	LCFF for English Learners	\$6,120
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$4,200
TOTAL 2022/23 ON-SITE ALLOCATION		\$27,314

* 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	\$68
Remaining Title I funds are at the discretion of the School Site Council	\$4,074
Total Title I Allocation	\$4,142

Rata School 2022-2023 - 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	✓	50 %	0 %	2021-2022	85 %

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.

Student Goal - Site Defined: By the end of the 2021-2022 school year, at least 50% of students will actively participate in lessons through the use of low- and high-tech assistive technology.

Reflection: Title 1 Funds were used to purchase additional high-tech technology to provide multiple methods for students to engage with instruction and respond in ways that allow for meaningful demonstration of their comprehension and learning. Based on classroom observations, approximately 80% of students utilized the technology available to engage in cause-and-effect tasks as well as respond to questions based on lessons.

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

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.

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).

As stated above, 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.

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 2022-23 SPSA.

We need to focus on increasing student attendance while being mindful of their medical needs and fragility. Having access to a Home School Liaison and/or working more closely with Child Welfare and Attendance Services would allow more frequent communication with families/caregivers about the importance of daily attendance and to better collaborate regarding student health needs that might warrant Home/Hospital Instruction.

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 initiative to focus on attendance as a means to increase access to technology and instruction.

2 ELAC:

ELAC was not formally established this year; former members are currently on the SSC.

3 Staff:

Staff support this initiative to focus on attendance as a means to increase access to technology and instruction.

Action 1

Title: Increase access to instruction and technology

Action Details:

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.

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

Owner(s):

Timeline:

1. Review of student attendance
2. Communication with CWAS
3. Problem-solving with teachers and families
4. Progress on IEP goals

1. Principal
2. Principal
3. Principal, Teachers, CWAS
4. Principal, Teachers, Related Service Providers

1. Ongoing
2. Ongoing
3. Ongoing
4. Quarterly (progress reports)

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

Full implementation of the District-adopted Unique Curriculum. Funds are set aside to purchase materials and supplies to support instruction. Students receive Specialized Academic Instruction and Related Services through their IEPs from Special Education staff. Funds are set aside to purchase technology and computer programs to support access to the curriculum.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

Utilization of bilingual paraprofessionals to support communication with families.

Individualized services for students based on needs and IEP goals.

2022-2023 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	Title 1 Basic	Separate Classes: Special Educati	Mat & Supp			: Materials and supplies will be purchased for the Unique Curriculum and any other supplemental curriculum that is needed to support our student learning. Also aligns with G2A(1,2) **NO FOOD, FOOD REALTED ITEMS OR INCENTIVES**	2,142.00

\$2,142.00

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
Student Center Goal - Site Defined	✓		0 %	2021-2022	15 %

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.

College/Career Readiness: **By the end of the 2021-2022 school year, we will have at least a 3% increase in the number of students participating in college/career readiness (i.e., vocational training) activities.**

During the 2021-2022 school year, we have continued to be limited by pandemic-related restrictions. All of our students in attendance have been provided opportunities to participate in college/career readiness activities; however, those activities have been limited to offerings on campus.

Student-centered real world learning experience: **By the end of the 2021-2022 school year, at least 75% of the students will participate in community-based learning experiences.**

Given pandemic-related restrictions, none of our students have been able to participate on community-based learning experiences thus far.

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

College/Career Readiness:
Attendance issues have been the primary barriers to students participating in vocational training activities.

Student-centered real world learning experience:
Pandemic-related restrictions have severely limited opportunities for community-based learning experiences.

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).

As stated above, given pandemic-related restrictions, none of our students have been able to participate on community-based learning experiences thus far.

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 2022-23 SPSA.

As health and safety restrictions are relaxed and students are given approval from their medical providers to participate, we will organize and carry out community-based learning experiences. For the 2022-2023 school year, we would like to have at least 15% of students participating in community-based learning experiences.

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 supports this goal and would like to prioritize real-world learning experiences for the 2022-2023 school year to the greatest extent possible.

