Ruby Bridges Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2019-20

CDS Code	010611190111765
Principal Name	Jesse Woodward
Telephone Number	(510) 748-4006
Address	351 Jack London Ave Alameda, CA 94501
E-mail	jwoodward@alamedaunified.org
Fax	(510) 748-9431
Website Link	https://rubybridges-alamedausd-ca.schoolloop.com/
SARC Link	http://alamedausd-ca.schoolloop.com/file/1514016404908/1531973283864/2938384405477323643.pdf
Date of Last Revision	March 4, 2019
Date of BOE Approval	May 21, 2019

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

Table of Contents

School Profile

School Mission and Vision

Our Mission
Ruby Bridges aims to develop a dynamic, real-world learning community where all students and adults are valued, respected, and celebrated in a nurturing, global learning environment. Through rigorous, school-wide instruction we help students not only acquire the skills for college & career readiness but also learn to value themselves, and take pride in their accomplishments. All students will develop academic and interpersonal knowledge necessary to provide them with optimal success in lifelong learning through a diversified curriculum.

School Vision
Ruby Bridges Elementary is deeply committed to every student's success and focuses on teaching to the whole-child. To reach our vision of high achievement for all students, we will promote a positive school climate that embraces our unique global community, empowers every learner to reach her or his educational potential, and ensures all staff, students, and families feel welcome, safe, and valued. We have high expectations for our preschool through fifth grade students who come from ethnically, culturally, and linguistically diverse backgrounds. Therefore, we are committed to providing our students with the access and vision to become the next generation of scientists, engineers, strategists, planners, innovators, and entrepreneurs. We expose students to real life, authentic lessons and projects that challenge their reasoning skills, while enhancing their interests, talents, and strengths. Throughout the year, we introduce, model, and teach life skills, such as empathy, cooperation, perseverance, and self-reflection to help students internalize what it means to treat others the way you want to be treated and to support their ability to solve complex problems.

Executive Summary
When visitors and families enter our front office, many of them stop to notice the TV monitor with students' photos and scenes from our joyful school. The photos not only represent the ethnic diversity of our school, but more importantly the joy and pride in the students' faces because they received an award, performed for the whole school during an assembly, dressed up for one of the Spirit Days, or attended a family event, such as Winter Craft Night where their image was captured as they made decorations with their families. The photos are posted to show who we are and to emphasize our goal to make sure all students and families feel like they have a connection to our school, a place where "everyone belongs."
Feeling valued and included are high priorities for our school because most of our nearly 500 students come from low income households and countries from all over the world which means many of our students are English learners. The bulk of our students live in four neighborhoods, Alameda Point Collaborative, Coast Guard Housing, the Summer Home and Esperanza apartments and the Bayport and Alameda Landing neighborhoods which surrounds our school. Meeting the needs of all students who are learning to speak in English, are affected by poverty, have different religious and cultural values, and have uneven experiences that make some students less or more prepared for school are challenges; however, this diversity offers invaluable learning experiences for our entire community.
Every day, our students have a chance to interact with someone who has lived in 2 or 3 different states because their parent/guardian is in the Coast Guard, help someone learn English who recently arrived from Yemen or Mongolia, or develop a connection with someone else who is also being raised by grandparents.

Therefore, our job as educators is to promote a climate that honors how we are the same and different while also providing the educational and social-emotional experiences needed for all students to successfully achieve the grade level standards.

To improve the achievement of our lowest performing students, we will use much of our Title I funds to hire two reading intervention teachers, three para-educators, provide professional development for teachers, and to purchase books and materials. We regularly have about 100 to 130 kindergarten through fifth students who who need additional support in reading and require small group instruction, and 183 English learners who receive at least 40-50 minutes of English language development instruction as mandated by the State of California. To meet the academic needs of these students, all staff took on the responsibility of providing instruction based on the reading and English levels of all students.

This year a Response to Intervention (RtI) and an English Language Development (ELD) schedule was established K-5 with the purpose of insuring students were getting designated support with reading and learning English. While we feel fortunate to have the funds to assist students who struggle academically and socially, our previous year's data and our current second semester data does not show as much growth in reading or mathematics as we had hoped. We will be evaluating assessments to be completed in May and our hope is that reading levels have increased by at least 2 to 3 levels and that students are getting closer to achieving the mathematics and reading standards aligned with their grade level.

Given this reality, one major step we have taken to improve the overall achievement of all students is to implement our Innovative Plan. The purpose of this plan is to introduce the 21st Century skills of Collaboration, Communication, Creativity and Critical Thinking through a STEAM lens to our students and staff. We are hopeful that this will have a further outcome, which is to decrease disruptive behaviors of students affected by a pattern of low achievement, trauma, or family crises, provide additional resources to challenge students who are advanced, increase our students' English language and mathematics skills, and recruit families who have the resources and time to support fundraising and participate on committees.

Our goal is to shift from spending hours of intervention to address skill gaps and and to spending more time on expanding their strengths and the strengths of students who need to be challenged academically (Olson 2014, p. 133). We believe that if we provide curriculum that is motivating and rigorous and helps develop a growth mindset then more students will achieve academically and socially. We have done extensive research about Wellness and STEAM (Science, Technology, Engineering, Art, and Mathematics) Programs and motivation, engagement, and social-emotional learning. Our findings show that providing self-regulation support and school-wide access to project and problem based learning, students will not only be more motivated and engaged but also develop 21st century skills required for college and career. We believe the Wellness Center also provides a place for students to focus on their SEL regulation needs, and serves as inspiration for our teachers who are also bringing student and staff SEL needs to their classrooms.

This year, we will be in our third year of the STEAM Studio, and the second year of our Wellness Center designed to support the well-being of the whole child. Our goal is to have all staff continue to implement the STEAM training they received during the 2017-18 school year, and bring STEAM into their classrooms. The STEAM lessons will help us develop student-centered, integrated, real-life learning experiences that are intrinsically motivating and engaging to all students. Once our program is place, we will provide workshops for our families so that they understand and experience the components that motivate their children to take ownership of their learning as they begin to see themselves as productive problem solvers, creators, designers, and innovators. We believe that this program is crucial for our students whose only access to technological and digital literacy is at school. Many do not routinely go to the public library, have computers or use of the internet in their homes. This is the most equitable pathway toward having them develop perseverance and habits of mind that will be further cultivated as they enter high school and beyond. Our students will further learn that within their diverse community all students have talents and skills that can be shown in multiple ways.

Districtwide Goals

Excellence and Equity for ALL Students

Local Control and Accountability Plan (LCAP) Goals

Goal 1: Student Engagement: eliminate barriers to student success and maximize learning time.
Goal 2A: Support all students in becoming college and work ready.
Goal 2B: Support all English Learners in becoming college and work ready.
Goal 3: Family Engagement: support parent/guardian development as knowledgeable partners and effective advocates for student success
Goal 4: Basic Services: Ensure that ALL students have access to the required basic services.

District Theory of Action

If we:
● Implement an effective Multi-Tiered System of Support (MTSS) for academic (RtI) and behavioral (PBIS) instruction and intervention
● Engage parents/guardians as knowledgeable partners and effective advocates for student success
● Provide standards aligned instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
● Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

Through the following:
● Provide a Tier 1 academic program that provides effective first instruction for all students including social and emotional learning, universal screening, routine diagnostics, and progress monitoring, and data-based referral to appropriate interventions
● Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
● Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
● Develop a welcoming school climate by providing PBIS, systematic behavioral supports, restorative practices and restorative justice, culturally responsive curriculum and instructional strategies to meet the needs of diverse learners
● Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and coteaching at 6-12
● Provide staff the appropriate training and ongoing support to implement effective instruction and intervention
● Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources

We will achieve the following:
● Students will be prepared for post-secondary success in both college and career
● Students will be prepared to be responsible citizens
● Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

Planned Improvements in Student Performance:
LCAP Goal 1 - Eliminate barriers to student success and maximize learning time

⚐ Identified Districtwide Goal 1 Needs

AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes in both areas. In recent years there has been additional focus on the disproportionate outcomes for specific subgroups in AUSD's exclusionary discipline (including suspension rate). Goals for all sites and students include:

● Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
● Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
● Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate

◎ ◉ District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see AUSD LCAP.

Annual Outcome		2016-2017 Actual		2017-18 Actual		2018-19 Target		2019-20 Target	
		District	Site	District	Site	District	Site	District	Site
Chronic Absenteeism % of students who are absent 10% of more of their enrolled days		8.7%	16.7%	9.1%	18.3%	8%	16%	6%	14%
Suspension Rate % of students suspended anytime during the year		2.7%	2.8%	2.8%	2.2%	2.2%	1.8%	2%	1.5%
Graduation % of four-year cohort completing graduation requirements		89.2%		93.2%		93.5%		95%	
CHKS: % of students reporting 'agree' or 'strongly agree' (sec) OR 'most of the time/all of the time' (elem) to feeling safe in their school	5th	84%	75%	86%	82%	88%	84%	91%	89%
	7th	71%		62%		75%		80%	
	9th	65%		60%		72%		79%	
	11th	65%		63%		72%		79%	

School Site Analysis and Prioritized Actions (LCAP Goal 1)

Description of CURRENT school actions/services in support of LCAP Goal 1:

Improving attendance is a critical component of improving access to education. Students can't learn if they aren't in school. To this end, Ruby Bridges improves access to education in two main ways - by ensuring that chronically absent students receive direct and immediate attention and suspension rates continue to drop.

Our current program for the reduction of chronically absent students must be improved. This will be one of the main goals of the 2019-20 SPSA. See below for data around this topic. The work during the 2018-19 school year has been around understanding the many roots of chronic absenteeism. Our Leadership team has done much Professional Development around this topic, such as attending the Title 1 conference and the National Equity Training and has found great resources and education tools at Attendance Works, a national non-profit working to improve attendance for children in schools. The take aways for many of us at Ruby Bridges is around the need to educate our entire community around the need for good attendance at school, and the damage done by missing even 2 days over the course of a month.

Currently at both the Fall and Spring conferences from the 2017-18 and 2018-19 school years, a letter is handed to the families describing the current attendance of their children, and whether or not they are currently chronically absent. An infographic from attendance works that describes the three stages of absenteeism (95-100% is Excellent, 90-95% is Good and Less than 90% is Chronically Absent) has been identified and is being handed out in first grade, as we have identified first grade as our group most in need of intervention. Leadership has also discussed, although not started yet, using the Remind app to directly communicate with our chronically absent families and encourage them directly to bring their children to school more regularly. A podcast was also recorded describing one mother's journey to the realization that her daughter's attendance problems were symptoms of the mother's own issues, and that to be the best mom, she needed to bring her daughter to school every day to give her daughter access to a better education and a better life. Pretty powerful stuff. Our Leadership Team also discussed using home visits as a way to better bridge the divide between many of our disaffected families and the school institution. However, to this date home visits have not been implemented beyond the administration.

The second way to improve attendance is via a reduction in our suspensions. We recognize the importance of building a cohesive and positive Tier 1 school environment. A priority is to empower all students to assume responsibility and accountability for the success of our school through a myriad of opportunities to be involved and build relationships with caring adults on our campus. We have spent a great deal of capital on creating healthy Tier 1 classrooms that focus on emotional well-being of our students and staff alike. We currently utilize Inner Explorer guided mindfulness practices in classrooms daily, classroom cool-down zones, and a complete K-5 school-wide adoption of a new Social Emotional Learning curriculum, Toolbox. We also seek to fulfill various "Helper" jobs in the school community, assuming leadership roles that determine school pride and spirit and mentoring and coaching roles (Peace Makers, STEAM team, Junior Coaches, etc).

Our school also has done an excellent job incorporating Tier 1 and more recently Tier 2 PBIS strategies schoolwide. We have our upcoming TFI (Tiered Fidelity Inventory) to grade our Tier 1 PBIS implementation; we expect to score quite highly, if not at the 100% level, close to it. We have a high functioning PBIS team that meets monthly and is actively involved in helping make the changes needed to implement the program at our site. We are also implementing many of the Tier 2 PBIS strategies through our Wellness Center, specifically under the direction of our full time Intervention Lead. Our twice monthly COST meetings are now, for the first year, fully operational. Our COST team, or Coordination Of Services Team) includes school administrators, Intervention Lead, School Psychologist, Student Support Provider, After school program director, RSP, Alameda Family Services therapists and providers like SLP or OT as needed. Students in need of academic, emotional and behavioral intervention are brought up to the team via teacher or admin referral. Tier 2 interventions are being flushed out, organized, developed and given out to students and families to see if they help as we know that students who experience less struggle will be happier at school and less likely to be suspended.

