SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

2017-18

RUBY BRIDGES ELEMENTARY

CDS Code: 01611190111765

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Date of Last Revision	April 24, 2017
Date of BOE Approval	

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.

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SCHOOL PROFILE

School Mission and Vision

<u>**Our Mission**</u>

The mission is 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.

<u>**School Vision**</u>

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 kindergarten 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 huge array of students' photos that surround the walls. 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, created the wildest hairstyle 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 three neighborhoods, Alameda Point Collaborative, Coast Guard Housing, and the Summer Home and Esperanza apartments while the lowest percentage live in the Bayport neighborhood 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 have traditionally used our Title I funds to hire two reading intervention specialists and a part-time counselor, provide professional development for teachers, and to purchase books and materials. We regularly have about 100 to 130 kindergarten through fifth students who struggle with learning to read 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. We also used our Supplemental Education Services funds to hire 6 consultants who provide intense reading instruction to small groups of students in second through fifth grades and 4 classroom teachers who tutor students in mathematics after school. 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 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 develop an Innovative Plan that will be presented to the AUSD School Board on this spring. The purpose of this plan 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 fix students' weaknesses 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 are hoping to have a Wellness Center designed to support the well-being of the whole child, and have all staff receive STEAM training. 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.

School Website: rubybridges-alamedausd-ca.schoolloop.com

School Accountability Report Card (SARC) link: http://www.doc-tracking.com/screenshots/Serve/4550/.

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 2: Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
Support all English Learners in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
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.

Instructional 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, 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 justice, culturally responsive curriculum and instructional strategies
Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and co-teaching 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

GOAL 1: Eliminate barriers to student success and maximize learning time	
DISTIRCTWIDE	**Identified districtwide 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
	Metrics used to evaluate progress towards goal:
	Chronic Absenteeism: Percentage of students who have missed 10% or more of school days to date in a given year Daily Attendance: Percentage of students who have attended 96% of more of school days to date in a given year Suspension Rate: % of students who have been suspended at any time during the current year in district Expulsion Rate: Percentage of students who have been expelled during the current year Student Perception of Safety on Campus: Percentage of students reporting that they feel safe at school via California Healthy Kids Survey (CHKS) High School Graduation Rate: Percentage of a given 9th grade cohort that graduate from high school Middle School Drop-out Rate: Percentage of a given 6th grade cohort that drop-out of middle school High School Drop-out Rate: Percentage of a given 9th grade cohort that drop-out of high school
	Districtwide actions/services provided to site to reach goal:
	To reach this goal, the district provides all a broad range of general supports to sites through the Student Services department. These include direct services in the areas of attendance, discipline, and enrollment, and health services. Additionally, sites receive Health Office Assistant (HOA) staffing based on their enrollment, access to psychologists through the Special Education department, and counseling FTE at the secondary grades (6-12). The district provides services to homeless students/families through the staffing of a position serving under the McKinney-Vento title. In 2009-10, AUSD adopted anti-bullying curricula at the K-5 level. This included Caring School Community (CSC) curricular at the K-2 level, Steps to Respect curriculum at the 3-5 level, and supplemental literature lessons focusing on the protected classes. Since 2010, AUSD staff, in collaboration with the LGBTQ roundtable, have continued Safe Schools work to identify area in social studies curriculum that support instruction on protected classes and draft/implement policy focused on equity issues. District resources fund collaboration of teacher leaders to come together and collaborate around Safe Schools work.

	The district's current Positive Behavior Interventions and Supports (PBIS) initiative is part of a broad, long-term implementation of a Multi-Tiered System of Support (MTSS). School sites are divided into three cohorts, with each cohort at a different stage of implementation. Beginning in 2013-14, cohort A entered PBIS training through the Santa Clara County Office of Education (SCCOE). 2015-16 was the first year of full implementation, including services funded through LCFF Supplemental resources. These districtwide actions/services include district coaches, a district PBIS coordinator (.5 FTE), and districtwide mental health provider, and ongoing professional development for site PBIS teams. Funds were also allocated to sites to support Tier 1 implementation (materials, staff hourly, substitute release), Tier 2 implementation (staff hourly and FTE for enacting Coordination of Services Team (COST), and Tier 3 (staff hourly and FTE for Case Management Services). Effective implementation of PBIS transforms school culture and climate, providing students a school setting in which they can academically and socially thrive. Our site is provided the following services to support implementation of PBIS: Active school-wide PBIS team Professional development sessions funded by district office Support and guidance from the district PBIS Coordinator Systems and models used to improve school-wide structures and progress Sites administer the Tiered Fidelity Inventory (TFI) at least twice a year to assure implementation of Tier 1, 2, and 2 PBIS supports. Each site reports current fidelity, recent progress, and goals by end of year for their current tier of implementation. **Our site's current status on the TFI is 75%** The district has also restored and expanded after-school programs in an effort to provide additional academic and enrichment services to those students in most need. These programs have made after-school programming possible at several Title 1-eligible schools that are not eligible for federally-funded after school programming dollars. Our site is receives funding from a federal grant to implement an after-school program, LEAPS.
SCHOOLWIDE	**School goal(s):**
	Increase overall implementation of the TFI Goals: T1, T2, and T3 PBIS elements with fidelity. Increase percentage of students' regularly attending school to maximize opportunities to learn and attend small group, intervention instruction Increase outreach and training for families using tools recommended by Calif. Dept. of Education, such as *Every Student, Every Day: A Community Toolkit to Address and Eliminate Chronic Absenteeism*
	Data used to form school goal(s):
	Tiered Fidelity Inventory, T1, T2, and T3 Discipline records and office referrals Attendance records Record of truancy letters and number of families responding to request to attend meetings

Ruby Bridges Elementary
Alameda, California

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Ruby Bridges Elementary
10/1/2015 - 2/14/2017

■ 10/1/2015   ■ 11/4/2016   ■ 2/14/2017
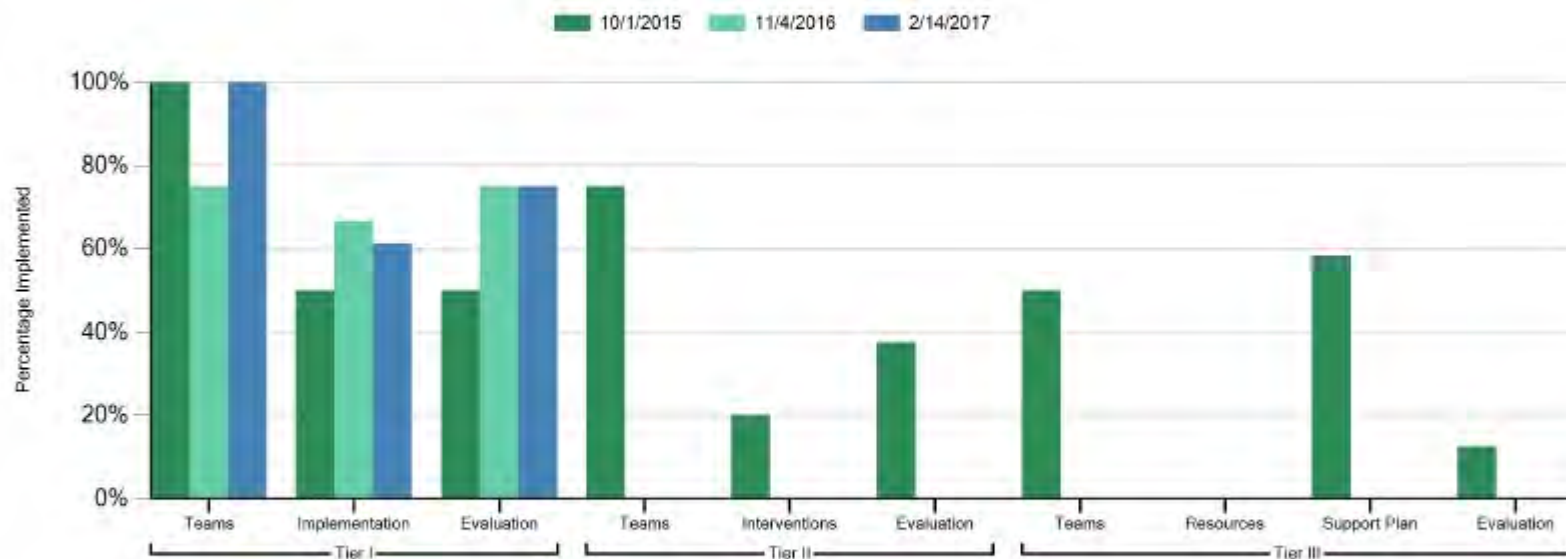
Date Completed	Tier I			Tier II			Tier III			
	Teams	Implementation	Evaluation	Teams	Interventions	Evaluation	Teams	Resources	Support Plan	Evaluation
10/1/2015	100%	50%	50%	75%	20%	38%	50%	0%	58%	12%
11/4/2016	75%	67%	75%	0%	0%	0%	0%	0%	0%	0%
2/14/2017	100%	61%	75%	0%	0%	0%	0%	0%	0%	0%

2017-18 SPSA: Ruby Bridges Elementary School

Goal 1.2: Chronic Absenteeism: % of students with 3 or more unexcused absences

Select school here:
Ruby Bridges

Number & Percentage of Students

Change from Prior Day

District — 4,954 / 49.66% — 0.0%
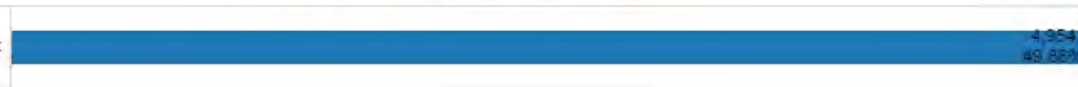
School — 329 / 54.92% — -0.4%

Demographic Breakdown (Select grade level or Sub group) - The bottom two data graphs show information for the school selected above !