2 ELAC:

ELAC was not formally established this year; former members are currently on the SSC.

3 Staff:

Staff are in support of this goal.

Action 1

Title: College/Career Readiness (Vocational)

Action Details:

Students will be provided with opportunities for vocational training activities.

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

1. Review and implementation of lesson plans
2. Documentation of participation through class rosters/attendance
3. Progress on IEP goals

Owner(s):

1. Principal, teachers
2. Principal, teachers
3. Principal, teachers, Related Service providers

Timeline:

1. Ongoing
2. Ongoing
3. Quarterly (progress reports)

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

Full implementation of the District-adopted Unique Curriculum. Funds are set aside to purchase materials and supplies to support instruction. Funds are set aside for transportation costs and admission to paid events. Students receive Specialized Academic Instruction and Related Services through their IEPs from Special Education staff. Funds will be set aside to purchase technology to support access to the curriculum.

Specify enhanced services for EL students:

Utilization of bilingual paraprofessionals to support access to curriculum during daily instruction, use of visual supports, and assistive technology.

Specify enhanced services for low-performing student groups:

Individualized services for students based on needs and IEP goals.

Action 2

Title: Community-based learning experiences

[Action Details:](#)

Students will be provided with opportunities for community-based learning experiences.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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](#)

1. Review and implementation of lesson plans
2. Documentation of participation through class rosters/attendance
3. Progress on IEP goals

[Owner\(s\):](#)

1. Principal, teachers
2. Principal, teachers
3. Principal, teachers, Related Service providers

[Timeline:](#)

1. Ongoing
2. Ongoing
3. Quarterly (progress reports)

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

Full implementation of the District-adopted Unique Curriculum. Funds are set aside to purchase materials and supplies to support instruction. Funds are set aside for transportation costs and admission costs. Students receive Specialized Academic Instruction and Related Services through their IEPs from Special Education staff. Funds will be set aside to purchase technology to support access to the curriculum.

[Specify enhanced services for EL students:](#)

Utilization of bilingual paraprofessionals to support access to curriculum during daily instruction, use of visual supports, and assistive technology.

[Specify enhanced services for low-performing student groups:](#)

Individualized support based on student needs and IEP goals.

2022-2023 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	LCFF: EL	Instruction	Mat & Supp			: English Learner supports. Also aligns with G2A2.	6,120.00
G2A2	One-time School	Separate Classes: Special Educati	Mat & Supp			: Materials and supplies for communication. Also aligns with G3A1. **No food or incentives**	4,200.00

\$10,320.00

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	✓		82.35 %	2021-2022	80.75 %
Suspension Rate - Semester 1	✓		0 %	2021-2022	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.

Chronic Absenteeism: By the end of the 2021-2022 school year, we will have decreased chronic absenteeism by 2% to 43.83%

We have noted a marked increase in chronic absenteeism this year, going from 43.38% to 82.35%. We have seen increases in illness as well as parents choosing to keep their students at home due to concerns about exposure to COVID.

Suspension Rate: By the end of the 2021-2022 school year, we will maintain a 0% suspension rate.

We have been able to maintain a 0% suspension rate given that our students are provided with multiple environmental supports within the classroom/school and behavioral issues are addressed through Behavior Intervention Plans within their IEPs.

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 their 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).

As stated above, we have noted a marked increase in chronic absenteeism this year, going from 43.38% to 82.35%. We have seen increases in illness as well as parents choosing to keep their students at home due to concerns about exposure to COVID.

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 2022-23 SPSA.

We need to focus on increasing student attendance while being mindful of their medical needs and fragility. Having access to a Home School Liaison and/or working more closely with Child Welfare and Attendance Services would allow more frequent communication with families/caregivers about the importance of daily attendance and to better collaborate regarding student health needs that might warrant Home/Hospital Instruction.

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 the initiative to improve attendance rates.

2 ELAC:

ELAC was not formally established this year; former members are currently on the SSC.

3 Staff:

Staff are in support of this goal.

Action 1

Title: Attendance Rate

Action Details:

Resource and supports will be made available to Rata students in order to decrease chronic absenteeism by 2%.