Another crucial component of the PBIS work is our Expectation Rotations. We do these rotations 4-5 times throughout the year where we bring students out to problem areas, like the playground, and review our expectations. This helps to ensure that ALL students know what the adults are expecting, and the consequences of making poor choices.
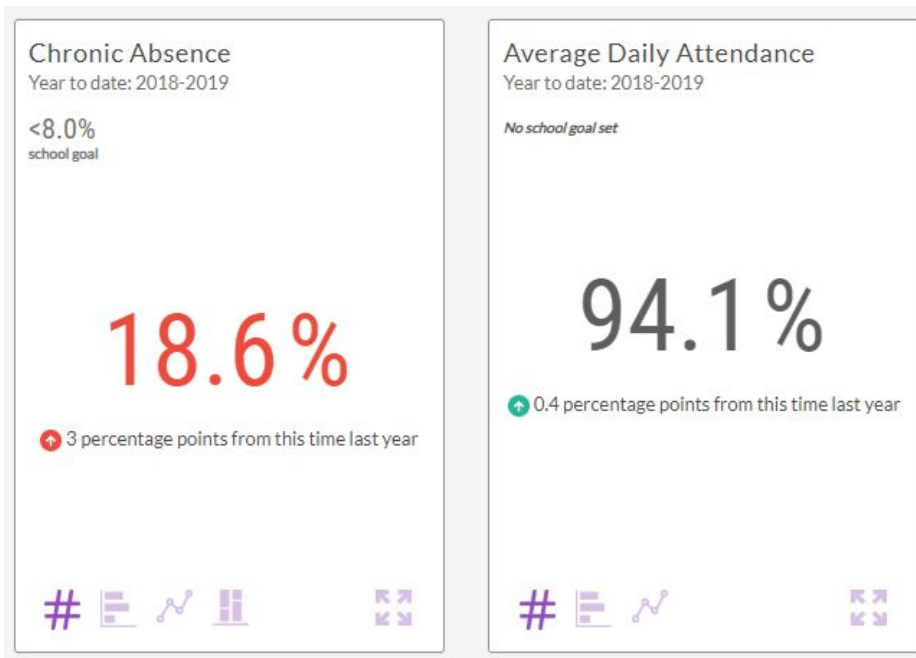
For students in need of a calming space throughout the day, whether during class or during recess, we have our new Wellness Center available. Staffed almost all day between the Intervention Lead, Student Support Provider and a Lunch Supervisor, the Wellness Center provides a relaxing and supportive environment for students to de-escalate, get counseling support and play fun games under the direct supervision of an adult. The Wellness Center has played a pivotal role in helping our school manage problems and divert students away from suspensions and get them back into the classroom learning environment.

Also under the umbrella of the Wellness Center is our work incorporating Restorative Practices to our school. We have had 5 different staff trainings over the last two years in this area, most recently with a full day focused on Trauma Informed Practices. Circles are happening in classrooms across the school to not only build community and relationships, but also to heal when harmful situations occur.
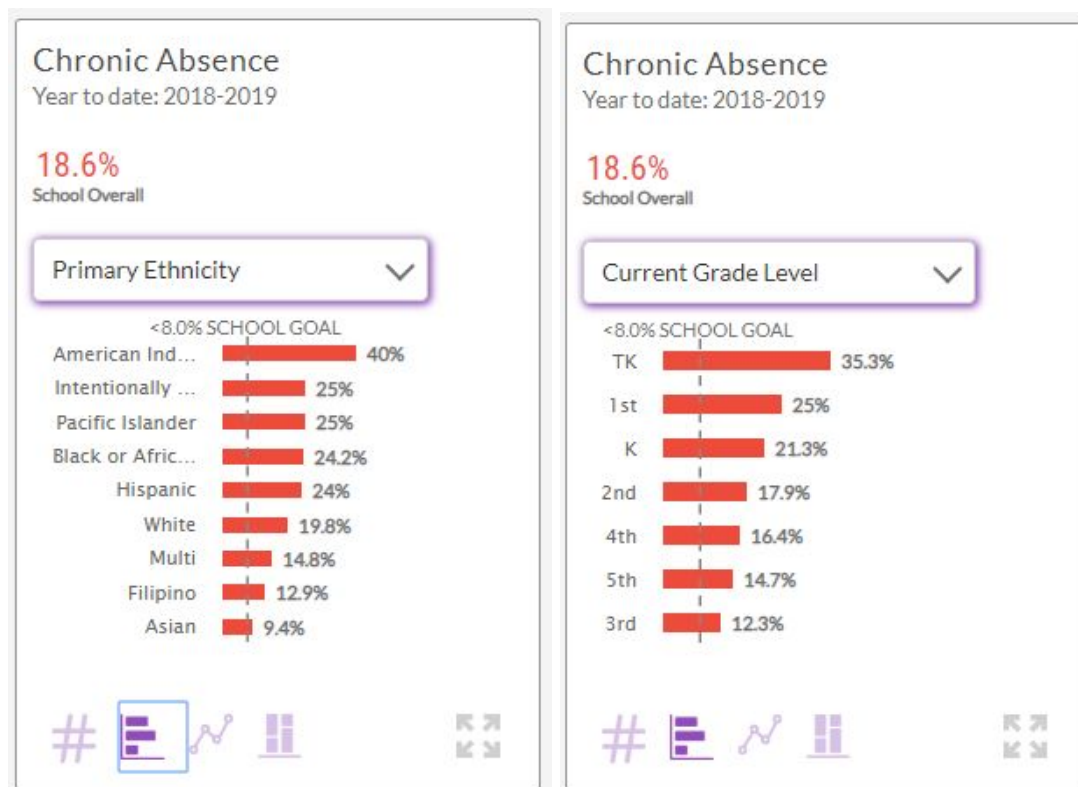
Data Analysis:

Schoolwide Attendance analysis:

Chronic Absence
Year to date: 2018-2019

<8.0%
school goal

18.6%

⬆ 3 percentage points from this time last year

↗ ▦   ⤢

Average Daily Attendance
Year to date: 2018-2019

No school goal set

94.1%

⬆ 0.4 percentage points from this time last year

↗   ⤢

- This graphic shows that our while our ADA is improving, our rates of Chronic Absenteeism are growing worse. This means that our Tier 1 is working, and we need to spend more time on our Tier 2 program.

Chronic Absence
Year to date: 2018-2019

18.6%
School Overall

| Primary Ethnicity ⌄ |

<8.0% SCHOOL GOAL

American Ind…	40%
Intentionally …	25%
Pacific Islander	25%
Black or Afric…	24.2%
Hispanic	24%
White	19.8%
Multi	14.8%
Filipino	12.9%
Asian	9.4%

↗ ▦   ⤢

Chronic Absence
Year to date: 2018-2019

18.6%
School Overall

| Current Grade Level ⌄ |

<8.0% SCHOOL GOAL

|	
TK	35.3%
1st	25%
K	21.3%
2nd	17.9%
4th	16.4%
5th	14.7%
3rd	12.3%

↗ ▦   ⤢

- This graphic identifies the groups that comprise our Chronically Absent students by ethnicity and by grade level. We can see that ALL ethnic groups are above the district goal of less than 8% Chronically
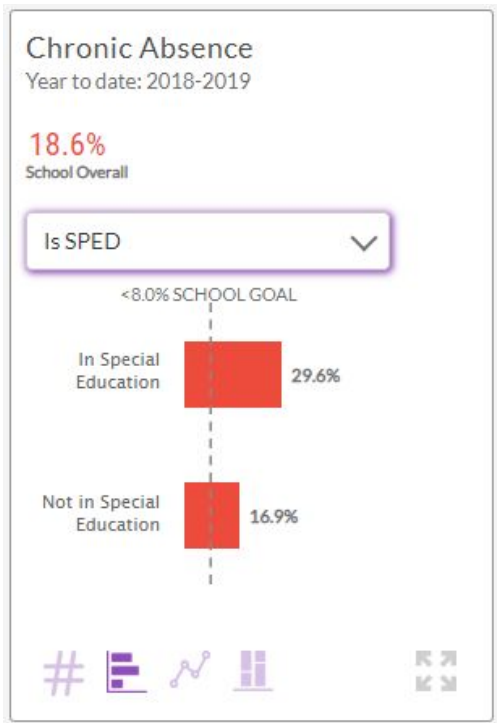
Absent, as well as ALL grade levels. Some groups stand out though, like 1st grade and certain ethnic groups.
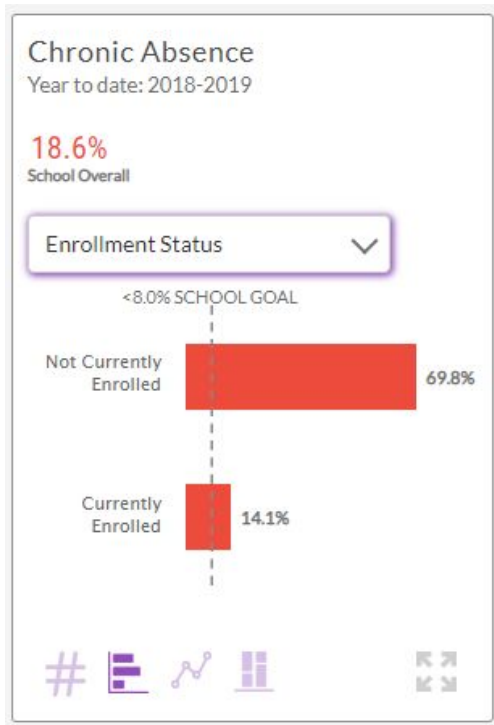
- This graphic shows that something is happening with our students that don't stay with us at our school. They were either already Chronically Absent before leaving, which may imply that families that move schools often have poor attendance, or became Chronically Absent because we were not able to disenroll them quickly enough and their continued absences even after they had left our school pushed them into the Chronically Absent category.
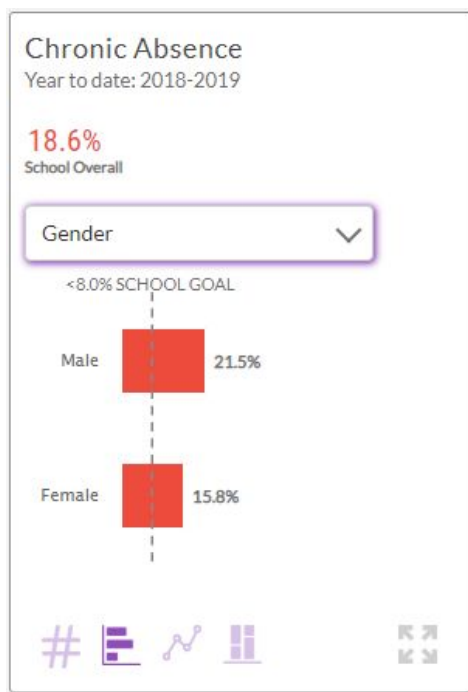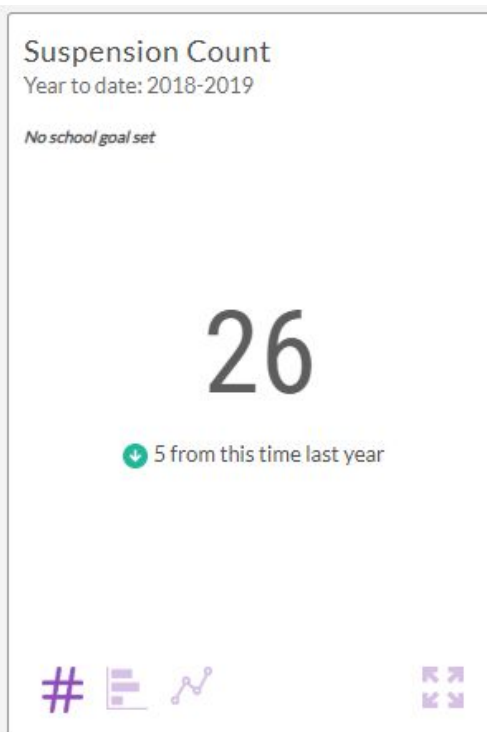

- This graph highlights an issue that needs further addressing. Our male students are underperforming their female peers in rates of attendance. We will see a similar breakdown in suspension rates too.

Chronic Absence
Year to date: 2018-2019

18.6%
School Overall

Is SPED ⌄

<8.0% SCHOOL GOAL

In Special Education ■ 29.6%

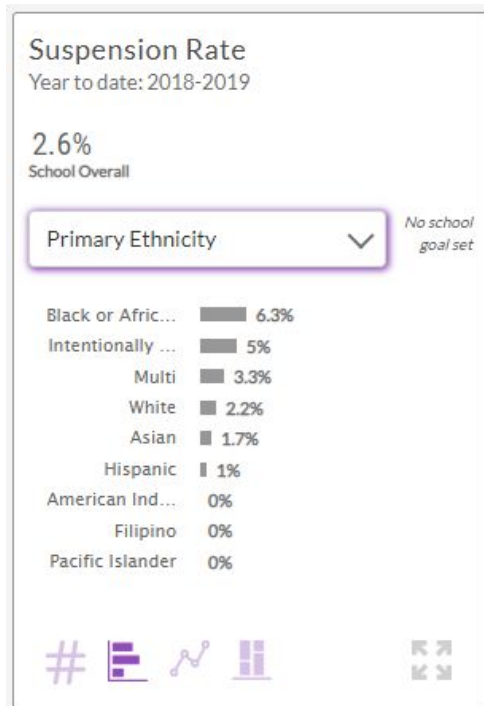Not in Special Education ■ 16.9%

\# ≣ ∿ ▌▐   ⤢

- This graph highlights the need to focus on students with disabilities as one of our Tier 2 groups to work with on improving attendance. Some of these students are medically fragile, and so being absent means many trips to the doctor's office. However, for those that are not medically fragile, the school needs to understand better the connections between being chronically absent and having a disability.