SED Status

Students with 3 or more unexcused absences.
■ No   ■ Yes - 3 or more unexcused absences

Breakdown by SED Status

NO — 182 / 49.46% | 186 / 50.54%

YES — 88 / 38.10% | 143 / 61.90%

% of Total Number of Records
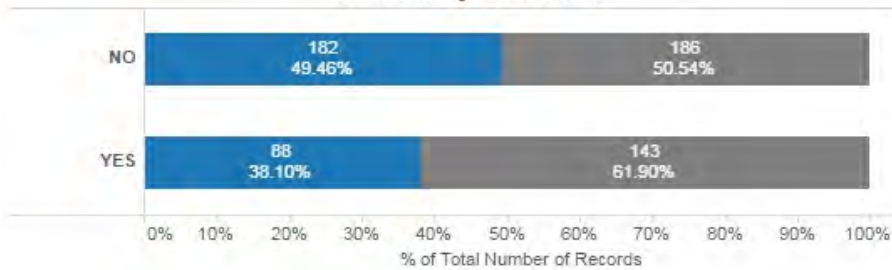
4 Year comparison : % of Students by Year who have 3 or more unexcused Absences
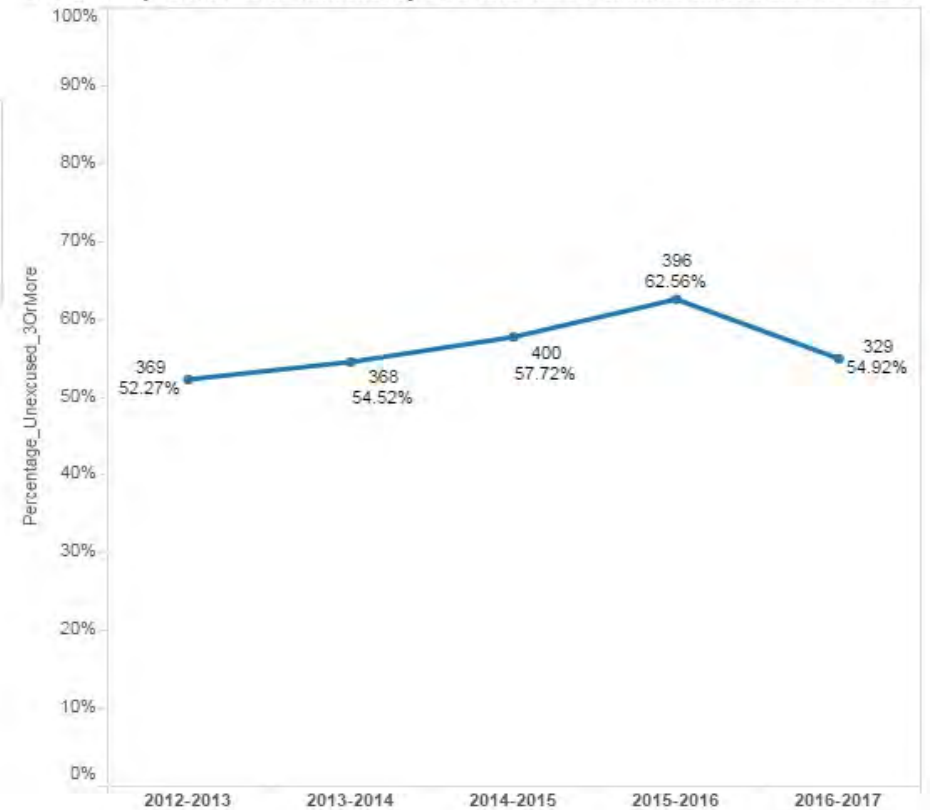
Percentage_Unexcused_3OrMore

2012-2013: 369 / 52.27%
2013-2014: 368 / 54.52%
2014-2015: 400 / 57.72%
2015-2016: 396 / 62.56%
2016-2017: 329 / 54.92%

2017-18 SPSA: Ruby Bridges Elementary School

	Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*
	DATA ANALYSIS: PBIS- TFI ***TFI Tier I*** *Currently our school has reached 100% Fidelity in the subset of Teams in the Tier I of PBIS. Our implementation subset score has improved eleven percent to date to a score of sixty-one percent. In the area of the evaluation subset score, we have increased fifteen percent, our current score is seventy-five percent.* ***TFI Tier II and III*** *Our Tier II and III scores we have not been reassessed since our initial evaluation due to the change of district personal.* ***Discipline Data:*** *Suspensions deprive children of learning opportunities. While there are circumstances where suspension or expulsion would be required, every effort is given to proactively support students to learn how to participate productively and respectfully in our school community and to make good school choices. According to district data, there have been 14 suspensions as of April 25, 2017; this is an increase since last year. Of the 14suspensions, 5 students were in grades 4 and 5; 7-African American, 2-White, 1-Pacific Islander, 2-Hispanic and 2 Multi-Racial; 9 classified as socially-economically disadvantaged and 5 were not; 2-English learners and 12 were not. Actions that result in suspension usually involve fights, bringing an object that could do bodily harm, causing or intending to cause physical harm, and extreme unsafe behavior.* **PBIS Summary:** Under the leadership of the former principal, Jan Goodman, Ruby Bridges had several positive behavior support incentives and methods for including student leadership and connection to the school. Therefore, it took student interviews, disruptive classroom and playground incidents for staff to accept and apply some of the PBIS norms, beginning with the basic agreements: Be Safe, Responsible, and Respectful and at Ruby Bridges, there is the additional agreement, Be a Friend. Nearly 90% of all classroom teachers give students STAR cards when they observe use of the four behaviors. Last summer, a PBIS team met to develop procedures and lessons for teaching school-wide behavioral expectations within the classroom and common areas. All teachers taught the lessons this year. Most classroom teachers have "STAR stories" whereby their students can cash in their STAR cards for inexpensive gifts or opportunities to help in the classroom. A revised Office Referral, hall pass, student reflection sheets, and a system of reporting discipline problems were implemented this year. The PBIS team has been meeting monthly and has been receiving guidance and materials from our district liaison, Catherine Rodecker, and data documenting minor discipline problems has been entered into a system. For the first time this year, staff reviewed the discipline data and received a formal introduction to PBIS presented by Ms. Rodecker. **PBIS Next Steps:** • Establish routine to review discipline data with Leadership Team and staff to analyze, evaluate, and obtain feedback throughout the year • Add classified and parent participation on the PBIS team • Finalize school-wide reward system so that all students regardless of their teacher receives a reward or recognition • Define major and minor behaviors—what should be addressed in the classroom versus the office • Define common and consistent consequences and procedures for undesirable behaviors • Introduce Check-In and Check-Out to staff and work with counseling staff help students develop replacement behaviors • Complete a PBIS handbook for staff and families

- Provided the Innovative Plan is approved, the Wellness Liaison will also support positive behavior support strategies
- Re-introduce Coordination of Services Team (COST) to help teachers problem-solve and develop strategies to address behavior concerns

DATA ANALYSIS: ATTENDANCE
***Attendance Data*:**
Attendance is critical for the success of all children. As a school, we work with families to ensure they understand the importance of consistent on-time attendance and how it relates to academic, social and emotional success. We use district policies and procedures, School Attendance Review Team (SART) and School Attendance Review Board (SARB) to support and enforce on-time daily attendance. Forty-eight percent (287) students have 96% or higher regular attendance, 52% (312) less than 95%.

Site demographics that may have an effect on attendance and achievement data
39.96%, 92 socially economic disadvantaged (SED) students have 3 or more unexcused absences versus
50.41%, 185 non-SED students have 3 or more unexcused absences
*Currently, 67% of our students live in households that qualify for **free/reduced lunch**.*

*Thirty-three percent (**180/545) of our students are English learners,** though our daily enrollment is often around 490, the 545 total represents new students who have enrolled since the beginning of school; 114 of the students are at a CELDT Level 1-3 and 59 of the students are at a CELDT level 4-5; 65 of the students in first to fifth grades are at Level 1 in reading and 49 of the students are at Level 1 in writing; 4 of the students are long-term English learners.*

*Six percent (30) K-5 students have **health concerns** that include asthma, allergies, or diabetes, about 8 students take medication for asthma, ADD/ADHD, diabetes, or have epi-pens at school.*
*Seventy-eight of our students receive **specialized instruction** from resource teachers and a speech teacher because they have Individualized Education Plans: most of the students are in 2nd, 3rd & 4th grades. Thirty-five students have an IEP while forty-three have speech only.*
*Forty-eight students receive **counseling services**; referrals relate to divorce, poor self-concept, loss of a relative, lack of social skills and self-control, homelessness, and other forms of unknown trauma.*

Documentation of efforts to notify families and improve attendance
With the assistance of our office staff, a total of 410 letters were sent to parents/guardians:
186 first time truancy letters were sent re/ 3 or more unexcused absences.
115 second truancy letters were sent re/six or more unexcused absences.
62 third truancy letters were sent re/nine or more unexcused absences.
47 truancy letters were sent re/ten or more unexcused absences.
4 SART meetings were held with parent/guardians; 7 families were referred to SARB
*As an incentive to regularly attend school, teachers reward students with extra recess or extra privileges when **all** students are present and on time.*
Our Student Support Provider and Assistant Principal meet with families who are chronically absent or late and do their best to assist them with an improvement plan.