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

- 1. Attendance data will be kept in Atlas and used to keep track of attendance records for students.
- 2. Regular collaboration with CWAS

Owner(s):

- 1. Principal, Teachers
- 2. Principal

Timeline:

- 1. Ongoing
- 2. Ongoing

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

Implement a Home/School Liaison and/or regular collaboration with CWAS to support students identified as chronically absent. Incentive and recognition will be provided to students and families who demonstrate improved attendance rates. Home/Hospital Instruction will be made available as appropriate for students who demonstrate need and eligibility.

Specify enhanced services for EL students:

Provide supplemental contracts to Classified Employees for Spanish/Hmong translation to promote better attendance and parent communication.

Specify enhanced services for low-performing student groups:

Provide supplemental contracts to Classified Employees for Spanish/Hmong translation to promote better attendance and parent communication.

Action 2

Title: Suspension Rate

Action Details:

Resources and supports will be put in place to maintain a suspension rate of 0%.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> 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

1. Review Atlas weekly suspension reports.
2. Fully implement Behavior Intervention Plans for students who have them outlined in their IEPs.

Owner(s):

1. Principal
2. Principal, teachers, Related Service providers

Timeline:

1. Weekly
2. Ongoing

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

Funds will be allocated for materials and supplies associated with Behavior Intervention Plans as well as for incentives for improved behavior.

Specify enhanced services for EL students:

Utilization of bilingual paraprofessionals to support implementation of behavior plans, use of visual supports, and assistive technology.

Specify enhanced services for low-performing student groups:

Individualized support based on student needs and IEP goals.

2022-2023 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	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: To be utilized for incentives and recognition	2,098.00
G3A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Sup			Allocating money to Spanish/Hmong-speaking classified assistants contracts to provide better communication for Spanish/Hmong-speaking parents. This also aligns with G3A1.	2,616.00

\$4,714.00

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	✓		96.77 %	2021-2022	98 %

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.

Staff Goal: Based on the annual staff survey, 97% of staff will respond positively under the sense of belonging domain.

Staff were invited to participate in professional learning activities regarding Cultural Proficiency as well as other DEI trainings last year. Given that 96.77% of staff responded favorably in the organizational domain of the survey, it would appear that those trainings, in part, helped to foster a sense of belonging within our team.

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

Returning to the site after working from home for 18 months may have resulted in some staff struggling to reestablish connections with their peers.

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).

The trainings and staff activities appear to have been successful in helping us reach our goal.

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 2022-23 SPSA.

Continue to facilitate staff voice, connections with one another, and staff celebrations.

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:

ELAC was not formally established this year; former members are currently on the SSC.

3 Staff:

Staff support this goal.

Action 1

Title: Staff Connectedness and Retention

Action Details:

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.

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

Owner(s):

Timeline:

- 1. 2022-2023 Staff Survey results
- 2. Meeting Agendas

- 1. Principal and Staff
- 2. Principal

- 1. March 2023
- 2. Ongoing

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- All staff receive weekly newsletter, participate in professional learning communities, and are provided with opportunities for inclusive staff engagement

Specify Professional Development or Staff Services to support EL students:

Specify Professional Development or Staff Services to support low-performing student groups:

Not applicable

Not applicable

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0552 Rata (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs			Time for teachers to allow for collaboration and curriculum preparation as well as site visits to other programs. This also aligns with G4A1.	5,001.00

\$5,001.00

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
Family Engagement - Site Defined	✓		0 %	2021-2022	10 %

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.

Family goal: By the Spring of 2022, 95% of families surveyed will respond that they feel respected and welcomed at Rata High School/ATP.

Current reality: According to the data collected last year, none of our families responded to the family survey in Spring 2022. We will need to refocus our efforts on gaining parent participation.

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

Due to pandemic-related restrictions, most opportunities for families to connect with site staff have been limited to virtual contact.

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).

According to our district data, none of the families at Rata participated in the family survey conducted in Spring 2022. We will refocus our efforts on gaining parent participation, with the overall goal to increase participation to at least 10%.