Schoolwide Suspension/Discipline analysis:

Suspension Rate
Year to date: 2018-2019

No school goal set

2.6%

↑ 0.1 percentage points from this time last year

\# ≣ ∿ ▌▐   ⤢

Suspension Count
Year to date: 2018-2019

No school goal set

26

↓ 5 from this time last year

\# ≣ ∿   ⤢

- This graphic shows that we have fewer overall suspensions, but that slightly more students have been suspended at least once.

Suspension Rate
Year to date: 2018-2019

2.6%
School Overall

Primary Ethnicity ⌄   *No school goal set*

Black or Afric...	6.3%
Intentionally ...	5%
Multi	3.3%
White	2.2%
Asian	1.7%
Hispanic	1%
American Ind...	0%
Filipino	0%
Pacific Islander	0%

≣ ∿ ⏸

Suspension Count
Year to date: 2018-2019

26
School Overall

Primary Ethnicity ⌄   *No school goal set*

Black or Afric...	11
Multi	5
Asian	3
Intentionally ...	3
White	3
Hispanic	1
American Ind...	0
Filipino	0
Pacific Islander	0

≣ ∿

- This graphic breaks down suspension rates by ethnicity. Clearly our African American students are being suspended at higher rates than their peers of different races.

Office Managed Event Count
Year to date: 2018-2019

214
School Overall

Primary Ethnicity ⌄   *No school goal set*

Black or Afric...	84
Multi	38
Hispanic	27
White	25
Asian	22
Pacific Islander	8
Intentionally ...	7
Filipino	3
American Ind...	0

≣ ∿

Office Discipline Referral Count
Year to date: 2018-2019

723
School Overall

Primary Ethnicity ⌄   *No school goal set*

Black or Afric...	320
Multi	116
Hispanic	101
White	81
Asian	57
Intentionally ...	32
Pacific Islander	11
Filipino	5
American Ind...	0

≣ ∿

- This graphic shows the number of students being referred to the office for discipline, that may result in suspension or not. The graph next to it shows the number of students being given Uh Ohs, or minor discipline tracking, but not being sent to the office. Clearly, African American students are being admonished for behaviors deemed inappropriate by staff at significantly higher rates at all levels than their peers.

Needs Analysis:

Ruby Bridges needs to work on many different aspects of its program in order to see both an increase in attendance and a decrease in suspensions. There must be a more effective and coordinated Tier 1 Attendance expectation program. For example, our newly hired Parent Liaison could organize a mailing to reach "hard to reach" families about importance of attendance. We could support teachers better during conferences with talking points to ensure that families hear from everyone, especially their children's teachers, about how important good attendance is. Attendance Works has quality infographics, talking points, etc and they could be a good partner to work with to improve both our Tier 1 and Tier 2 attendance issues.

Secondly, we must begin (or reintroduce) the dialogue around racial disparities in discipline results. Our African American students in particular stand out as having the most trouble from a behavior standpoint and attendance at our school. We will see similar results in the testing breakdown as well. We firmly believe a conversation around changing practices and targeted professional development must be done to change these firmly entrenched practices at Ruby Bridges.

Site Goals, Actions, and Metrics (LCAP Goal 1)

Data Driven Improvement Timeline:
- August   Implementation
- October   Assess & Adjust with Leadership groups including SSC
- January   Assess & Adjust with Leadership groups including SSC
- April   Assess & Adjust SPSA for following year

Site Goal A	Reduce suspensions by 15% overall, and by 25% for African American students.		
Metric(s) to Assess Impact	**Suspension totals**		
#	**Actions to Achieve Goal**	**Person(s) Responsible**	**Target Student Group(s)**	**Modifications from Timeline Above (If Applicable)**
1.A1	Alternative to suspension program (i.e. Parent Shadow)	Intervention Lead	All	
1.A2	Develop an African American boys group.	Vice Principal	African American students	
1.A3	Bring PD to focus on culturally responsive pedagogy and practices	Principal Title 1 teacher	African American students	
1.A4	Implement a full MTSS program at Ruby Bridges, including Tier 1, 2 and 3 PBIS strategies. Continue to implement Toolbox SEL curriculum, cool down classroom zones and utilize Restorative practices.	Pr1>a>3incipal Intervention Lead	All	

Site Goal B	Reduce Chronic Absenteeism by 5%, and by 10% for African American families		
Metric(s) to Assess Impact	**Chronic absence and ADAA rates**		
#	**Actions to Achieve Goal**	**Person(s) Responsible**	**Target Student Group(s)**	**Modifications from Timeline Above (If Applicable)**

#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
1.B1	Frequent school-wide communications home about the importance of school and the difference between chronically absent and good attendance. Work with Attendance Works to generate new ideas and talking points.	Principal Vice Principal Family Liaison Teachers Attendance clerk	African American First grade Students with Disabilities	
1.B2	Increased attention to SART and SARB processes	Vice Principal Family Liaison Teachers Intervention Lead Attendance clerk	All students	
1.B3	Celebrate schoolwide attendance improvements by bringing back ALL HERE competitions and prizes and give out attendance acknowledgements	Principal	All students	
1.B4	Continue to work with Safe Routes to Schools to build out safe routes to school, including Walking School Busses.	Principal	All students	

Site Goal C	
Metric(s) to Assess Impact	

#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
1.C1				
1.C2				
1.C3				

Planned Improvements in Student Performance:
LCAP Goal 2 - Support students in becoming college and work ready

▷ **Identified Districtwide Goal 2 Needs**

Alameda Unified is committed to the goal of preparing all students for college and work beyond their PreK-12 career. In examining current outcomes for all students and subgroups in UC a-g eligibility and other achievement indicators, there is a clear need to improve overall and targeted programs supporting increased college readiness.

- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness

A review of districtwide data clearly demonstrates the need for a focused increase of services for English Learners. Alameda Unified is currently focused on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans.

- Improve English Learner (EL) Achievement
- Implementation of State Standards for English Learners

🎯 District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see AUSD LCAP.

Annual Outcome		2016-17		2017-18		2018-19 Target		2019-20 Target	
		District	Site	District	Site	District	Site	District	Site
Math SBAC: Average Distance from Level 3 (Standard Met)		10.8	-50.8	14.3	-50.3	18		24	
ELA SBAC: Average Distance from Level 3 (Standard Met)		32.8	-50.9	36.8	-60	40		45	
UC 'a-g' Completion: % of 12th grade cohort that has met UC 'a-g' requirements		52.6%		53.3%		55%		60%	
AP Exam Pass Rate: % of Exams w/score of 3+ 10th & 12th students		68.5%				74%		75%	
AP Enrollment: % of 10th-12th students in at least 1 AP course		45.3%		50%		53%		56%	
CTE Pathway Completion: % of 12th grade students who have completed a CTE pathway									
CTE Pathway Enrollment % of high school students enrolled in CTE pathway coursework									
College/Career Readiness: % of high school graduates who placed in the 'prepared' level for the College/Career Indicator		53.4%		56.6%		59%		64%	
EL Reclassification: % of English Learners who were redesignated as RFEP		13.8%	3%	11%	4%	13%		15%	
ELPAC: % of students scoring 'moderately' or 'well developed'				80.8%	40.9%	82%		84%	
At-risk LTELs: % of English Learners at-risk of becoming Long Term English Learners (LTELs)	K-5th	9%	7%	12%	13%	6%		4%	
	6th-8th	7%		3%		2%		2%	
	9th-12th	10%		5%		4%		3%	
English Learner Access to CCSS: % of non-newcomer English Learners accessing CCSS w/English-only peers	K-5th	98.3%		98.3%		99%		100%	
	6th-12th	76.3%		97%		98%		100%	
ELD Standards Implementation: % of ELs receiving designated ELD	K-5th	62.8%		70%	95%	98%		100%	
	6th-12th	63.2%		61%		98%		100%	

School Site Analysis and Prioritized Actions (LCAP Goal 2)

Description of CURRENT school actions/services in support of LCAP Goal 2:

We have brought many important programs to our academic program over the last two years. Our implementation of our STEAM program, currently in its second year and led by our dedicated STEAM teacher has been extraordinary. Students come through the STEAM Studio, a dedicated classroom, once every two weeks for an hour. The STEAM teacher and classroom teacher collaboratively plan the lesson when appropriate, and tie in the learning to a curricular standard being covered in the classroom. Sometimes these connections result in an art project, or a coding exploration using new Sphero Bolt robots or in the building of colored lenses to see light differently, but there is always a curricular connection.

The RTI Reading program, led by our Title 1 teacher, is similarly going well. Teachers are in the first year of using our new Universal Screener tools, ESGI in Kinder and a Math and ELA assessment tool, Star Renaissance in 1st-5th. Students take the computer adaptive assessment that indicates how they score in relation to their similarly aged peers. The school uses this data in addition to data from Fountas and Pinnell's Benchmark Reading Assessments regularly to find students in need of intervention, and then deliver that intervention through the STAR Reading Lab. We have 1.4 Title 1 teachers and 2 half time paraeducators in the lab, delivering high quality instruction using LLI (Leveled Literacy Intervention) and SIPPS 4 days a week.

Our RTI rotation occurs across the grade level, and students are homogeneously grouped according to their ability. Our students most in need of intervention visit the STAR lab, and the rest are divided up into the grade level classrooms in Strategic, Benchmark and Advanced groupings. Students continue to receive academic instruction at their level, and may get to explore significantly more advanced concepts than they would otherwise in their regular classrooms. One area in particular that is going well in these rotations is in our third grade classes. They all agreed to explore Genius Hour projects, which give students time to explore their own passions and then teach others about them.

From a curriculum standpoint, the adoption of our new ELA program, called CCC or Center for the Collaborative Classroom, has been exceptional at most grades. Teachers have really enjoyed the different components of the program - Being a Reader, Being a Writer and Making Meaning, and our kids are definitely making strides.
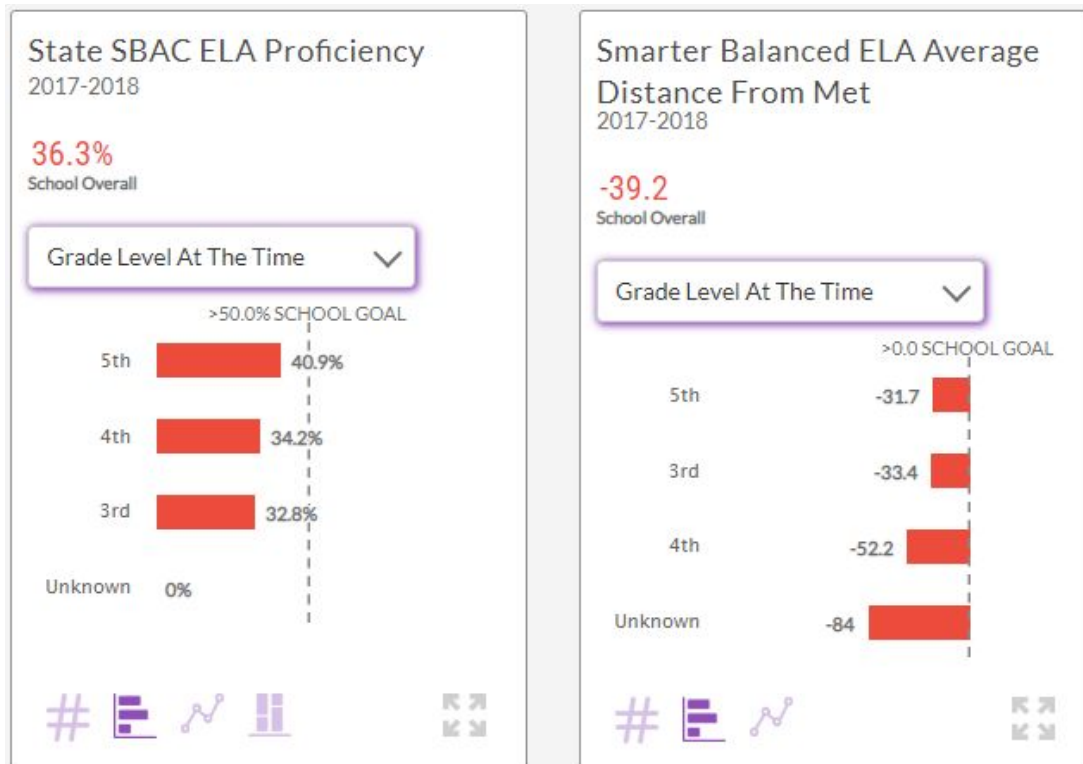
ELD