Attendance Summary

Some of the issues that result in poor attendance include students staying home for days or weeks because 1) they have chronic health problems, 2) some families do not want their children to walk in the rain (from Alameda Point Collaborative), 3) some families have health problems and keep their children home when they are sick, 4) some families keep all siblings at home when one sibling is ill, 5) some families work late night shifts and this makes it difficult for the parent/guardian to get up on time to bring their child to work, 6) some children are being raised by grandparents whose health issues make it difficult for them to get the students to school on time and regularly, 7) some families are homeless and may need to take their children to appointments when seeking shelter, 8) this year we have a chronic problem with "live" lice that affected several kindergarten students, and 9) some families chose to take vacation while school is in session. Since some of the students who have poor attendance are also struggling with learning the grade level standards, they are often referred by their teachers to the Student Study Team. When meeting with the families, these are some of the reasons that state for having their child miss school. One remedy has been to have families sign an Independent Contract for prolonged absences; however, we need other ways to address these barriers to attendance.

Attendance Next Steps

- Host a breakfast or evening refreshments inviting families of students who are chronically absent; help them understand the consequences and develop strategies and support systems to improve
- Work with Alameda Point Collaborative to get their support with communicating importance of getting students to school
- Work with Alameda Point Collaborative to develop an incentive system to encourage students to come to school and work with families to create a community escort system so that students of siblings are not staying home because another sibling is ill
- Issue monthly "Perfect Attendance Awards" to students and the families and "Improved Attendance Awards" to students chronically absent
- Use all family events (conferences, Back to School Night, Awards Assemblies) and school-wide committees (PTA, School Site Council, English Learner Advisory Committee, and volunteers) to review importance of attendance
- Establish "attendance buddies" students that help one another monitor their attendance and get support from teachers and Principals to improve
- Call families of students who are chronically absent once a month to acknowledge their effort to improve attendance
- Obtain free resource, Every Student, Every Day: A Community Toolkit to Address and Eliminate Chronic Absenteeism, http://www.ed.gov/chronicabsenteeism/toolkit for more ideas to address barriers that prohibit regular attendance.

How progress toward school goal(s) will be evaluated:

This year we plan to increase our TFI subscale scores by 15% in each subscale area. We will participate in a mid-year. TFI in January to track progress and again at end of the year in May.

Percentage of families and students' survey reflect a positive school culture, students feeling included and connected to the school.

Percentage of office referrals, minor incidents, and suspensions

Percentage of students chronically absent or tardy

Percentage of families who respond to and comply with agreements to end truancy

GOAL 1: Eliminate barriers to student success and maximize learning time

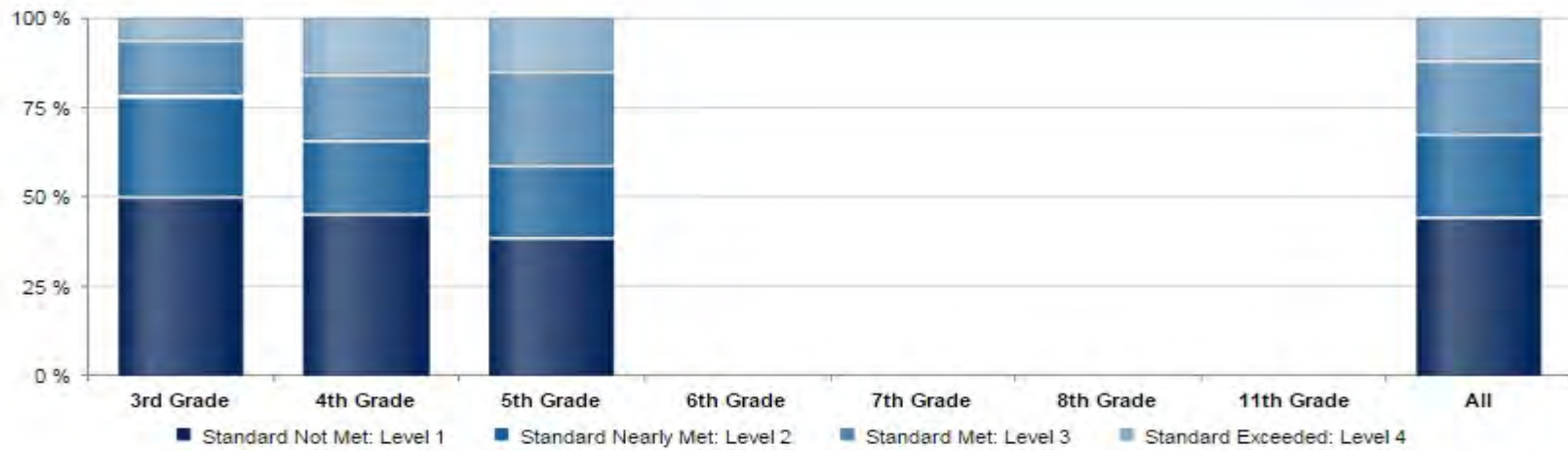| Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
PBIS IMPLEMENTATION **Collect and analyze 2016-17 discipline data** and the Tier Fidelity Inventory and continuously monitor student progress	August to Sept. 2017	Principals and PBIS Team	All	Certificated Hourly	LCFF Base (0001)	$1215
Create a PBIS Handbook for families and students and distribute	Sept. 2017	Principals and PBIS Team	All	Choose an item.	LCFF Base (0001)	On-site copying budget
Create a schedule of explicitly taught school-wide expectations & social skills	Sept. to June 2017 - 2018	Principals and PBIS Team	All	Choose an item.	Choose an item.	0.00
Evaluate current reward system and efforts to recognize positive behavior	Sept. to Oct. 2017	All Staff	All	Choose an item.	Choose an item.	0.00
Evaluate use of current referral forms to improve system for data gathering	Sept. to Oct. 2017	All Staff	All	Choose an item.	Choose an item.	
Student leadership opportunities, e.g., Peacemakers, Student Council	Oct. 2017 to June 2018	Principals and teachers	All	Student incentives	PTA (9046)	$500
Hire a Wellness Liaison to address needs of students who need social and emotional skills and mentoring	Sept. 2017	Principals and staff	All	Professional Services	LCFF Base (0001)	$15,000
Provided funding is available, **hire on-site counseling r**eferrals from teachers	Oct. 2017	Principals and staff	All	Professional Services	Choose an item.	$10,000 TENTATIVE
Hire school liaison to work with families to support improvement with attendance and academic achievement	Sept. 2017	Principals and PBIS Team	All	Professional Services	LCFF Supplemental (0002)	$32,225
Parent Communication School handbook, newsletters, certificates	Sept. 2017	Principals, Office Staff, & teachers	All		LCFF Base (0001)	On-site copying budget
Monitor Attendance Parent/outreach, calls, SART/SARB letters, CAASPP & CELDT scores sent home	Sept. 2017 0	Assistant Principal and Office Staff	All	Postage	LCFF Base (0001)	$600
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GOAL 2A: Support all students in becoming college and work ready

DISTIRCTWIDE

Identified districtwide 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

Metrics used to evaluate progress towards goal:

Percentage of student meeting/exceeding standards on state achievement test (CAASPP) – *including focus on 3rd grade reading strand and 8th grade math performance*

Percentage of students demonstrating proficiency on Early Literacy Survey (ELS) by end of 1st grade

Percentage of graduating class completing Career Technical Education (CTE) Pathway

Number of students enrolled in a Career Technical Education (CTE) Pathway

Percentage of graduating class completing of University of California 'a-g' requirements

Percentage of 11th grade students demonstrating college readiness as measured by Early Assessment Program (EAP)

Percentage of Advanced Placement (AP) Exams taken that achieve a passing mark

Percentage of students enrolled in an AP course

Districtwide actions/services provided to site to reach goal:

The district's broad allocation of services to sites in support of college and work readiness includes the primary resource of all certificated staffing (FTE varies by site) and core curricula. AUSD recently (2016-17) implemented newly adopted math curricular from K-Algebra II, Statistics, and Calculus and is in the process of adopting K-5 English Language Arts (ELA) curriculum with implementation planned for 2017-18. K-8 science has recently been updated through the implementation of NGSS-aligned science materials (FOSS curriculum). Grades 3-12 ELA is supported by the supplemental curriculum Inquiry by Design. 2016-17 also marked the implementation of new Transitional Kindergarten curriculum and the Full-day Kindergarten program.

The district provides a range of supplementary resources and services to increase college and work readiness for all students across sites. These resources/services include, but are not limited to:

Math Coaching to support implementation of new math curricula and CCSS from Kindergarten through Algebra 1.

Professional development and supplemental English Language Arts (ELA) materials through the Inquiry by Design (IBD) curriculum

Next Generation Science Standards (NGSS) implementation support and professional development through the BaySci partnership (affiliated with the Lawrence Hall of Science (LHS)).