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 2022-23 SPSA.

As stated in Step 2, we will refocus our parent engagement efforts on gaining parent participation, with the overall goal to increase participation to at least 10%.

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 with goal to improve parent participation at the school site as well as to focus efforts on their completion of the family survey.

2 ELAC:

ELAC was not formally established this year; former members are currently on the SSC.

3 Staff:

Staff are in agreement with this goal.

Action 1

Title: Inclusive Opportunities for Family Engagement

[Action Details:](#)

In order to reach our goal of 95% of families reporting that they feel respected and welcomed at Rata, we will implement various strategies and resources to create inclusive opportunities for family engagement. These will focus on communication with families, participation in school-based functions, and increasing the amount of inclusive school opportunities for families.

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](#)

[Owner\(s\):](#)

[Timeline:](#)

- 1. Sign-in sheets
- 2. Annual parent survey

- 1. Principal
- 2. Principal

- 1. Ongoing
- 2. March 2022

[Describe Direct Services and Opportunities for parents and families, including materials and supplies required \(curriculum and instruction\) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:](#)

Home/School Communication: Weekly Smore newsletter to parents, phone calls and emails responded to within 24 hours, use of marquee to communicate important information, ongoing updates of school website.
 Classroom opportunities: parent-teacher conferences, Week-at-a-Glance, phone calls and emails responded to within 24 hours, Back to School Night, Open House, and virtual or in-person volunteer opportunities.
 School-based opportunities: School site council, ELAC, Back to School Night, Open House, School-based events, and school-based volunteerism.

[Specify Direct Service and Opportunities for parents and families to support EL students:](#)

Bilingual paraprofessionals and Parent University will help support families with English Language needs.

[Specify Direct Service and Opportunities for parents and families to support low-performing student groups:](#)

Bilingual paraprofessionals and Parent University will help support families with English Language needs.

2022-2023 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			: Parent training and supplemental parent communications **NO FOOD, FOOD REALTED ITEMS OR INCENTIVES**	2,000.00
G5A1	Sup & Conc	Separate Classes: Special Educati	Teacher-Supp			Contracts for innovative clubs (gardening, cooking, etc.) prom, special Olympics and/or parent engagement.	3,137.00

\$5,137.00

2022-2023 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	Title 1 Basic	Separate Classes: Special Educati	Mat & Supp			: Materials and supplies will be purchased for the Unique Curriculum and any other supplemental curriculum that is needed to support our student learning. Also aligns with G2A(1,2) **NO FOOD, FOOD REALTED ITEMS OR INCENTIVES**	2,142.00
G2A1	LCFF: EL	Instruction	Mat & Supp			: English Learner supports. Also aligns with G2A2.	6,120.00
G2A2	One-time School	Separate Classes: Special Educati	Mat & Supp			: Materials and supplies for communication. Also aligns with G3A1. **No food or incentives**	4,200.00
G3A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: To be utilized for incentives and recognition	2,098.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sup			Allocating money to Spanish/Hmong-speaking classified assistants contracts to provide better communication for Spanish/Hmong-speaking parents. This also aligns with G3A1.	2,616.00
G4A1	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs			Time for teachers to allow for collaboration and curriculum preparation as well as site visits to other programs. This also aligns with G4A1.	5,001.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent training and supplemental parent communications **NO FOOD, FOOD REALTED ITEMS OR INCENTIVES**	2,000.00
G5A1	Sup & Conc	Separate Classes: Special Educati	Teacher-Supp			Contracts for innovative clubs (gardening, cooking, etc.) prom, special Olympics and/or parent engagement.	3,137.00

\$27,314.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$4,142.00
Sup & Conc	7090	\$12,852.00
LCFF: EL	7091	\$6,120.00
One-time School	7099	\$4,200.00
Grand Total		\$27,314.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$2,142.00
G2 - Expand student-centered and real-world learning experiences	\$10,320.00
G3 - Increase student engagement in their school and community	\$4,714.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$5,001.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$5,137.00
Grand Total	\$27,314.00