The work done to support the English Learning population at Ruby Bridges is fairly extensive in its current form. We hire a full time ELD support para out of our LCAP funds whose primary responsibility is to work directly with our newcomer English learners and support our ELAC monthly family meetings. In addition, we homogeneously group our ELD students by level and deliver Designated ELD instruction 4 or 5 days a week at least 30 minutes per day. Each of our teachers take one or two levels of EL learners and use dedicated materials to deliver instruction. This is in addition to the Integrated ELD instruction that happens throughout each day.
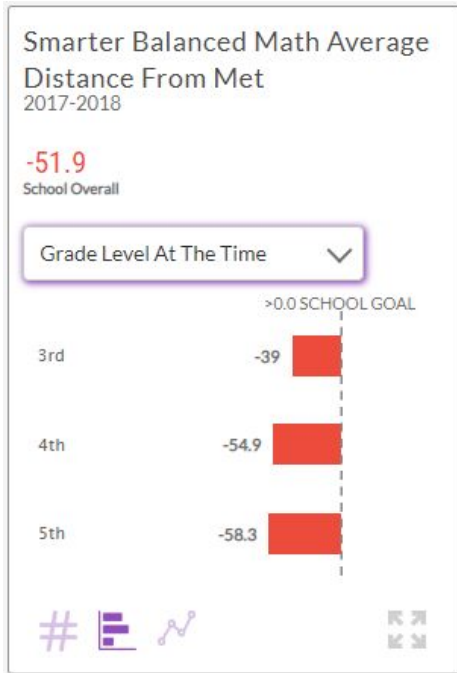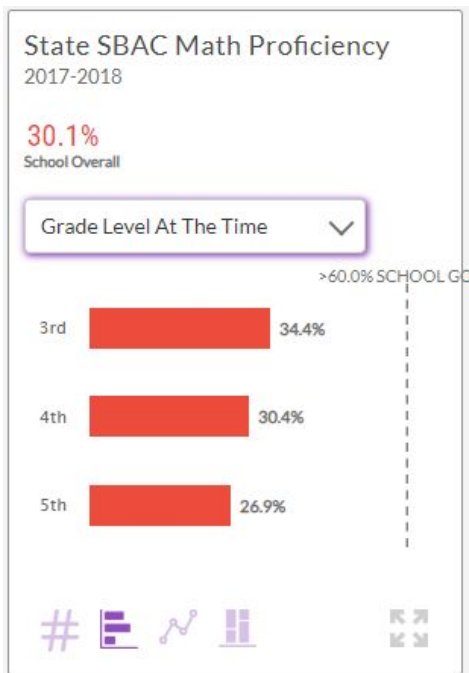
This year we had the ELD Program Coordinator Adelita Martinez visit our school with her team of ELD coaches and do grade level specific PD. Each grade level gathered for 1.5 hours together with the ELD district team on a day with roving subs for focused PD. The district team followed up with each grade level team a week later to see how the strategies had been implemented. They then picked a topic area (Math, Writing, Science) and developed a specific lesson plan together, that the coaches later came back to see. It was a very rewarding PD experience for both the staff and for the trainers, that resulted in direct academic support for our English learning students.
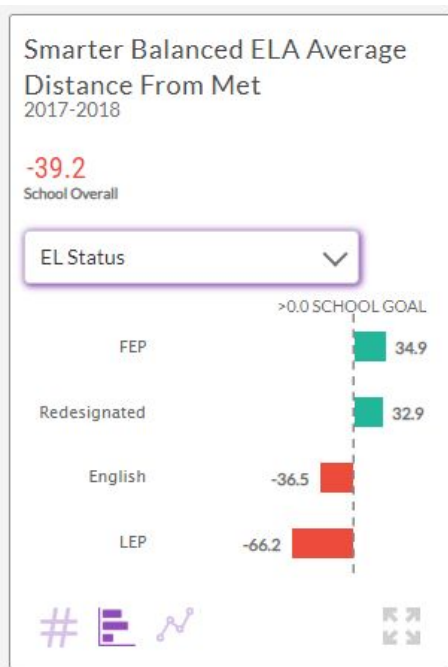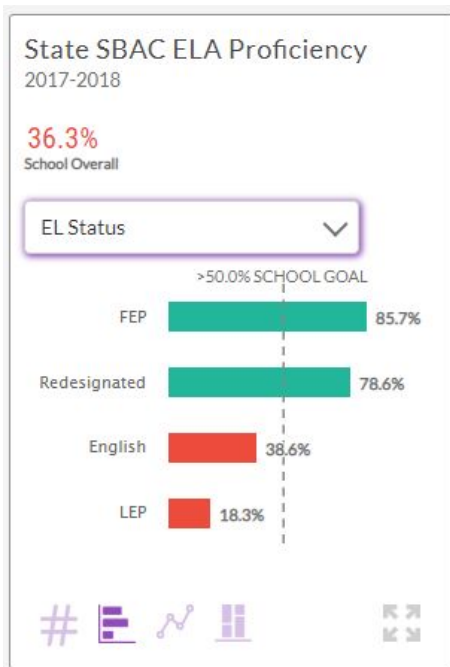
Data Analysis:

State SBAC ELA Proficiency
2017-2018

36.3%
School Overall

Grade Level At The Time ⌄

>50.0% SCHOOL GOAL

5th — 40.9%
4th — 34.2%
3rd — 32.8%
Unknown — 0%

Smarter Balanced ELA Average Distance From Met
2017-2018

-39.2
School Overall

Grade Level At The Time ⌄

>0.0 SCHOOL GOAL
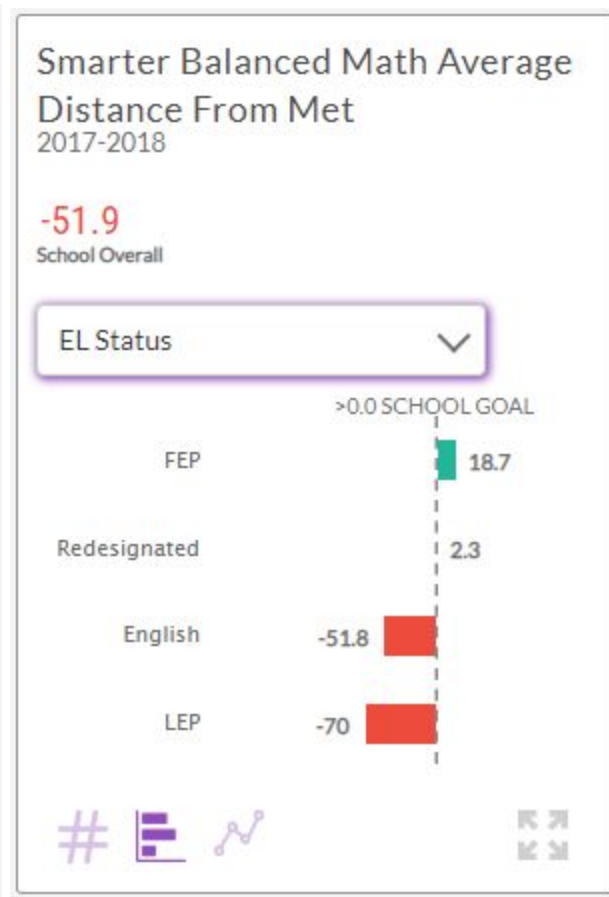
5th — -31.7
3rd — -33.4
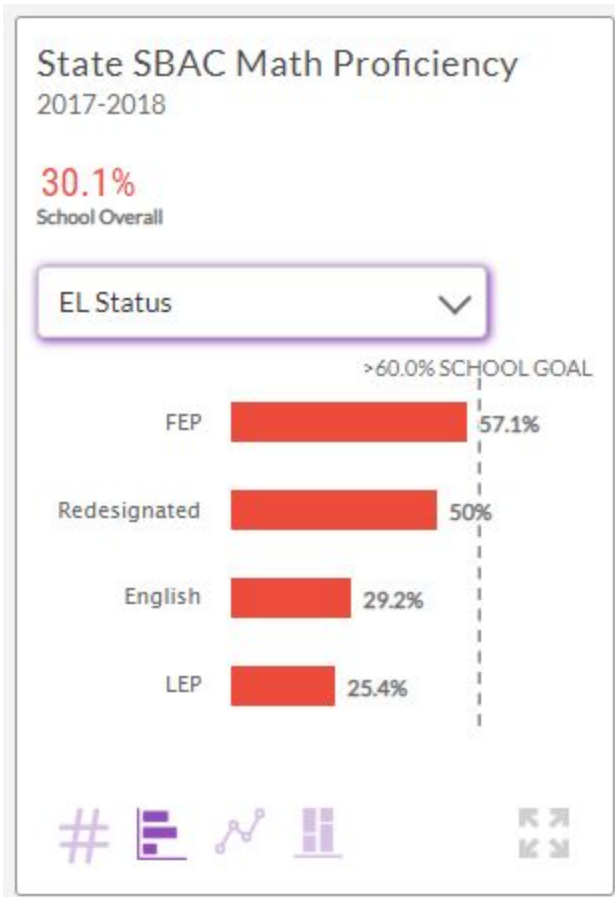4th — -52.2
Unknown — -84

- The data here shows our ELA SBAC score broken down by grade level. Less than 50% of our students in any grade level were proficient on the ELA SBAC last year, however our 5th graders did better than other grades. That number is simply too low.

State SBAC Math Proficiency
2017-2018

30.1%
School Overall

Grade Level At The Time ⌄

>60.0% SCHOOL GO

3rd — 34.4%

4th — 30.4%

5th — 26.9%

\# ☰ ∿ �III ⤢

Smarter Balanced Math Average Distance From Met
2017-2018

-51.9
School Overall

Grade Level At The Time ⌄

>0.0 SCHOOL GOAL

3rd — -39

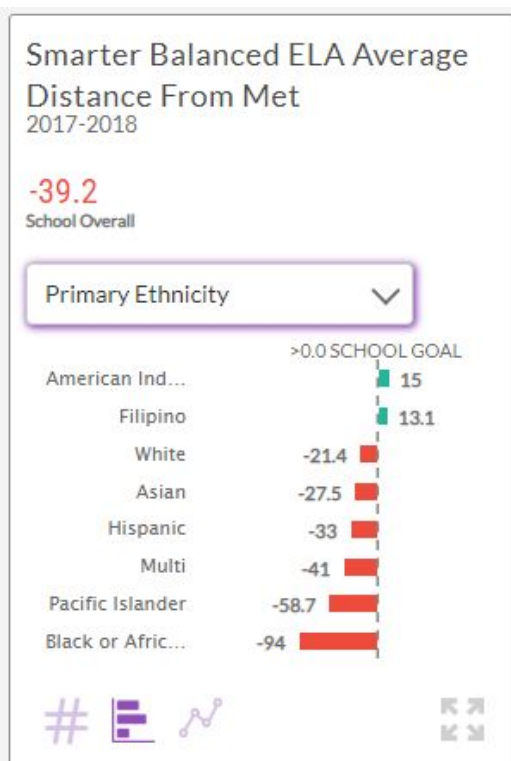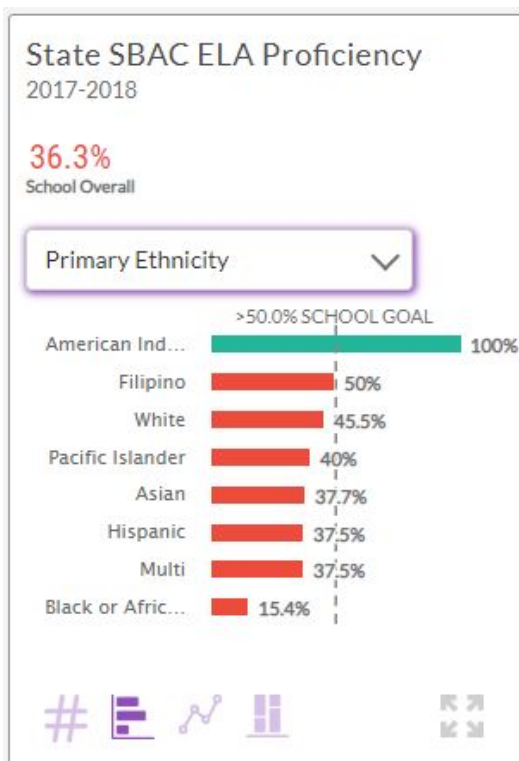4th — -54.9