Professional Development for teachers of strategic classes via the Strategic Instruction Model (SIM) program

Math and reading intervention software at K-5 (Success-maker)

	Naviance college and work-preparedness tool (software) Software to enhance K-5 content (Discovery Education license) Turnitin software to support high school writing and research Credit recovery software (Cyberhigh license) Starfall and Tumblebook Library (K-5) Schools with Board of Education (BOE)-approved magnet or innovative programs also receive additional funding to support implementation of their programs. Our site receives the following resources to implement our magnet/innovative program: We are hoping to receive about $106,000 Schools eligible for Title 1 funds are provided additional resources to increase/improve services for students. These resources include a per pupil allocation to support the site program, proportional funding to implement staff professional development, and (for Program Improvement sites) Alternative Supports funding to provide targeted academic support to socioeconomically-disadvantaged students. Our site receives the following resources to implement Title 1 programming: $206,580
SCHOOLWIDE	**School goal(s):** Increase student engagement and motivation to learn by integrating 21st century skills through a school-wide Science, Technology, Engineering, the Arts and Mathematics (STEAM) program Implement district adopted English language arts and mathematics curriculum and provide staff with training required to implement effective instruction and intervention Provide English learners appropriate Designated and Integrated English language development instruction Provide Tier 2 and 3 academic and behavioral interventions based on the student data Utilize Multi-tiered Systems of Support (MTSS): PBIS, Coordination of Services Team (COST), and Student Study Teams to determine and deliver appropriate practices and systems to enhance the academic and behavior outcomes for all students **Data used to form school goal(s):** State standardized assessments California Assessment of Student Progress and Performance (CAASPP) Fountas & Pinnel Reading assessment data RtI Intervention data Success-maker data English Language Survey (ELS) K-1 data

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

Legend: ■ Standard Not Met: Level 1   ■ Standard Nearly Met: Level 2   ■ Standard Met: Level 3   ■ Standard Exceeded: Level 4

MATHEMATICS

Achievement Level Distribution

Legend: ■ Standard Not Met: Level 1　■ Standard Nearly Met: Level 2　■ Standard Met: Level 3　■ Standard Exceeded: Level 4

NUMBER of STUDENTS TESTED BY CATEGORY (286 - 289 total)										
Grade Levels			Disabilities	Disadvantaged	Fluent English Proficient and English Only	Gender		English only & English learners		Reclassified
3rd	4th	5th	37	196 (68%)	191 (66%)	Female	Male	English Only	English Learner	17
*105-106-	*79-81	102				*132-134	*154-155	169	95 (33%)	

---Some English learners and students with IEPs were exempt from taking the ELD reading test and took the math test only.

2015 -2016 California Assessment of Student Performance and Progress (CAASPP)

➢ Third Grade: 21% met/exceeded English language art grade level standards, 51% did not

➢ Third Grade: 28% met/exceeded Mathematics grade level standards, 37% did not

➢ Fourth Grade: 34% met/exceeded English language art grade level standards, 46% did not

➢ Fourth Grade: 27% met/exceeded Mathematics grade level standards, 33% did not

➢ Fifth Grade: 41% met/exceeded English language arts grade level standards, 39% did not

➢ Fifth Grade: 25% met/exceeded Mathematics grade level standards, 43% did not

ENGLISH LANGUAGE ARTS (All Students)							
How well do students understand stories and information that they read?		How well do students communicate in writing?		How well do students understand spoken information?		How well can students find and present information about a topic?	
Reading		Writing		Listening		Research	
Above/near met 52%	Did not meet 48%	Above/near met 55%	Did not meet 45%	Above/near met 70%	Did not meet 29%	Above/near met 67%	Did not meet 33%

MATHEMATICS (All Students)					
How well do students use mathematical rules and ideas?		How well can students show and apply their problem-solving skills?		How well can students think logically and express their thoughts in order to solve a problem?	
Concepts & Procedures		Problem Solving and Modeling & Data Analysis		Communicating Reasoning	
Above/near met 50%	Did not meet 50%	Above/near met 52%	Did not meet 47%	Above/near met 59%	Did not meet 41%

➢ At least 50% or more students met or nearly met the standards in English language arts and mathematics.
➢ Highest percentages were in Listening and Research; lowest percentages were in Reading and Problem-Solving.

Achievement Level Distribution Over Time

ENGLISH LANGUAGE ARTS	3rd Grade (2015)	4th Grade (2016)
Mean Scale Score	2388.7	2434.2
Standard Exceeded: Level 4	9 %	16 %
Standard Met: Level 3	28 %	18 %
Standard Nearly Met: Level 2	22 %	20 %
Standard Not Met: Level 1	41 %	46 %

Achievement Level Distribution Over Time

ENGLISH LANGUAGE ARTS	4th Grade (2015)	5th Grade (2016)
Mean Scale Score	2450.6	2478.8
Standard Exceeded: Level 4	17 %	15 %
Standard Met: Level 3	26 %	26 %
Standard Nearly Met: Level 2	18 %	20 %
Standard Not Met: Level 1	39 %	39 %

Achievement Level Distribution Over Time

MATH	3rd Grade (2015)	4th Grade (2016)
Mean Scale Score	2408.0	2442.8
Standard Exceeded: Level 4	11 %	7 %
Standard Met: Level 3	27 %	20 %
Standard Nearly Met: Level 2	25 %	40 %
Standard Not Met: Level 1	37 %	33 %

Achievement Level Distribution Over Time

MATH	4th Grade (2015)	5th Grade (2016)
Mean Scale Score	2460.1	2474.8
Standard Exceeded: Level 4	14 %	17 %
Standard Met: Level 3	26 %	8 %
Standard Nearly Met: Level 2	32 %	32 %
Standard Not Met: Level 1	28 %	43 %

"Please note that the data is populating at the entity level, so the students whose results are shown for the previous year may not be the exact same group as the students whose data is being shown for the current year.
Score ranges for each level are different for each grade, and the standards for the next grade are higher than those of the previous grade. As a result,

students may need a higher overall score to remain in the same achievement level as the previous year. To understand overall performance, consider both the score and the achievement level." (CDE website)

Year Comparison : % of Students by Year who have demonstrated proficiency

	2014 – 2015 California Assessment of Student Performance and Progress toward meeting grade level standards			2015 – 2016 California Assessment of Student Performance and Progress toward meeting grade level standards			
		Met or exceeded	Nearly met and did not meet		Met or exceeded	Nearly met	Did not meet
3rd Grade ELA		37%	63%	3rd Grade ELA	21%	28%	51%
3rd Grade Math		37%	63%	3rd Grade Math	28%	36%	37%
4th Grade ELA		43%	57%	4th Grade ELA	34%	20%	46%
4th Grade Math		40%	60%	4th Grade Math	27%	40%	33%
5th Grade ELA		46%	54%	5th Grade ELA	41%	20%	39%
5th Grade Math		32%	68%	5th Grade Math	25%	32%	43%

➤ While the 2014-2015 percentages were somewhat higher that 2015-2016 percentages, Ruby Bridges was the only AUSD school whereby the 2015-16 percentages were less than 2014-15.

ENGLISH LANGUAGE ARTS (ELA) CAASPP DISAGGREGATED by ETHNICITY

African American - 52		Asian - 67		Filipino - 20		Latino - 48		White (Arabic) - 69		2 or more Ethnicities - 17	
Exceeded	4%	Exceeded	21%	Exceeded	20%	Exceeded	8%	Exceeded	12%	Exceeded	0%
Met	16%	Met	21%	Met	15%	Met	23%	Met	23%	Met	24%
Nearly Met	27%	Nearly Met	22%	Nearly Met	30%	Nearly Met	23%	Nearly Met	20%	Nearly Met	12%
Did not meet	53%	Did not meet	36%	Did not meet	35%	Did not meet	46%	Did not meet	45%	Did not meet	65%

MATHEMATICS CAASPP DISAGGREGATED by ETHNICITY

African American - 53		Asian - 67		Filipino - 20		Latino - 49		White (Arabic) - 69		2 or more Ethnicities - 17	
Exceeded	4%	Exceeded	18%	Exceeded	10%	Exceeded	2%	Exceeded	12%	Exceeded	0%
Met	15%	Met	24%	Met	25%	Met	14%	Met	13%	Met	24%
Nearly Met	28%	Nearly Met	42%	Nearly Met	30%	Nearly Met	41%	Nearly Met	36%	Nearly Met	24%
Did not meet	53%	Did not meet	16%	Did not meet	35%	Did not meet	43%	Did not meet	39%	Did not meet	53%

ENGLISH LANGUAGE ARTS (ELA) CAASPP DISAGGREGATED by ECONOMICALLY DISADVANTAGED

African American - 43		Asian - 45		Filipino - 12		Latino - 33		White (Arabic) - 43		2 or more Ethnicities - 14	
Exceeded	2%	Exceeded	13%	Exceeded	17%	Exceeded	9%	Exceeded	3%	Exceeded	0%
Met	12%	Met	18%	Met	17%	Met	9%	Met	13%	Met	21%
Nearly Met	33%	Nearly Met	24%	Nearly Met	25%	Nearly Met	28%	Nearly Met	25%	Nearly Met	14%
Did not meet	52%	Did not meet	44%	Did not meet	42%	Did not meet	53%	Did not meet	60%	Did not meet	64%

MATHEMATICS CAASPP DISAGGREGATED by ECONOMICALLY DISADVANTAGED

African American - 43		Asian - 45		Filipino - 12		Latino - 33		White (Arabic) - 43		2 or more Ethnicities - 14	
Exceeded	0%	Exceeded	16%	Exceeded	17%	Exceeded	3%	Exceeded	5%	Exceeded	0%
Met	14%	Met	20%	Met	17%	Met	6%	Met	5%	Met	21%
Nearly Met	33%	Nearly Met	47%	Nearly Met	42%	Nearly Met	52%	Nearly Met	38%	Nearly Met	29%
Did not meet	53%	Did not meet	18%	Did not meet	25%	Did not meet	39%	Did not meet	53%	Did not meet	50%

ELA – NOT ECONOMICALLY DISADVANTAGED					
Asian - 22		**Latino - 16**		**White (Arabic) - 29**	
Exceeded	36%	Exceeded	6%	Exceeded	24%
Met	27%	Met	50%	Met	38%
Nearly Met	18%	Nearly Met	13%	Nearly Met	14%
Did not meet	18%	Did not meet	31%	Did not meet	24%

MATH – NOT ECONOMICALLY DISADVANTAGED					
Asian - 22		**Latino - 16**		**White (Arabic) - 29**	
Exceeded	23%	Exceeded	0%	Exceeded	21%
Met	32%	Met	31%	Met	24%
Nearly Met	32%	Nearly Met	19%	Nearly Met	34%
Did not meet	14%	Did not meet	50%	Did not meet	21%

ENGLISH LANGUAGE ARTS - PARENT EDUCATION									
No High School Graduation - 25		**High School Graduation - 61**		**Some College (AA degree)-92**		**College - 76**		**Post Graduate - 26**	
Exceeded	8%	Exceeded	10%	Exceeded	8%	Exceeded	16%	Exceeded	27%
Met	8%	Met	11%	Met	19%	Met	22%	Met	50%
Nearly Met	28%	Nearly Met	23%	Nearly Met	24%	Nearly Met	22%	Nearly Met	12%
Did not meet	58%	Did not meet	56%	Did not meet	49%	Did not meet	39%	Did not meet	12%

MATHEMATICS - PARENT EDUCATION									
No High School Graduation - 26		**High School Graduation - 61**		**Some College (AA degree)-92**		**College - 77**		**Post Graduate - 26**	
Exceeded	4%	Exceeded	11%	Exceeded	7%	Exceeded	10%	Exceeded	15%
Met	12%	Met	13%	Met	12%	Met	22%	Met	35%
Nearly Met	38%	Nearly Met	34%	Nearly Met	35%	Nearly Met	39%	Nearly Met	35%

Did not meet	46%	Did not meet	41%	Did not meet	47%	Did not meet	29%	Did not meet	15%

Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*

DATA ANALYSIS: CAASPP

➢ *While the 2014-2015 percentages were somewhat higher that 2015-2016 percentages, Ruby Bridges was the only AUSD school whereby the 2015-16 percentages were significantly less than 2014-15.*

➢ *The total number of students tested differed by one to two between English language arts and mathematics because English learners who had only been in the country less than 12 months were exempt from taking the reading/ELA portion and some students parents requested that their child only take the mathematics section.*

➢ *At least 50% or more of all students met or nearly met the standards in English language arts and mathematics.*

➢ *Highest percentages were in Listening and Research; lowest percentages were in ELA/Reading and Math/Problem-Solving.*

➢ *In general, the ELA percentages were higher than the mathematics percentages.*

➢ *Fourth and fifth grades had a higher percentage of students meeting the ELA standards than mathematics*

➢ *Third grade had a higher percentage of students meeting the mathematics standards than ELA*

➢ *Over 40 to 50% of the third and fifth grade students did not meet the standards did not met the ELA standards*

➢ *Highest achieving **ELA ethnic groups** are in the following order 1) Asian (67 tested), 2) White (69 tested), 3) Filipino (20 tested),*
4) Latino (49 tested), 5) 2 or more ethnicities (17 tested), and 6) African-American (52 tested)

➢ *Highest achieving **Math ethnic groups** are in the following order 1) Asian (67 tested), 2) Filipino (20 tested), 3) White (69 tested),*
4) 2 or more ethnicities (17), 5) African-American (52 tested) 6) Latino (49 tested)

➢ *Highest achieving **ELA economically disadvantaged** ethnic groups are in the following order 1) Filipino (12 tested), 2) Asian (45 tested),*
3) 2 or more ethnicities (14), 4) Latino (33 tested),5) White (69 tested), 6) African-American (52 tested)

➢ *Highest achieving **Math economically disadvantaged** ethnic groups are in the following order 1) Asian (45 tested), 2) Filipino (12 tested),*
3) 2 or more ethnicities (14), 4) African-American (43 tested), 5) White (43 tested), 6) Latino (33 tested)

➢ *Highest achieving **ELA and Math NOT economically disadvantaged** ethnic groups are in the following order 1) Asian (22 tested),*
2) White (29 tested), 3) Latino (16 tested)

➢ *The higher the **parent education**, the higher the percentages are of students meeting in ELA and Math standards. Most of the parents have had some college or may have completed college; however, one 27 to 39% of their students exceeded or met the standards in ELA and 19 to 32% of the students exceeded or met the standards in Math.*

CAASPP SUMMARY

When discussing the results with the Leadership Team, they believe that the lower scores, particularly in mathematics, were related to a lack of articulation between the K-5 mathematics teaching materials. In 2014-15, all grade levels used the same math curriculum, Expressions Math. In 2015-16, teachers were given a choice to continue teaching using the previous year's curriculum, Math Expressions, or to pilot, Eureka Math which was being considered for K-5 district-wide adoption. The goal of providing teachers with a choice was to obtain input toward deciding which math curriculum to adopt that was adequately aligned with the Common Core State Standards (CCSS). This resulted in some kindergarten to fifth grade teachers choosing to teach using Expressions and others choosing to teach using Eureka. Furthermore, previous to last year, teachers were not using an articulated K-5 English language arts (ELA) program. Also, one of the fifth-grade teachers was on leave at least half of the year 2015-16 and the substitute teacher was unable to provide mathematics instruction that required conceptual and problem-solving skills. The students were compelled to learn traditional procedural methods. And finally, about 25% of the third through fifth grade students who completed the tests included students with low attendance, were receiving special education services and counseling services, and were referred for Student Study Team meetings because of a history of low achievement in reading and or mathematics.

In 2015-16, our school purchased and received training to implement the Lucy Calkins Units of Study for teaching reading and writing. The reason we purchased the curriculum is that teachers did not have an ELA program aligned to the CCSS and we were already using a reading assessment program that was aligned with the Lucy Calkins materials; a common curriculum was sorely needed that could validate and support the reading assessment program. While many of the kindergarten teachers and some first and second grade teachers continued to use the Houghton Mifflin curriculum that was adopted prior to 2009, use of the materials was inconsistent as teachers begin to seek CCSS materials and fifth grade teachers began to implement Inquiry by Design (IBD) for ELA. Inquiry by Design is a method of teaching ELA and has been supported by our district office. In short, a lack of curriculum and standardized methods for teaching ELA and mathematics in ways that meet the Common Core State Standards has been detrimental to our student population.

Demographic Summary

Ruby Bridges' staff is very committed and proud to educate a diverse group of students who represent countries from around the world, speak and or understand over 30 different languages, still celebrate their cultural traditions, and are motivated to learn regardless of barriers beyond their control. Some of those barriers that affect access to instruction and achievement are absences caused by chronic health problems, such as asthma, insufficient time to learn English though being required to take standardized tests, family circumstances that result in students being homeless or in foster care, attending several different schools within one year or different grade levels causing gaps in students' education, and diagnosed and undiagnosed learning disabilities and emotional problems. These may have been some of the same barriers that the students' parent/guardians may have experienced in school which may be part of the reason why 67% of our students' families qualify for free or reduced meals.

While many successful people grew up in high poverty areas and had to overcome challenges based on their parent/guardians' limited incomes, our students seem to face more adverse childhood experiences that impact their motivation, engagement, and achievement. Therefore, it is crucial that our school provide stability, especially with regard to the K-5 teaching materials and strategies, mental health and wellness support services, and data-driven practices to analyze not only intervention results but also the results of hands-on, inquiry based curriculum that includes use of STEAM, Science, Technology, Engineering, the Arts, and Mathematics. Our students, more than any other students, must have access to learning that builds their desire and capacity to complete high school and beyond.

Enrollment Summary

Being a Title I school that was also placed in Program Improvement based on test scores, many of the affluent families within our neighborhood do not chose to attend our school. Some families believe that the instruction is not as rigorous as a school with a high level of low-income students. In addition, the growth of charter schools within walking distance from our school and the cost of living in Alameda has also caused enrollment to decline. From approximately 2013 to 2015, our month-to-month enrollment ranged from 589 to 600. In 2015-16, the number declined to about 545, and this year, our month-to-month total has been around 490. This not only affects staff morale but also our achievement data. We have Coast Guard families, transient families, and families from other states and countries who are enrolled in our school throughout the school year because we continue to have space in nearly every grade level. If the students who enroll in third through fifth grade have an Individual Education Plan, have limited English, and have already attended several different schools, then their ability to achieve grade level requirements on a standardized test is challenging.