5th — -58.3

\# ☰ ∿ ⤢

- The math results from last year's SBAC show a different trend than the ELA, with 3rd grade actually doing the best and 5th grade the lowest at only 27% proficient.
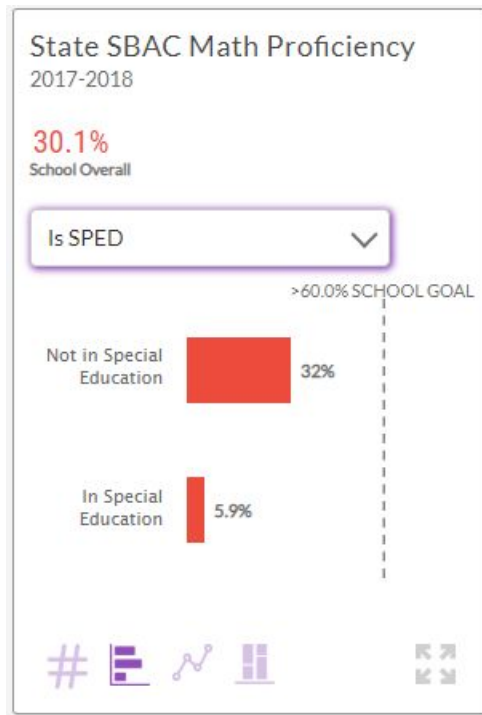

State SBAC ELA Proficiency
2017-2018

36.3%
School Overall

EL Status ⌄

>50.0% SCHOOL GOAL

FEP — 85.7%

Redesignated — 78.6%

English — 38.6%

LEP — 18.3%

\# ☰ ∿ �III ⤢

Smarter Balanced ELA Average Distance From Met
2017-2018

-39.2
School Overall

EL Status ⌄

>0.0 SCHOOL GOAL

FEP — 34.9

Redesignated — 32.9

English — -36.5

LEP — -66.2

\# ☰ ∿ ⤢
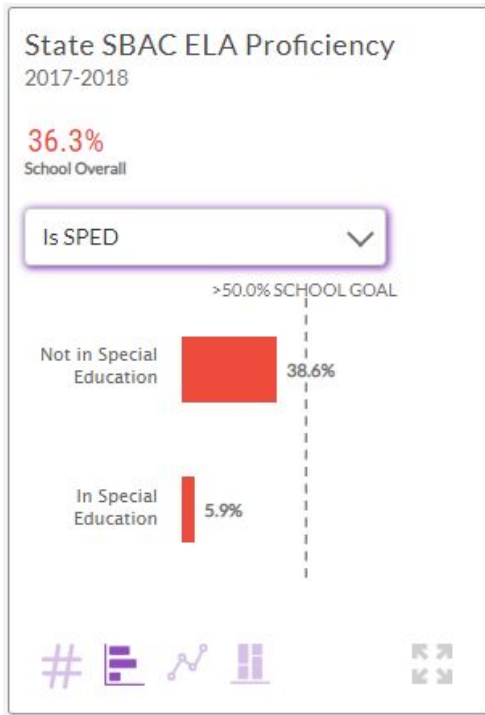
- This graph shows the distance from proficiency, and the overall proficiency rates for our ELD students on the SBAC ELA test.

20

State SBAC Math Proficiency
2017-2018

30.1%
School Overall

EL Status

>60.0% SCHOOL GOAL

FEP	57.1%
Redesignated	50%
English	29.2%
LEP	25.4%

Smarter Balanced Math Average Distance From Met
2017-2018

-51.9
School Overall

EL Status

>0.0 SCHOOL GOAL

FEP	18.7
Redesignated	2.3
English	-51.8
LEP	-70

- These graphs show the performance of our ELD students on the end of year SBAC Math assessment. Compared to the ELA assessment, my ELD students do better as compared to their English only peers.

State SBAC ELA Proficiency
2017-2018

36.3%
School Overall

Primary Ethnicity

>50.0% SCHOOL GOAL

American Ind...	100%
Filipino	50%
White	45.5%
Pacific Islander	40%
Asian	37.7%
Hispanic	37.5%
Multi	37.5%
Black or Afric...	15.4%

Smarter Balanced ELA Average Distance From Met
2017-2018

-39.2
School Overall

Primary Ethnicity

>0.0 SCHOOL GOAL

American Ind...	15
Filipino	13.1
White	-21.4
Asian	-27.5
Hispanic	-33
Multi	-41
Pacific Islander	-58.7
Black or Afric...	-94

- This graph again points out the disparity between our African American students' performance and the rest of our ethnic groups, and calls out the need for us to focus on not only helping them feel better about being at our school, but needing some PD to help teachers deliver lessons in a different way to capture these capable learners.

21

State SBAC ELA Proficiency 2017-2018	State SBAC Math Proficiency 2017-2018

State SBAC ELA Proficiency
2017-2018

36.3%
School Overall

Is SPED ⌄

>50.0% SCHOOL GOAL

Not in Special Education — 38.6%

In Special Education — 5.9%

\# ≣ ∿ ▍

State SBAC Math Proficiency
2017-2018

30.1%
School Overall

Is SPED ⌄

>60.0% SCHOOL GOAL

Not in Special Education — 32%

In Special Education — 5.9%

\# ≣ ∿ ▍

- Nearly zero of our students with disabilities were proficient on the ELA or Math SBAC test.

Needs Analysis:

There is clearly a need for continued Professional Development in implementing CCC with fidelity, at ALL grade levels, Culturally Responsive Teaching and Learning, and Designated and Integrated ELD instruction. More structured opportunities for Speaking and Listening must be pursued by the teachers, along with specific information about the gaps that each of these ELD students have in terms of their English proficiency. Teachers must use formative assessments to direct instruction directly at the needs of our struggling learners, certainly our EL learners to ensure that these students do not become Long Term EL students.

The rotations to group our ELA and our EL learners must continue. It is too easy to ignore their needs when surrounded by other peers, especially when those peers are capable of dominating the conversations that must happen around academic topics. Further, the curriculum used in the RSP room must both support our kids with disabilities to achieve their goals, but also allow them to keep pace with grade level concepts and standards. The data shows that our students with disabilities are not being successful enough in our classrooms.

Further, a way to provide math intervention is a must. It is recommended that the principal use the master schedule to carve out time from some corner to provide small group intervention focused on math, whether in the classroom or in the Title 1 lab.

Site Goals, Actions, and Metrics (LCAP Goal 2)

Data Driven Improvement Timeline:
- August   Implementation
- October   Assess & Adjust with Leadership groups including SSC
- January   Assess & Adjust with Leadership groups including SSC
- April   Assess & Adjust SPSA for following year

Site Goal A	Improve number of EL students becoming Fluent English learners.		
Metric(s) to Assess Impact	ELPAC scores		
#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
2.A1	Create Master Schedule to support ELD rotations and continue to implement a 30 minute ELD rotation 4 or 5x per week Utilize best practices and appropriate curriculum consistently for EL students.	Principal Title 1 teachers	ELD students	
2.A2	Create Fall and Spring PD opportunities for teachers to engage with District EL coaches	Principal District ELD coach	ELD students	
2.A3	Conduct walk through observations focused on EL strategies being implemented in classrooms	Principal Vice Principal District ELD coach	ELD students	

Site Goal B	Improve achievement rates on SBAC by 10% overall, 15% for African American students and students with disabilities		
Metric(s) to Assess Impact	SBAC - ELA and Math, ESGI and Star Renaissance		
#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
2.B1	Bring in staff trainer for Culturally Responsive Teaching and Learning.	Principal	African American students	

#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
	Explore book study over summer or the school year.			
2.B2	Adhere to CCC lesson guides and train RSP teacher on the curriculum to support.	Classroom teachers Principal Title 1 teacher	African American students Students with disabilities	
2.B3	Create Master Schedule to ensure that students with disabilities are being supported as much as possible towards achieving grade level standards.	Classroom teachers RSP teachers Principal Title 1 teacher	Students with disabilities	
2.B.4	Continue with STAR lab to support all students in a schoolwide RTI model for reading acceleration.	Title 1 teachers Title 1 paraeducators Principal ELD para	All students	
2.B.5	Continue to implement STEAM lessons in STEAM Studio, bring more lessons to classrooms.	STEAM teacher	All students	

Site Goal C	Improve math achievement
Metric(s) to Assess Impact	STAR Renaissance scores, SBAC Math scores

#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
2.C1	Use Master Schedule to carve out math intervention minutes either within the classroom or as a part of a grade level rotation.	Classroom teacher Leadership Principal Title 1 teacher	All students	
2.C2	Ensure RSP program is using replacement curriculum and keeping up with grade level standards, or supporting students within their cl assrooms.	All teachers RSP teacher Principal	Students with disabilities	
2.C3				

Planned Improvements in Student Performance:
LCAP Goal 3 - Support parent/guardian development as knowledgeable partners and effective advocates for student success

⚑ Identified Districtwide Goal 3 Needs

AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students.

- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.

🎯 District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see AUSD LCAP.
AUSD uses the WestEd California School Parents Survey (CSPS) to measure LCAP goal 3

Annual Outcome	2016-17		2017-18		2018-19 Target		2019-20 Target	
	District	Site	District	Site	District	Site	District	Site
% of respondents that strongly agree or agree that school actively seeks input of P/Gs before making important decisions	62%	74%	62%	71%	70%		75%	
% of respondents that strongly agree or agree that P/Gs feel welcome to participate at their school	78%	96%	84%	92%	85%		89%	
% of respondents reporting that they have attended one or more school or class event at school	90%	89%	94%	80%	95%		96%	

School Site Analysis and Prioritized Actions (LCAP Goal 3)

Description of CURRENT school actions/services in support of LCAP Goal 3:

Ruby Bridges uses a number of different tools and services to improve parent engagement at our school. First off, we have added a number of communication tools, both pushing out announcements about our school and to also receive information from our community. We use Twitter frequently to communicate school announcements, share our digital newsletter and to share daily highlights of the best parts of our school. Twitter is also a great way to share articles on everything from parent education topics to helpful hints on how to be a better teacher. Schoolwide Remind has also been a great tool at our school for bidirectional communication with parents. The schoolwide plan auto enrolls all immediate family members out of our SIS. It makes it very easy from the principal's From a cell phone, the principal or any teacher can text any family member while out on the yard or from class, sharing good news or constructive feedback on student performance. Remind has also been a great way to get out emergency communication, as many families don't have home numbers anymore to receive an autodialer, nor do they automatically check their emails. An emergency text from Remind can reach almost every family member's phone screen immediately. Lastly, in addition to our online Newsletter through Smore, we have also done a paper copy with a hard copy calendar on the other side. We call these "fridgers," because the calendar can then go up on the fridge for the month! The online Newsletters (sent out via Smore) can go home to multiple family members, no matter where they live, where they are traveling, or who the child goes home with that day after school.

Our school also has two high quality and distinctly different parent education opportunities. This year we had School Smarts, a California PTA affiliated parent engagement and education program. We offered the program at our site in 5 different languages - English, Arabic, Vietnamese, Mandarin and Spanish. In addition to this, we also use FASTalk, which is a parent education program that runs entirely through text messages to our Kinder and First grade families. Parents get a text message on Monday with a topic for the week, a check in on Wednesday about how it is going, and then a survey on Friday to see if the kids learned the topic. According to district family liaison, we are getting about 70% engagement!

Lastly, we also run a series of Title 1 parent workshops throughout the year. This year we had a menu of choices of small breakouts, led by staff for parent education. It was poorly attended, but would have been very beneficial if more families had come.
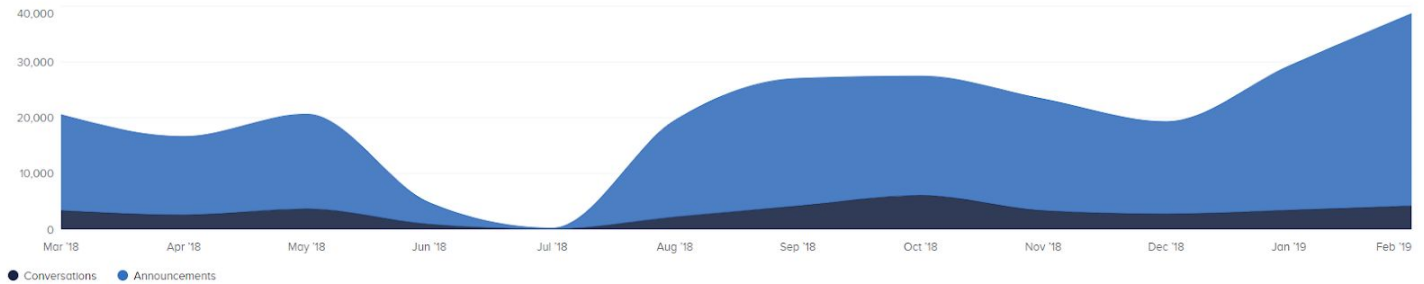
Data Analysis:

- The graph above show the usage for Remind over the last 12 months. You can see that teachers are using it more to share class level information in addition to whole school information. This has been a valuable addition to our school communication system.

This might be the only graph we have to show parent engagement. We need more!

Needs Analysis:

We need to do a better job of surveying our community. We are hopeful that our newly added Parent Liaison can tackle this project. One area we can focus on is creating a group in Remind of just our Chronically Absent families. We can then deliver information straight to their cell phones, and ask them questions using surveys to better understand what is keeping them from having excellent attendance.

Site Goals, Actions, and Metrics (LCAP Goal 3)

Data Driven Improvement Timeline:
- August   Implementation
- October   Assess & Adjust with Leadership groups including SSC
- January   Assess & Adjust with Leadership groups including SSC
- April   Assess & Adjust SPSA for following year

Site Goal A	Send out parent surveys to understand what is working and what is not.		
Metric(s) to Assess Impact	Remind usage totals, surveys		
#	**Actions to Achieve Goal**	**Person(s) Responsible**	**Target Student Group(s)**	**Modifications from Timeline Above (If Applicable)**
3.A1	Create a survey and analyze the results	Parent Liaison Principal	All students	
3.A2	Work with Remind to get smaller more focused classes created, then deliver content to the families. Classes to include EdMo or Chronically Absent.	Parent Liaison Principal	All students	
3.A3				

Site Goal B	Improve SART process to reach more families, including Chronically Absent, not just truant.		
Metric(s) to Assess Impact	Attendance at SART meetings, written submissions		
#	**Actions to Achieve Goal**	**Person(s) Responsible**	**Target Student Group(s)**	**Modifications from Timeline Above (If Applicable)**
3.B1	Work harder to confirm attendance at SART meetings using personalized phone calls and Remind messages. Also schedule meetings at times that parents are able to attend.	Parent Liaison Vice Principal	All students	

| 3.B2 | Create a digital presentation that can be viewed from home for parents unable to attend the school SART meeting. | Vice Principal | All students | |
| 3.B3 | Create a way for families to respond to certain questions if watching digital presentation. Families "check out" by responding after watching, and get credit for attending the SART by doing so. | Vice Principal | All students | |

↗ **Site Goal C**	**Get 100% of families to attend Fall and Spring conferences.**			
📊 **Metric(s) to Assess Impact**	**Sign in sheets from conferences**			
#	⚙ **Actions to Achieve Goal**	**Person(s) Responsible**	**Target Student Group(s)**	**Modifications from Timeline Above (If Applicable)**
3.C1	Continue to use Remind as a tool for teachers to communicate with their families	Principal	All	
3.C2				
3.C3				

Planned Improvements in Student Performance: LCAP Goal 4 - Ensure that all students have access to basic services

⚐ **Identified Districtwide Goal 4 Needs**

A review of Alameda's data in the areas of basic services indicates that, broadly, AUSD is providing students with quality teaching staff, adequate materials, and a safe learning environment. However, it is AUSD's goal to continuously improve the conditions for learning beyond the minimum standard and the district will continue to strive toward maximizing the quality of basic services.

- Maintenance of a highly qualified teaching staff. As specified through the recent differentiated assistance process, the recruitment and retention of qualified Special Education teachers is a particular need.
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

◎ ◎ **District and Site Annual Outcomes**

For full districtwide metrics, including subgroup targets, see AUSD LCAP.

Annual Outcome	2016-17		2017-18		2018-19 Target		2019-20 Target	
	District	Site	District	Site	District	Site	District	Site
% of Teachers fully credentialed and highly qualified	95%		97.9%		98%	100%	99%	100%
% of Teachers qualified to teach English Learners	98.8%		98.8%		100%	100%	100%	100%
% of Teachers appropriately assigned	99%		99%		100%	100%	100%	100%
# of substantiated Instructional Materials Williams complaints per year	0	0	0	0	0	0	0	0
% of School sites scoring at least 'good' using Facilities Inspection Tool (FIT)	100%		100%		100%		100%	

School Site Analysis and Prioritized Actions (LCAP Goal 4)

Description of CURRENT school actions/services in support of LCAP Goal 4:
We are fully staffed and all of our teachers have credentials. Also, we don't ask any of our students to bring materials in on the first day of school, the school provides them all!

Data Analysis:

Needs Analysis:

Site Goals, Actions, and Metrics (LCAP Goal 4)

Data Driven Improvement Timeline:
- August   Implementation
- October   Assess & Adjust with Leadership groups including SSC
- January   Assess & Adjust with Leadership groups including SSC
- April   Assess & Adjust SPSA for following year

Site Goal A	Ensure basic needs are met in all classrooms and across the school.		
Metric(s) to Assess Impact			
# / **Actions to Achieve Goal**	**Person(s) Responsible**	**Target Student Group(s)**	**Modifications from Timeline Above (If Applicable)**
4.A1 **Ensure basic needs are met in all classrooms and across the school**	Principal	All	
4.A2			
4.A3			

Summary of Expenditures to Achieve Site-Specific Goals

[Insert table from excel document ([template here](#))]

Summary of Expenditures to Achieve Site-specific Goals									
		Expenditure Amount							
Action Number(s)	Target Student Group(s)	LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	Title 1	Magnet/ Innovative	PTA/ Donation	Expenditure Type	Notes
1.A.1, 1.A.4, 1.B.2	AA, SWD, SED, All		$57,500.00					2000 3000	Intervention Lead
1.A.3, 2.A.1, 2.B.2, 2.B.3, 2.B.4, 2.C.1	AA, SWD, SED, All				$155,700.00			2000 3000	Title 1 teachers (1.4 FTE)
2.B.5	All				$10,000.00	$118,416.00		2000 3000	STEAM teacher PD opportunities
2.B.1	AA				$10,000.00			2000	Summer book study and PD
2.B.4	UND				$45,000.00			1000 3000	Title 1 paraeducators
2.B.4	ELs		$11,100.00		$20,000.00			1000 3000	ELD para
3.A.1, 3.A.2, 3.C.1	All				$3,500.00			5000	Remind
2.C.2	SWD				$2,500.00			2000	subs for RSP and gen ed teacher collaboration
	TOTAL	$0.00	$68,600.00	$0.00	$246,700.00	$118,416.00	$0.00		

Categorical Funding Summary

Categorical and Supplemental Program Funding Included in this Plan

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

Title 1 Program Component	**Allocation**
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$ 197,600
Title I, Part A: Alternative Supports Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$ 63,383
Title I, Part A: Program Improvement - Professional Development Purpose: Improve teaching and learning at schools within districts that have been identified for Program Improvement (PI)	$ 31,509
Total amount of federal categorical funds allocated to this school	$ 292,492

School Site Council (SSC) Membership

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Gender	Race/ Ethnicity	Primary Language	ROLE*
Maria McKinney	F	African American/ Samoan	English	Parent/Guardian
Brian Hemberg	M	White	English	Parent/Guardian
Fawn Treme	F	White	English	Parent/Guardian
Andrea Doherty	F	White	English	Parent/Guardian
Ben Lundholm	M	White	English	Other School Staff
Jesse Woodward	M	White	English	Principal
Mosa Mahlanza	F	African American	English	Classroom Teacher
Lara Weber	F	White	English	Classroom Teacher
Kristin Furuichi-Fong	F	White/Asian	English	Classroom Teacher
Noor Hezam	F	White	Arabic	Other School Staff
#s of members of each category				

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

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter. The council shall be composed of the principal and representatives: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

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

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

Site Validation Questions

1.   Does the SSC composition meet the California Education Code (EC 52852)? If not, what is needed?

Not quite. We had two other parents on the committee, but both dropped through the year. We also need a member to represent our Latino community.

2.   Does the race/ethnic/primary language composition of the SSC reflect your school population?

Not really again. Too many members represent our white population. We need to expand our diversity on the committee.

3.   If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations?

We hear from stakeholders at many different events throughout the year, and receive feedback via a number of different formats like Remind and via emails. We will also be working on some schoolwide surveys now that we have our Parent Liaison in place.

4.   If your school is required to have an English Learner Advisory Committee (ELAC), how was input received from the ELAC in the development of the School Site plan?

 We discussed the LCAP at our ELAC meetings, but unfortunately, didn't get much feedback as not many parents were able to come. We need to continue to do outreach to make sure our EL families are attending at least one of the meetings so we can hear their feedback.

RECOMMENDATIONS AND ASSURANCES

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan

(Check those that apply):

___ School Advisory Committee for State Compensatory Education Programs

_X_ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

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

6. This school plan was adopted by the school site council on: April 30, 2019.

Attested:

Jesse Woodward
Typed name of school principal

Signature of school principal

May 16, 2019
Date

Bryan Hemberg
Typed name of SSC Chairperson

Bryan Hemberg
Signature of SSC chairperson

5/16/2019
Date

APPENDIX A: Special Education Addendum

Question:

Are special education staff members providing support to general education students at your school site?

If so, please provide a description of the ways in which support/services are provided:

Our Special Education staff provide support to our General Education student population through their participation in our bi-monthly COST meetings.

APPENDIX B: Title 1 Schoolwide Program Plan

Guidance for completing the Title 1 Schoolwide Program Plan can be found at:
http://www.cde.ca.gov/sp/sw/rt/ and http://www2.ed.gov/policy/elsec/guid/designingswpguid.doc
Sites can reference elements of the SPSA above in addressing each of the components below.

COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT

Student achievement is assessed annually through multiple measures at the district and state level. Data from the state Smarter Balanced Interim Assessment Blocks (IAB), California English Language Development Test (CELDT) and the new English Language Proficiency Assessments for California (ELPAC), and teachers' assessments of students' reading skills/levels were used to create leveled reading groups K-5. Students in all grade levels attending assigned classes to provide Response to Intervention (RtI) and English language development (ELD) instruction.

This past year, 2018-19, all students received 30 minutes (Rti) of English language arts instruction designed to improve their reading and writing levels and all English learners received 30 to 40 minutes of Designated ELD instruction based on their CELDT/ELPAC levels.

Three years ago, 2016-17, approximately 38 second through fifth grade students attended after school tutoring to improve their basic mathematics skills. Twenty-four of these students increased their scores by 40 to 50 percent. We must figure out how to add mathematics intervention to the school day for the 2019-20 school year.

Beginning in the fall of 2017, Ruby Bridges began implementation of our board-approved STEAM (Science, Technology, Engineering, Arts, and Mathematics) program PreK-5.

The SSC/Title I Advisory Committee reviewed the 2019-20 school plan.

The SSC/Title I Advisory Committee will continue to monitor progress of our STEAM program to educate our families about the program and promote it with the goal of increasing enrollment.

The SSC/Title I Advisory Committee will support the administrator's goal to facilitate a school-wide crisis and earthquake drill.

Our Positive Behavior Support Team completed a school-wide handbook for staff and families that outlines methods for documenting and reviewing discipline data.

We will continue to use data from mathematics benchmark assessments, and Fountas and Pinnell Benchmark Assessments to assess student progress in language arts and mathematics.

Physical fitness tests are given in Grade 5.

COMPONENT 2:   SCHOOLWIDE REFORM STRATEGIES

Our goals for 2019-20 are to continue to implement the newly adopted, English language arts program, Center for the Collaborative Classroom, improve implementation of the Eureka mathematics program, and utilize the English language development coaches to facilitate designated ELD instruction to our English learners. In addition, we will continue implementation of STEAM units that will span one to two weeks. Ninety percent of our staff will have completed STEAM training by the start of school, September 2019. Our STEAM coordinator will continue to assist teachers by creating and modeling lessons.

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

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

COMPONENT 4: PROFESSIONAL DEVELOPMENT

All teachers completed the English language development training provided by district staff.

All teachers attended at least three days of training to implement the Eureka mathematics program that was adopted in 2016, and the CCC ELA program adopted in 2018.

Six new staff members completed the Mindful Practices online course.

Title I staff attended the 2019 Title I conference along with the site administrator.

As of this year, 100% of our staff had access to STEAM Training and 90% have completed the training provided by STEAM Education.

Eleven staff members attended district sponsored sessions to learn how to use interactive whiteboard projectors.

All staff members have received, reviewed, and discussed information provided through a DVD and Mrs. Furuichi Fong, instructions on how to calibrate scoring of the Fountas and Pinnell benchmark reading assessments.

We continue to have an AUSD/AEA waiver that provides for an additional 17 hours per year of collaboration within and between grade levels. In addition, one faculty meeting per month and minimum days are dedicated to professional development activities related to school culture and student achievement.

We are now in year three of our Innovative STEAM Plan. The goal is to improve student engagement, motivation, attendance, and achievement by providing hands-on, student-centered lessons that

promote autonomy, choice, and opportunities for student to construct learning. Five teachers and our Vice Principal attended STEM NEXT Training through the Santa Clara County Office of Education in January 2018. All classroom teachers received professional development from Nancy Baun, a STEAM educator from New York.

Both site administrators attended Leading for Equity in 2018.

Trainer brought in to work with staff on bringing Restorative Practices and Circles to our school over the last two years. Last training from Micki Singer was on Trauma Informed Classrooms, all staff spent one day engaged in this training. AUSD will be conducting further training on RJ for elementary schools during the 2019-20 school year.

Staff came for paid day in summer to learn about new SEL curriculum Toolbox in summer 2018.