Intervention Summary

Seventy-five first grade students passed the Early Literacy Survey and 15 did not. At least 75-80% of the kindergarten students are reading at the end of kindergarten level. This year, 146 students' reading levels were 6 months or more below grade level: 14 kindergarten, 24 first grade, 27 second grade, 32 third grade, 34 fourth grade, and 15 fifth grade students. None of the 146 students receive special education services. As part of our Response to Intervention program, these students were placed in reading groups and received reading instruction based on their reading assessment level. The students were instructed by classroom, Title I, and resource teachers four hours per week. Since our school received a substantial amount Title I, Supplemental Education Services, funds four academic consultants were hired to provide small group reading instruction during the day and 4 teachers and 3 classified staff were paid to provide small group math instruction after school. These sessions began around mid-January 2017 and ended April 28, 2017. Students were monitored as they used Success-Maker, a school-wide computer-based tutorial, for mathematics. At least 95% of the students who received intense support in reading, increased their instructional levels by a minimum of two levels. The levels are based on the Fountas and Pinnell reading assessments. Thirty-eight students consistently attended the after-school math tutoring sessions. Only one student did not make any gains and only three students advanced to a higher-grade level. The remaining students showed gains from 15 to 98%.

Students' Comments about this year's test – Which was easiest or harder, reading or math? EL – English Learner, EO – English Only

- Male, special education EO - *the typing was hard*
- Male, English learner EL:, special education: *-a lot of reading, when I got done, I forgot the beginning. I did bad on the math, the writing and words were crazy, I couldn't understand them.*
- Female, high performing EL – *both (math and reading) were challenging, 44 questions, had to write a lot of paragraphs*
- Female, retained -EL – *reading was hard, some of the words I didn't know, what they meant, like "fiddle", math was good, Ms. Fig. taught us a lot about math, she told us to be careful about the words, I like to type and answer problems with paragraphs*
- Female average performing EO- *math, I got confused, what they told me to explain wasn't right, like to explain what...did wrong but she wasn't wrong, I had questions I didn't understand, I didn't know what it was asking, reading was easier, all we had to do was read passages, we had to fix grammar*
- Male, low performing EL – *they were hard, reading was a little harder, I had to read the questions again and again, math was stuff we learned in class, I had to look back it at, I had to read the questions again and mark them for review, the test was boring, I almost slept*
- Female, average performing EL- *I did better on the reading, I like to read, some problems I didn't understand, I didn't understand what they were asking*
- Male, high performing EO– *reading was harder, the math was easier to wrap my head around*
- Male, low performing EL – *reading was easier, I read or heard the story and just answered the questions, math was kind of hard, you don't know a lot of math, some problems, hard questions asked, I didn't know what they wanted us to do, I had to read the questions over and over again*
- Male average performing EO – *math was sort hard, it was easier to understand specific things, at first I felt nervous, like I said in my head I could do it*
- Female, high performing EO – *I thought the (math) performance was easier because it was based on one type of thing, there were so many questions to do, it was difficult for me, the way they worded the problems made it confusing, I enjoy reading, so reading was best, the reading and writing were less than what I do at home*

CAASPP Next Steps

- Innovative Program: provided the program is approved, follow-through with implementation as written
- Technology: all students will not only learn how to type but also "coding" programming computers
- Assessment: all students will be assessed by the Title I or classroom teachers to monitor fluency and reading comprehension skills. Classroom teachers will be working with the Title I and ELD coaches to differentiate instruction based on individual students' reading levels.
- Curriculum and instruction: all teachers will implement district adopted curriculum
- Progress Monitoring: Reading assessments are administered at least twice a year (fall and spring) to monitor students' fluency and reading comprehension skills as measured by the Fountas and Pinnell Benchmark Assessments. Students are not making progress are assessed more frequently to monitor their growth and determine additional intervention requirements
- English language development: all first – fifth grade English learners will receive the state required 30-40 minutes of ELD instruction.
- Data Analysis: All K-5 and Title I teachers will meet to analyze and review reading data.
- Professional Development: all staff will complete STEAM online sessions
- Partnerships: continued to take advantage of the tutoring services provided by Faith Network; at least 5 training tutors assist lowest performers second graders who struggle with learning to read.

- Subscriptions: used site funds to purchase Learning A-Z online and Scholastics News subscriptions; reading curriculum adapted for multiple levels of fluency and comprehension.
- SuccessMaker: continue using online differentiated instruction & assessment during school hours; students can also use this program at home.
- COST, SST Intervention/retention meetings: hold monthly meetings to monitor and evaluate student behavior and achievement
- Information sharing with PTA, English Learner Advisory Committee (ELAC) and School Site Council (SSC): brainstorms strategies to improve engagement and achievement for all students,

How progress toward school goal(s) will be evaluated:

Percentage of students' ability to work collaboratively and provide written and oral communication achievement of lesson objectives through writing and presentations

Percentage of students meeting district benchmark and state assessment standards

Percentage of students reading at grade level

Percentage of students' responses to survey –anecdotal data about learning styles and ability to perform on assessments
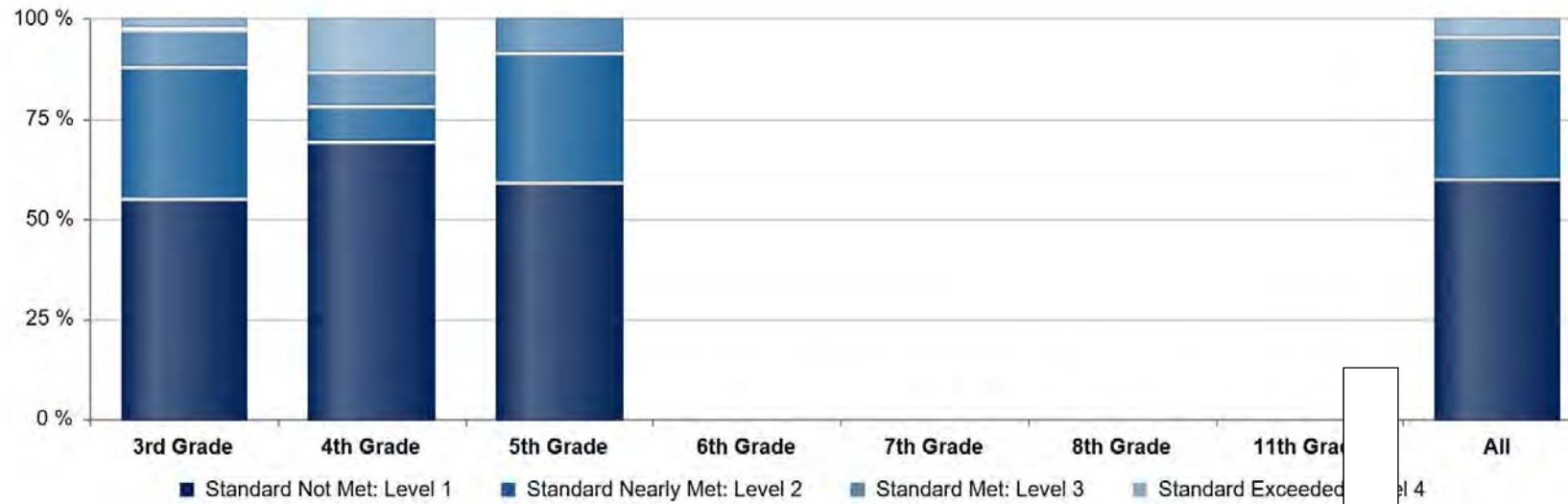
Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
Hire a STEAM coordinator (Science, Technology, Engineering, Art, Mathematics) to support implementation of our Innovative Plan	May 2017	Principals and staff	All	Certificated FTE	Magnet/Innovative (9500)	$85,000 – depends on Innovative Plan (IP) Approval
STEAM PD summer hours to complete online STEAM training by Oct. 2017	May 2017	Principals and staff	All	Certificated Hourly	Title 1 (3010)	$7,560 (7 hours/24 teachers)
Purchase furniture required for STEAM classrooms	July 2017	Principals	All	Equipment	Magnet/Innovative (9500)	$2,211 depends on (IP) approval
Purchase all materials and books required for STEAM lessons	July 2017	Principals	All	Materials and Supplies	Magnet/Innovative (9500)	$2,550 depends on (IP) approval
INTERVENTION SUPPORT Hire guest teachers (substitutes) to cover classes so teachers can attend COST & SST meetings	Oct. 2017-May 2018	Principals and staff	All	Certificated Subs	LCFF Supplemental (0002)	$3,000 (20 days)
READING ASSESSMENT Hire guest teachers so that teachers can complete one-on-one reading assessments	Oct. 2017 – May 2018	Principals and staff	All	Certificated Subs	Title 1 (3010)	$6,600 (two subs for each 22 teachers)
Purchase subscriptions to Scholastic News, Learning A-Z, and			Choose an item.	Choose an item.	LCFF Base (0001)	$3,500
Hire consultant, Faith Network, to provide tutoring services for lowest performing students in second grade	Oct. 2017 – May 2018	Principal and Title I staff	All	Professional Services	LCFF Base (0001)	$3,500

2017-18 SPSA: Ruby Bridges Elementary School

GOAL 2B: Support English Learners (ELs) in becoming college and work ready

<table>
<tr><td rowspan="8">DISTIRCTWIDE</td><td colspan="1">Identified districtwide needs:</td></tr>
<tr><td>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</td></tr>
<tr><td>Metrics used to evaluate progress towards goal:</td></tr>
<tr><td>Annual Measurable Achievement Objective (AMAO) 1: Percentage of students demonstrating annual growth on California English Language Development Test (CELDT)
The California Department of Education (CDE) is transitioning the CELDT to the English Language Proficiency Assessments for California (ELPAC) beginning with pilots in 2016-17 and full implementation in 2017-18.
Annual Measurable Achievement Objective (AMAO) 2: Percentage of ELs scoring proficient on the CELDT
Reclassification: Percentage of ELs moving to Reclassification to Fluent English Proficient (RFEP) status</td></tr>
<tr><td>Districtwide actions/services provided to site to reach goal:</td></tr>
<tr><td>To support implementation of the district's master plan, a significant amount of professional development in the form of site-based coaching and training series began in late 2014-15 and is ongoing. The training series were initially provided by outside trainers (EL Achieve) and are now delivered by district teachers who have been certified as internal trainers. Coaching FTE is allocated based on the number of English Learners at the site. Coaches support the implementation of Designated and Integrated ELD. The districtwide goal is for all ELs to receive the appropriate amount of daily designated ELD instruction at their appropriate proficiency level and for daily classroom instruction to include the appropriate integrated ELD supports. Our site's ELD/Literacy coaching allocation is:
2 English Language Development Coaches

Additionally, at the secondary level (6-12), sites receive targeted FTE above the base allocation to allow for lower ELD class sizes and appropriate scheduling of students by proficiency. Our site receives the following amount of FTE based on our English Learner population:
2.0</td></tr>
</table>

<table>
<tr><td rowspan="4">SCHOOLWIDE</td><td>School goal(s):</td></tr>
<tr><td>Improve English learner achievement
Increase number of students re-designated/reclassified as Fluent English Proficient (RFEP)
All English learners receive Designated and Integrated ELD instruction</td></tr>
<tr><td>Data used to form school goal(s):</td></tr>
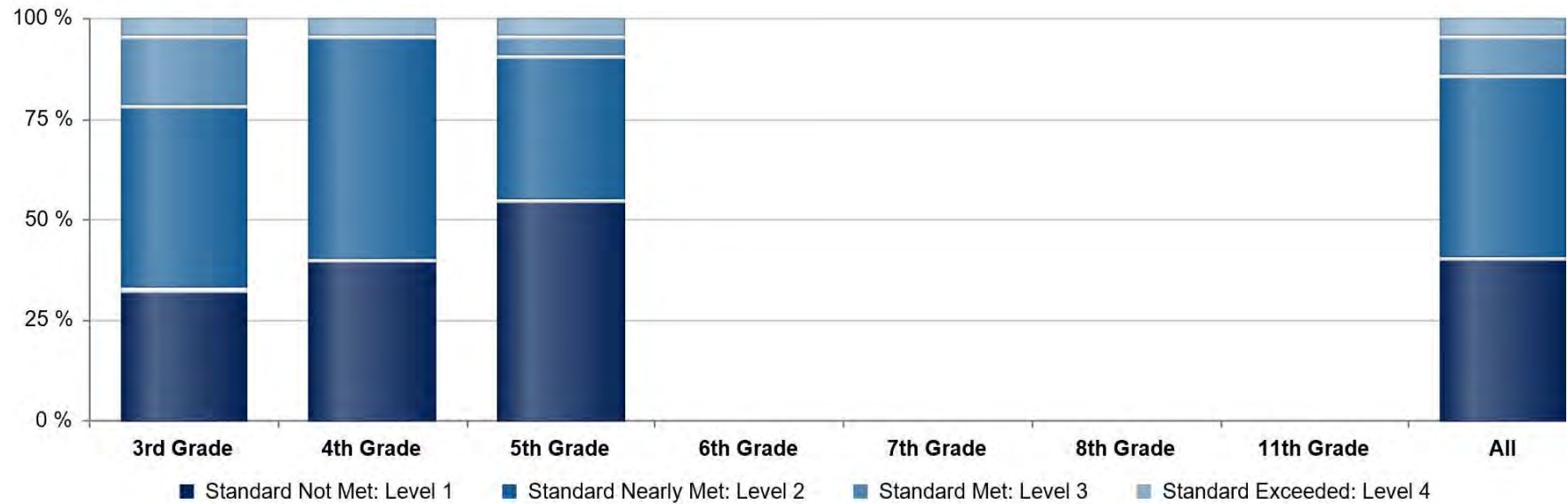<tr><td>Reclassification data
State developed English learner proficiency assessment</td></tr>
</table>

Reading and writing levels
CAASPP scores

Achievement Level Distribution

Standard Not Met: Level 1 ▪ Standard Nearly Met: Level 2 ▪ Standard Met: Level 3 ▪ Standard Exceeded: Level 4

English Language Arts/Literacy Achievement Level Descriptors

Achievement Level Distribution

Legend: Standard Not Met: Level 1 · Standard Nearly Met: Level 2 · Standard Met: Level 3 · Standard Exceeded: Level 4

Mathematics Achievement Level Descriptors

ENGLISH LEARNERS				ENGLISH ONLY				RECLASSIFIED – FLUENT			
ELA – 95 (students)		Math - 96		ELA- 169		Math - 170		ELA- 17		Math - 17	
Exceeded	4%	Exceeded	4%	Exceeded	11%	Exceeded	8%	Exceeded	53%	Exceeded	47%
Met	8%	Met	9%	Met	26%	Met	19%	Met	18%	Met	35%
Nearly Met	26%	Nearly Met	46%	Nearly Met	20%	Nearly Met	32%	Nearly Met	29%	Nearly Met	18%
Did not meet	61%	Did not meet	41%	Did not meet	42%	Did not meet	41%	Did not meet	0%	Did not meet	0%

AMAO 1 - Percentage of ELs Making Annual Progress in Learning English

Annual CELDT Growth Target Annual Measurable Achievement Objectives (AMAO 1) (LCAP 2.9)

AMAO 1 reflects the percentage of ELs making annual progress on the CELDT. There are three ways for ELs to meet the annual growth target on the CELDT depending upon what level they were at on the prior year CELDT. ELs at the Beginning, Early Intermediate, and Intermediate levels are expected to gain one performance level. ELs at the Early Advanced or Advanced level who are not yet English proficient are expected to achieve the English proficient level on the CELDT. ELs at the English proficient level are expected to maintain that level. (CDE website)

AMAO 1 - Annual Growth					AMAO 2 - Attaining English Proficiency					
					Less than 5 years			5 Years or More		
Number of Annual CELDT Takers	Number in Cohort	Percent with Prior CELDT Scores	Number Met AMAO 1	Percent Met AMAO 1	Number in Cohort	Number Attain Eng Prof. Level	Percent Attain Eng Prof. Level	Number in Cohort	Number Attain Eng Prof. Level	Percent Attain Eng Prof. Leve
154	154	100%	102	66.2%	180	63	35.0%	9	---	---

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT

Percentage of student demonstrating proficiency on CELDT (AMAO 2) (LCAP 2.10)

AMAO 2 measures the percent of ELs in a defined cohort at a given point in time, who have attained the English proficient level on the CELDT (CDE website)

Making Annual Progress in Learning English					Attaining English Proficiency					
					Less than 5 years			5 Years or More		
Number of Annual CELDT Takers	Number in Cohort	Percent with Prior CELDT Scores	Number Making Progress	Percent Making Progress	Number in Cohort	Number Attain Eng Prof. Level	Percent Attain Eng Prof. Level	Number in Cohort	Number Attain Eng Prof. Level	Percent Attain Eng Prof. Level
142	142	100%	81	57.0%	148	40	27.0%	30	17	56.7%

Reclassification: Percent of ELs reclassifying to RFEP

Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
535	179 (33.5%)	20 (3.7%)	6 (3.3%)

	Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*

DATA ANALYSIS: English Learners

Documentation of EL students' current 2016-17 California English Language Development Levels

One hundred eighty students were tested.

Thirty-two (18%) Beginning level

Thirty-six (20%) Early Intermediate level

Forty-six (25%) Intermediate level

Thirty-nine (22%) Early Advanced level

Twenty-seven (15%) Advanced level

Documentation of EL students' current 2016-17 CELDT data: increase, decrease, no change

One hundred forty-six (81%) of 180 English language learners had CELDT scores for two or more years

*Eighty/146 (55%) of the students tested **increased** their CELDT levels (e.g. (EI)Early Intermediate to (I) Intermediate)*

*Forty-five/146 (31%) of the students tested did **not change** their CELDT levels, ten (35%) were already at CELDT levels 4 or 5*

*Twenty-one/146 (14%) of the students **decreased** their CELDT level*

*(Five students were **re-designated** as fluent English speakers)*

CAASPP Scores ELL

ELD students have unique language needs that require specialized instruction and supports. Resources and services are matched to the language proficiency of the students. We monitor student progress in reading, writing, listening and speaking on the CELDT. Our goal is for students to progress one CELDT level each year. There are 180 English learners enrolled at Ruby Bridges. Though the majority of the students have basic English speaking skills, some enter our school speaking no English. There are thirty different languages, below is the number of students who speak or are from parents who speak the following languages.