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS

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

COMPONENT 6: PARENT INVOLVEMENT

The Ruby Bridges PTA, School Site Council/Title I Advisory Committee, the English Learner Advisory Committee and the site Leadership Team all work collaboratively to provide the following activities designed to strengthen the home-school relationship and ensure that all stakeholders' voices are heard and supported:

The PTA and School Site Council/Title I Advisory Committee conduct open meetings regularly during the school year. The English Learner Advisory Committee meets monthly during the year. These meetings include ample time for parents/guardians to voice concerns and ask questions. The Title I Parent/Guardian Involvement Policy is reviewed and revised annually. The Parent/Guardian-Teacher-Student Compact is also distributed to families and reviewed each year.

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

Parents/guardians are invited to attend morning meetings that are held once a month called PTA cafe.

Parents/guardians help organize the PTA's Winter Crafts Night, Family Heritage Night, Dance a Thon, Auction/Steam event, and Field Day. Our parent liaison, Johanna Schmid will be continuing in her position and will be a huge help in reaching some of the busiest and disconnected families.

Parents and guardians also attend Back-To-School Night, our Annual Talent Show and the Spring Open House. Translation in Cantonese, Arabic, and Spanish is provided.

Our Title I intervention team collaborates with English Language Development staff members to provide family education events twice per year. Since 2010-11, we have received a School Smarts grant from the Peralta District PTA to offer a seven-session Parent/Guardian Academy in English, Arabic, and Spanish.

Report card conferences are held in the fall and the spring for parents/guardians to meet with teachers and discuss their child's progress.

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

Administration held two "Play Dates" on Saturdays to build community among kindergarten students and families over the summer.

COMPONENT 7: TRANSITIONS

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

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

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

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

COMPONENT 8: TEACHER DECISION-MAKING

Ruby Bridges has an active teacher Leadership Team selected by the staff. This team meets twice per month to review data and plan regular teacher collaboration meetings.

The decision to develop an Innovative Plan proposal was determined by teachers and survey results showed that at least 90% of the agreed to pursue the plan and implementation of STEAM prior to the 2017 school year.

Six teachers participated on the English language adoption team two years ago and were instrumental in finalizing the decision to adopt Center for the Collaborative Classroom.

Our Media/Librarian, assistant principal, and Title 1 teachers help determine supplemental curriculum and technology to purchase.

A full-time Assistant Principal meets regularly with the principal to have input into decision making about policies, professional development and other concerns.

Every teacher assumes a leadership role at the school. These include the Leadership Team, School Site Council, PTA Liaison, Student Council, Annual Talent Show Team, Technology, Positive Behavior Support Team, and Parent Education.

The Leadership Team and teachers on the School Site Council actively work with the larger staff for continuous improvement as documented in the School Plan for Student Achievement.

COMPONENT 9: SAFETY NET

Ruby Bridges has a proactive set of components to ensure the success of all students with either academic or social skill challenges. In addition to those mentioned in the SPSA, the following are included in the school's safety net:

See LCAP Goal # 1 for goals and agreements for a range of support services for students

New students and English Learners are given the Fountas and Pinnell Benchmark Assessment and/or the CELDT test when they enter the school.

Teachers use on-going assessments to modify daily lessons and provide in-class intervention through differentiated instruction.

Positive incentives are in place for high academic and social skills improvement through Awards Assemblies held three times a year and monthly awards delivered to classes. Responsible older students have leadership roles at the school, like Peacemakers, Junior Coaches, Student Council, STEAM team, Kinder Crew, etc.

Students receive homework support through two after school programs ~ Camp EdMo (Grades 1-5) and WCDC Child Care (Grades TK-3). Students in Camp EdMo have additional access to Zearn and other computer-based programs in classrooms after school.

Our Title I teachers seek and help coordinate partnerships with organizations that provide tutoring services, such as the Faith Network of the East Bay which has conducted a Reading Clinic for Grade 2 students every Wednesday for over three years. Positive study skills are taught in a variety of ways, including school assignment calendars, goal setting contracts with students and the implementation of Mindful Practices.

COMPONENT 10: COORDINATION AND INTEGRATION

The Coordination of Services Team (COST) and Student Success Team meets twice per month to discuss students' academic and social needs.

The Positive Behavior Support Team (Principal, Assistant Principal, Classroom Teachers, Student Support Provider, Intervention Lead and Parent reps) meets monthly to review student progress and ensure program coordination.

APPENDIX C: Innovative Program Review of Progress - Guiding Questions

Innovative Programs annually complete a Review of Progress process that, effective 2015-16, is consolidated with the SPSA. Following are guiding questions that must be addressed by each Innovative Program within the SPSA, with expanded data and narrative as needed. Next to each question the page(s) are noted where the answer can be found in the body of the SPSA.

When and why did the program start?

The STEAM Education Innovative Program started at Ruby Bridges in August 2017. Over the course of three years, Ruby Bridges staff and community researched ways to improve the educational experience and academic success of the student body. After Wood Middle School shifted to a STEAM school, Ruby Bridges IP team conducted surveys with staff and community to see if STEAM was a viable avenue for innovation. The Board approved the STEAM innovative plan in May 2017 for Ruby Bridges to roll out a 5 year plan.

What is the vision and mission of the program?

The mission of this program is to:

• Provide all learners, regardless of their ability, economic, ethnic, or linguistic background, frequent opportunities to demonstrate learning and strengths through the five, integrated strands of STEAM.

• Develop a dynamic, real-world learning community where all students and adults are valued, respected, and celebrated in a nurturing, global learning environment.

• Through rigorous, school-wide STEAM instruction we help students not only acquire the skills for college & career readiness but also learn to value themselves, and take pride in their accomplishments.

• All students will develop academic and interpersonal knowledge necessary to provide them with optimal success in lifelong learning through a diversified curriculum.

School Vision:

Ruby Bridges Elementary is deeply committed to every student's success and focuses on teaching to the whole-child. To reach our vision of high achievement for all of our students, we will promote a positive school climate that ensures all staff, students, and families feel welcome, safe, and valued. With a positive school culture, we embrace our unique global community and empower every learner to reach his or her educational potential. As a Title-I TK-5 school, we have high expectations for our students—who come from diverse backgrounds—and provide access for students to become the next generation of scientists, engineers, strategists, planners, innovators, and entrepreneurs. We expose students to real life, authentic lessons and projects that challenge their reasoning skills, while enhancing their interests, talents, and strengths. Using STEAM, we give students opportunities to serve in a multitude of leadership roles that promote life skills such as empathy, cooperation, perseverance, self-reflection, and the ability to solve complex problems.

Academic and Socio-emotional learning Goals:

• Reduce the achievement and opportunity gap, especially for English learners, girls, and socioeconomically disadvantaged students by providing access to computer programming (coding) and science based education that includes integration of the arts.

• Increase students' engagement and motivation to learn and apply new skills by focusing on their natural desire to use their hands to creatively build, manipulate, design, and invent structures and products.

• Develop and increase students' confidence and competence in their own problem-solving abilities by teaching them to manage their own behavior, set their own goals, and achieve them.

• Develop students' ability to collaborate, solve conflicts, and learn from their peers by utilizing academically and socially balanced cooperative learning teams.

• Empower students to become curious, critical thinkers who can effectively communicate their ideas and challenge the ideas of others by using their own questions and interests to develop lessons and units of study.

• Develop a growth mindset and intrinsic motivation by encouraging students to take risks and emerging them in the learning activities they are interested in and requires them to look for problems and create solutions.

• Improve transference of knowledge and skills by integrating standards and subject matter to solve relevant, real-life problems.

Critical Teaching Practices:

• Use STEAM classroom management strategies to promote group identity and pride WELCOME: within, everyone, learn, cooperate, observe, makers, and enjoy and THINK: truthful, helpful, inspiring, necessities, kindness

• Develop functional literacy in within the STEAM content

• Involve students in decision making and support independent thinking to develop autonomous learners

• Integrate content, make learning authentic by including use of real life situations

• Foster development of joint/team products

• Extend the time students engage in learning through designed motivated practice

• Use a mix of methods, choices, and advanced technology to make the learning more valuable to students

• Collaboration across grades so the school-wide initiatives and protocols are being fully articulated

• Give students more control over their learning, help students see how new learning connects to them

Year 1:

• Teachers will have attended at least 90% of trainings on STEAM & technology.

• Teachers will have used the LAB a minimum of 10 times during the academic school year.

• Classes will have regular rotation through the Studio with STEAM Coordinator.

• Teachers will visit another teacher to observe how others utilize STEAM in their classrooms.

• Teachers will share out their cohort created STEAM lesson at the end of the year.

• STEAM Coordinator will implement STEAM notebooks for teacher review.

What are the student performance expectations resulting from being a different type of program?

In order to prepare our students to move through their educational career and into the work force, we need to build equitable access to fields often left outside the scope for our students' daily experiences and awareness. While we teach instruction through science, math and technology, the current pace lacks the rigor needed to meet the demands of the 21st century movement towards advanced fields. Research shows that by integrating STEAM as a core to our educational approach, our students will become global citizens, critical thinkers, and literate in these crucial inter-disciplinary subjects. RBE is looking ahead to meet workforce and societal needs for the 21st Century. We recognize that students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication, creativity, and collaboration, often referred to as 21st Century Skills. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge. We will build this foundation with the development of this STEAM program.

How will the program measure progress towards goals?

The school will measure progress towards our goals using surveys with our families, focus groups with our students, and overall scores on major assessments. We will hopefully start a journey towards realizing the best parts of what our school can be, thanks to the implementation of our STEAM and Wellness Center focused Innovative Plan.

How will the school know that students are learning?

The STEAM program will improve student achievement through two key factors: collaboration and engagement. Data suggests that students learn from peers as well as from a lead educator. Collaboration in project based lessons helps students learn from and teach each other to work together to find solutions. Engagement is key to closing the achievement gap.

Grade level collaboration will be crucial in gathering data on the effective practices of the STEAM program. Through benchmark and formative assessments, informal observations, and informal data collection, teachers will evaluate the effectiveness of STEAM in the core classroom. The STEAM Coordinator will work with grade level teams to provide further information on success of student achievement in STEAM lessons.

The student STEAM Notebooks will be used to document students' self-evaluation and comprehension of curriculum covered. The notebooks will guide informal observation assessments for the Core Classroom teacher. It will also help guide the direction of collaboration with the STEAM Coordinator and grade level teams to monitor lesson success and implementation. The STEAM Notebooks will also be an excellent tool to collect data and evaluate an English Learner's experience and ability to process information with visual cues.

What will this look like in the classrooms?

RBE's STEAM curriculum will use art strategies to integrate science, technology, engineering, and math as a basis for improved instructional practices that engage students in a creative process that builds connections to other subject areas. While our curriculum themes will be developed by staff, the teachers and STEAM

coordinator and Media/Librarian will be using the lesson plan design as prescribed during the STEAM education training along with their growing bank of lessons plans. Core units include, but are not limited to; electronics, robotics, mechanics, construction, programming, bookmaking, movement, and fabrication. The STEAM Education training focuses heavily on educator buy-in to shifting into a facilitator role within the classroom. The training will strengthen teachers to feel empowered in teaching collaboratively and adapt learning structures for students to take the lead in learning. Educators instruct within their specialty with co-planned thematic units that everyone contributes to in projects related to the required benchmark concepts and skills. Special times are designated for working on projects, so that as new concepts are learned they can be applied and built upon. The classrooms and common areas become a network of specialty topics in a living and growing discovery place.

How will the school know whether students are engaged?

STEAM education makes learning fun, engaging, and relevant which makes information retention easier. The achievement gap exists because there is a void for learners in enriching experiences and content. If students like the activity and are engaged in the experience, they will learn and retain crucial academic information. Teachers will use informal assessment to observe lessons and work in grade level teams to create engaging lessons for students. Teachers will meet with the STEAM Coordinator to review lessons and plan engagement. Teachers can also use the student STEAM Notebooks to gather data on retention of information and level of understanding.

What will this look like in the classrooms?

As part of their educational experience, students will participate in authentic, real-world experiences with practicing scientists, engineers, and technical professionals at businesses and organizations all over the Bay Area. Curriculum taught in the LAB and the Studio will align with district benchmarks and the Common Core State Standards. Students will also create STEAM notebooks to collect data from lessons in both classroom settings. Within the classroom, all participants will have ways they are advanced and are challenged. In the classroom, their skills are used for leading in some areas while other areas are strengthened through observing and assisting.

Identify the types of data will be used to collect, disaggregate, analyze, and report student performance?

STEAM will be integrated into our MTSS model to strengthen universal access and engage all learners. To increase access, lessons will incorporate multisensory ways of learning: visual, auditory, and tactile. Goals are set across all structures of RBE to ensure commitment and optimal success for students, teachers, and administration. In action, students will create STEAM notebooks to showcase work and complete trimester surveys to demonstrate STEAM understanding. Teachers will analyze lessons and participation in professional learning communities, maintain student STEAM Notebooks in use and storage, and will evaluate academic data from Aeries and monitor performance. The STEAM Coordinator will create trimester surveys for students to assess foundational knowledge in STEAM, will gather data through informal assessment, and meet each trimester with teacher cohorts to evaluate the data collected. Administration will review and provide feedback through data: Assessments, observations, classroom discipline data and student feedback.

How will the program encourage parental and community input and involvement?

Outreach to our community about our innovative program has been initiated through various means. Information has been presented at all family informational meetings such as English Language Advisory Committee, School Site Council, and general membership PTA meetings. Information about the plan proposal is posted on our school website with other links to educational websites that support STEAM literacy. A survey will also be distributed in March 2018 and October 2018 to families through office provided emails, the PTA Facebook page, and our school loop website.

Many members of the RB community are actively involved in seeing the STEAM model become the school's new academic parameters. A small group of parents are currently exploring ways to create and build Nonprofit, Business and Philanthropic Partnerships in STEAM areas. The 1st grade team has developed Learning Circles that work in tandem with professionals from a local Alameda company, Google Makani Power, to teach inter-disciplinary and hands-on lessons.

The current Art Committee and PTA are planning a STEAM Night & Silent Auction scheduled for April 20 to bring engaging and meaningful activities that will highlight the STEAM program. The event will have hands-on activities in all STEAM areas including structural engineering and art theory. Families and teachers are continuing to explore other avenues to build local partnerships and gather funds through grant writing and donation solicitations. The STEAM Coordinator is also planning a STEAM Carnival with a Science Fair component for fall 2019. With a traditional & STEAM based set-up, this event will facilitate students' ability to defend and answer questions about their science fair projects and become an annual community event around STEAM.

Leading for High Performance

How is the stated vision and mission related to student needs, current educational research and the belief that all students can achieve at high levels? Evidence?

The Ruby Bridges staff and families believe the STEAM program will help increase student achievement by addressing our Title I and LCAP goals: 1) eliminate barriers to student engagement, motivation, and (wellness) and the barriers based on ethnicity or socioeconomic status, 2) support all students, including English learners, to become college and work ready, and 3) engage families as advocates for their students' success and consequently, support our efforts to increase and sustain enrollment.

Some of the academic and socio-emotional challenges our school strives to address include increasing the English language arts skills of 183 English learners and about 100 low performing English only students, decreasing disruptive behaviors of students affected by a pattern of low achievement, trauma, or family crises, providing additional resources to challenge students who are advanced, and recruiting families who have the resources and time to support fundraising and participate on committees. In general, our school-wide response to most of these concerns has been to create a K-5 exclusive schedule for Response to Intervention and English language development and provide tutoring during the day and after school, counseling support, professional development to improve English language arts and English language development instruction, positive incentives and leadership opportunities for students, and host evening events to engage our families. As result, we have seen some gains in students' reading levels and less major discipline concerns, but we have not had a measurable impact on our Title I and LCAP goals.

Given these results and the review of research and literature about STEAM, motivation, engagement, and social-emotional learning, it is our belief that this STEAM and Wellness program will increase achievement by providing self-regulation support and school-wide access to project and problem based learning that shows how content is used in the real world. Our Wellness Center is designed to support the well-being of the whole child, and the STEAM training and lessons will help us develop student-centered, integrated, real-life learning experiences that are intrinsically motivating and engaging to all students. Families will be introduced to STEAM lessons throughout this process so that they understand and experience the components that motivate their

children to take ownership of their learning as they begin to see themselves as productive problem solvers, creators, designers, and innovators.

How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence?

The STEAM lessons, common classroom management routines, and peer-to-peer team work help to build on students' strengths, interests, and curiosity, promote critical thinking and problem solving skills, and increase students' competence, confidence, and capacity for life-long learning. In addition, the STEAM framework helps all levels of learners (special education, advanced, English learners, and socioeconomic disadvantaged students) develop 21st century skills required for college career readiness. This is crucial for most of our students whose only access to technological and digital literacy is at school. Many do not routinely go to the public library, have computers or use of the internet in their homes. This is the most equitable pathway toward having them develop perseverance and habits of mind that will be further cultivated as they enter high school and beyond.

To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence?

COST – Coordination of Services Team – meets regularly to discuss individual students needing more support, whether behaviorally, academically or emotionally. Academic issues are dealt with through working with our Title 1 teacher. The emotional and behavioral needs are trickier to address. For students with MediCal, we offer one full time therapist on site to work with families and students. For students without MediCal, we offer two therapists to run individual and small group therapy and skill based groups. We also have started an outreach of the Alameda Food Bank called The Giving Tree, that is open after school to families in need.

To what extent do teachers use a variety of strategies, resources, and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels? Evidence?

Staff at RBE regularly use a variety of experiences to educate their students. Examples include field trips – 5th grade Science camp, 2nd grade takes the ferry to the SF Exploratorium, 1st grade to MOCHA. Students are also encouraged to do work with Kids for the Bay, to learn how pollution impacts the quality of the water in the bay, or the activities included with Alameda County Safe Routes to School – where kids watch assemblies on traffic safety, learn how to get to school on foot or with a bike, and get their bikes fixed for free with the Bike Mobile! Lastly, students also interact with our outdoor garden area, which is a main area of focus for our PTA this upcoming year.

To what extent do teachers analyze data collaboratively? Evidence?

Teachers meet twice every month in grade level collaborative teams to review student assessment and make curricular plans for the week ahead. We also use staff meetings to discuss student performance, including one specific meeting during the 2017-18 school year where we analyzed SBAC scores and picked two focal students to pay extra attention to. We plan to do this again in the upcoming school year.

Theory of Action

Given the current reality, what is the Theory of Action?

Using the mission and vision of Ruby Bridges, the Theory of Action will guide our work toward achieving this vision. In examining and connecting our vision with our mission, it is essential that we build a strong academic foundation for the future success of our students. Research supports that the integration of STEAM helps tie all the subjects to each other in interdisciplinary ways (Jacob 1989). Shifting to a STEAM school perspective also allows RBE to further apply the tenants of the AUSD mission and vision. By aligning our Theory of Action with District initiatives, we can raise the bar and optimize our enrollment to support and guide overall social, emotional, and academic growth. In order to provide nurturing and supportive environments, we will continue to utilize school wide implementations of the AUSD adopted programs: Positive Behavior Interventions and Support, Everybody Belongs Here, and Response to Intervention (RtI).

Based on the data and Theory of Action, what are the SMARTe goals for student performance in ELA and math?

Our goal now is to improve proficiency rates for our students by 20% for the 2019-20 SBAC assessment.

Based on the data and Theory of Action, what are the SMARTe goals for closing the access and achievement gap?

We would like to see our achievement gap shrink, with a significant rise in the proficiency rates for our African American, Latino, EL and SpEd students. We think our STEAM Studio will give these groups of students better access into the academic areas, and improve their engagement in their own learning and assessments.

Improving our Teaching Practices

Describe, summarize, and analyze the identified data related to student academic achievement.

Teachers analyze reading levels in K – 5th grade, gathered via Fountas & Pinnell reading assessments, CELDT and/or ELPAC information around EL classification, and SBAC scores at the end of the year for students in grades 3-5. Students receiving Special Education supports also receive triennial assessments in whatever areas they receive support in, in addition to the Psychoeducational assessments provided by the psychologist.

Comment on the allocation and usage of resources based on data analysis.

Most of the money from the IP goes towards paying the salary of our STEAM Studio teacher. This seems like a legitimate use of this money, as without the teacher, we would not have a program. As the program spreads to the classroom, as the culture of the school picks up STEAM expectations in all classrooms, and as new hires are brought on with specific knowledge, skills and passions around this area, the program will only get better.

How do teachers use data findings to modify teaching practices to improve learning outcomes?

Small group instruction based on F&P scores is at the heart of the reading instruction at Ruby Bridges. Students are moved within classrooms in our STAR time, and within groups inside each

classroom as their scores come up or stay flat. Individual students academic holes are filled in through the analyses of these assessments.

What effective strategies are used to evaluate student learning and engagement?

It is clear when one walks into a room whether or not the students are engaged. It is also clear that there is no deeper level of engagement happening on our campus than the engagement found in our STEAM lab. Some of the most challenging students will be putty in the hands of our STEAM teacher during a STEAM lesson, as engaged as our best and brightest students. Why, you ask? The properties of the STEAM classroom include structured group work, hands on activities, capabilities for students to get up and move if they need to, flexible seating, and a teacher who knows when to allow students to be verbally engaged in an activity.

The SBAC scores on the year end assessment are what the school is looking to right now to show evidence of student learning. We are very hopeful that with our STEAM Studio integration, our scores will be going up significantly.

How are teachers provided feedback on instructional practices to improve instruction?

The principal and vice principal meet with all teachers at the beginning of the year to go over teacher goals for the year. About half of all teachers are on evaluation cycle each year, so administrators dedicate time to visit their classrooms and observe lessons, providing feedback afterwards to improve their practice. Teachers also have access to math and ELA coaches, who can visit their classrooms whenever requested. Lastly, teachers can also voluntarily enter PAR – the Peer Assistance and Review program, and get another teacher as a coach to help them improve their practice. New teachers also have access to a BTSA – Beginning Teacher Support and Assessment coach to help improve their practice.

How is the program's theme integrated into your teacher practices and learning outcomes?

Every teacher collaboration period is themed around STEAM integration. New projects must be discussed in teacher teams and turned in to the principal for review during these collaboration sessions.

Findings and The Road Ahead
Identify and discuss significant accomplishments.
• Converted classroom 401 into the Studio, a makerspace for all students; June 2017
• Converted classroom 402 into the LAB, a clean room for teachers; August 2017
• STEAM Coordinator was hired; August 2017
• 90% of Teachers received online professional development to develop STEAM school-wide systems
• PTA & STEAM Coordinator hosted the STEAM Night & Auction fundraiser; April 20, 2018
• Established a schedule rotation for all LAB and Studio classes
• PBIS implementation of Star card system and Class Dojo in Studio time
• Full implementation of Wellness Center in room 301
• Hired Intervention Lead full time to run Wellness Center, organize MTSS and run COST meetings.
• Moved Student Support Provider and one noon supervisor into Wellness Center at lunch to provide alternative recess options for students who need it.

What learning and surprises emerged?

Students K-5 are currently being given a survey which is gathering information on student response to STEAM Studio time and effectiveness. Students as young as 5 years old can clearly state what STEAM stands for and what excites them about STEAM learning. Results for informal assessments are still being collected. The most exciting part of STEAM implementation is that all students, regardless of behavioral needs or learning pace, are finding ways to be engaged in the Studio and lead other students! It is also exciting to see the excellent projects being created in the LAB by teachers through FOSS, engineering, arts, and other STEAM extensions.

Similarly, students report loving the Wellness Center. The work to add in new SEL curriculum Toolbox to our classrooms has had limited success, as it hasn't been fully realized in all classrooms. However, the concepts have clearly reached the school, and the Wellness Center is at the heart of the SEL focus for the school.

Identify and discuss the areas that need improvement. Why?

STEAM notebooks have been difficult to start. Teachers already have a functioning science notebook or journal in the classroom. Starting another, separate notebook has proven tedious and unnecessary. The STEAM Coordinator is working with teacher cohorts to find a better solution to the two-notebook system currently in place.

Teachers are struggling to find ways to implement STEAM lessons with the shift to the new ELA adoption, Center for the Collaborative Classroom, and the amount of time it requires to implement that district-mandated curriculum each day. Also, STAR Time (the Title-I intervention reading program specific to Ruby Bridges), FOSS Science, ELD instruction and Eureka Math all take a significant amount of implementation and planning time for teachers, and adversely affect teachers' ability to create and teach STEAM lessons on a daily and weekly basis.

The LAB has been difficult to get into teacher rotations. As stated above, time is limited for STEAM lessons, so many teachers are not meeting the goal of using the LAB 10 times in Year 1 of implementation. Teachers who do utilize the LAB are struggling to store projects and leave out items to return to complete, as there is no shelving or counter space to leave working projects for safe keeping.

The STEAM Carnival was unable to come to fruition and has been postponed until Fall 2019. The PTA and STEAM Coordinator are working to host the 2nd Annual STEAM Night and Auction fundraiser in April, but no date was able to be set for a spring carnival. Moving the STEAM Carnival to the early fall will be a better fit in the overall yearly calendar.

The staff is in need of more Professional Development in the coming school year. The online training from STEAM Edu was a good foundational start to the theory of STEAM teaching, but it lacked the training in writing STEAM lessons across subjects. Teachers would like more PD opportunities in the fall specific to STEAM implementation.

Given the successes and mistakes this year, what will be changed next year? How will things be done differently?

We will continue to work in second half of the Innovative Plan, to include our Wellness Center. This space, dedicated to students needing a break from the emotional and academic demands of the classroom, will be fully operational from the start of the 2019-20 school year, staffed by the Lead Interventionist and full time Student Support Provider. The space will have calm down zones, a space for small group meetings, and activities for students to do while on indoor structured recess.