55 Arabic, 27 Spanish, 23 Cantonese, 12 Mongolian,

8 Tagalog, 7 Punjabi, 8 Vietnamese, 5 Tigrinya,

6 Farsi, 2 Bosnian, 2 Korean, 4 Pashto, 1 Italian

2 Amharic, 4 Mandarin, 2 Urdu, 1 Thai

1 Cebuano, 2 Japanese, 1 Ilocano, 1 Telugu

1 Swahili, 2 Nepali, 2 Portuguese, 1 Kosraean

English Learner Summary

Although 66.2% of 180 English learners made progress in learning English, this year (2016-17) only 5 students were reclassified as fluent in English. Now that all regular and support teachers have completed the Designated and Integrated ELD training, at least 10 students should qualify for reclassification next year. This is a reasonable expectation since other AUSD schools with somewhat similar demographics, such as Haight, re-designated 12 students this year. Also, based on the last names of the students who were reclassified at our school and most other schools, very few of those students appeared to be Spanish speakers. When students enter the district, it is not only their CELDT level that has an impact on the amount of time it takes for them to acquire English, their fluency and foundational knowledge of their first language also influences their growth toward becoming fluent. Many of our students' parent/guardians have not learned to speak English and some of them have not learned to read or write in their first language. This makes help with homework challenging and in many cases, not existent. Regardless, our responsibility is to fully implement strategies and practices that make access to learning English achievable. This is one of the reasons we are hoping to have our Innovative Program, STEAM, approved. Students will be able to demonstrate knowledge and learning with less dependence upon language. Working with peers while problem solving and using academic language to show and explain ideas and grapple with designs will support English learners' ability to persist and realize success with learning English. Furthermore, instituting a school-wide program whereby all students are consistently learning how to problem solve relevant, science based issues, will significantly help increase English learner's background knowledge of academic content and vocabulary.

English Learner Next Steps

- STEAM Innovative: provide hands-on project based learning whereby learning and products are more dependent upon creativity, perseverance, and critical thinking than language; language is developed through real-life experiences and collaborative learning
- Student discourse/talk: all teacher provide cooperative learning structures, sentences frames, and sentence starters so that ELs have opportunities to practice academic language daily.
- Implementation of Integrated ELD in the classroom: improve EL students' ability to learn academic language while learning grade level standards and content
- Provide professional development: training & implementation of standards-based ELD instruction.
- 2 ELD Teacher Coaches: utilize coaches to provide training to teachers at least once a month, review and discuss ELD State Standards
- Administration: model and monitor implementation of State Standards in the classrooms
- Purchase bilingual books: develop a library of bilingual books (Spanish, Arabic, Chinese, Vietnamese); literature to read to their children

Action steps and programs to continue to increase students' ability become fluent in English

- 2 ELD Teachers/Coaches: demonstrate lessons, coach teachers, and provide workshops for teachers as needed
- English language development instruction: All EL students in grades K-5 will receive at least 30 to 40 minutes of instruction at least four times a week.
- English Learner Advisory Committee (ELAC): inform families about CELDT scores and provide workshops re/reading and mathematics instruction; ways to support their children.
- English Learner Classes: classes held the days a week on site for adults.
- Parent workshops: provide workshop for ELAC members during monthly meetings

How progress toward school goal(s) will be evaluated:

Percentage of students meeting standards based on the newly adopted state assessment system of English learners
Percentage of students showing improvement in English language arts and English language development standards (oral use of academic vocabulary)
Percentage of students reading at or near grade level
Number of students re-designated/ reclassified as Fluent English Proficient (RFEP)

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
Assess all English learners' level of English proficiency.	August to October 2017	ELD coaches	English Learners	Certificated FTE	Choose an item.	Approximately $170,000 (2 teachers; salaries funded by district)
Assess all English learners' reading levels	September to October 2017	Title I coaches	English Learners	Certificated FTE	Choose an item.	Approximately $222,011 (Title I and LCFF funds)
Provide summer skills workbooks	June 2017	Principals	All	Materials and Supplies	Choose an item.	Approximately $7000 (funded 2016-17)
Develop a schedule to provide designated and integrated ELD instruction K-5	Sept. 2017-June 2018	Principals and Staff	English Learners	Choose an item.	Choose an item.	0.00 (completed during collaboration time)
Develop ELD coach schedule to provide weekly support for teachers	Sept. 2017 – June 208	Principals and ELD coaches	English Learners	Choose an item.	Choose an item.	0.00
Purchase bilingual literature for ELs and their families	May 2017	Principal	English Learners	Choose an item.	Choose an item.	$828 (purchased bilingual books 6/2017)
Provide workshops for families during ELAC meetings: attendance, literacy, STEAM	Sept. 2017 to May 2018	Principals and ELD coaches	English Learners	Choose an item.	Choose an item.	0.00

GOAL 3: Support parent/guardian development as knowledgeable partners and effective advocates for student success

DISTIRCTWIDE

Identified districtwide 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.

Metrics used to evaluate progress towards goal:

Parent Education: Percentage of Kindergarten students with at least one parent/guardian graduating from School Smarts program
Input: Percentage of parents/guardians completing annual survey
Participation: Percentage of parents/guardians at secondary grades participating in parent/guardian university events

Districtwide actions/services provided to site to reach goal:

The district funds a Family Involvement and Community Engagement (FICE) Coordinator that implements a wide range of actions/services in support of parent/guardian engagement. These include the implementation of the elementary School Smarts program and secondary Parent University program. The School Smarts program invites all incoming Kindergarten parents/guardians to take part in a series of educational workshops that teach strategies for helping their child(ren) and school(s) succeed. (Parents/guardians of students in grades 1-5 can also participate) Our site's current participation in School Smarts/Parent University is: To be determined

The district also supports a Teen Parenting program at the continuation high school, providing access to pregnant or parenting teens districtwide. This program also functions as a Career Technical Education (CTE) pathway.

SCHOOLWIDE

School goal(s):

Increase participation of all families from 33% to at least 50%- attendance at events and conferences
Increase parent/guardian knowledge of achievement data and report ratings – follow-up on School Smarts curriculum
Provide basic school information in multiple languages for new families
Provide information about ELA and ELD adopted curriculum to families during PTA, SSC, ELAC
Increase parent/guardian knowledge of strategies to improve school culture

Data used to form school goal(s):

Participation on school-wide committees, such as PTA, School Site Council, English Learner Advisory Committee and volunteers
Parent/guardian education attendance
Intervention meetings: Student Study Team and Retention attendance

DATA ANALYSIS: Parents as Partners

School-wide committees
- *34/490 families returned nomination ballots to vote for School Site Council members (SSC)*
- *All families who were elected to become SSC members are female and parent/guardians of kindergarten students*
- *SSC members represent the ethnic diversity of our school; however, no members are Arabic speakers*
- *English Learner Advisory Committee meetings are regularly attended by 10 or more Muslim and or Arabic, two Latino, and three Asian parent/guardians*
- *Parent/guardians who most often attend PTA meetings are from our most affluent, White or multi-racial parent/guardians; about 20 people attend regularly*

Parent/guardian education
- *School Smarts, about 26 parent/guardians, about 15 Arabic, 3 Latino, 4 Asian, 4 African American completed the training*
- *Back-to-School Night, approximately 160 parent/guardians attended based on sign-in sheets*
- *Family/Student/Teacher Report Card Conferences, approximately 140 parent/guardians attended based on sign-in sheets (Parent Involvement Policy and School-Parent Compact are issued during conferences)*
- *Kindergarten Information Night, 13 families attended*
- *Family Math University, 14 families attended*
- *How Might I Help My Child Understand Mathematics, 30 families attended*
- *New Family Orientation, 18 parents attended*
- *Alameda Family Literacy Class: English as a Second Language 15-20 parent/guardians routinely attended*
- *Let's Read at Home, 16 parent/guardians attended*
- *Newsletters, The Star and School calendar are sent home every week, verbal translation is provided in Arabic*
- *School Family Policy, written translation is made available in Filipino, Chinese, Mongolian, Spanish, and Vietnamese*
- *CELDT and standardized test scores are shared with ELAC and SSC members*

Intervention and Retention meetings: Student Study Team (SST) and Possible Retention
- *Thirty meetings were held with parent/guardians of students who struggled academically and or with managing their behavior*
- *Fifteen meetings were held with parent/guardians of students who were at risk for retention*

STEAM Innovative Plan
- *All stakeholders were introduced to the plan at ELAC, PTA, and SSC meetings*
- *Parent/families had an opportunity to complete an online survey; results from 59 parent/guardians ranked science, technology, reading, and math as areas requiring improvement; and support for overall wellness*

	Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*

Parents as Partners Summary

Similar to other schools that have a higher population of parent/guardians who work two or more jobs or have limited resources, most parent/guardians who can participate on committees are often parent/guardians who have more time, resources, and positive experiences when navigating school settings. This unfortunately this lead a few parent/guardians being responsible for all fundraising and having to lead the all school-site committees. Therefore, we not only need a way to get more families representative of the many ethnicities in our school on decision-making committees but also do outreach to more families who can fill and share leadership positions. We are hoping our Innovative Plan will attract families from our surrounding neighborhood; families who have the social capital to help promote our school, and we are hoping that having all families engaged in STEAM activities will encourage them to view school as a place of learning, a place where they can equally participate and have a voice.

While the goal of some special events is to raise funds, more input is needed from all families about what events might include participation of more families school-wide (families and students in fourth and fifth grades are often absent). For example, the Annual Talent Show attracts a very diverse group of families and students; it has a wider attendance than any other fundraising event. Seeing students on the stage is always a win/win. This year, we had our second Celebration of Arabic/Muslim Culture which included a power-point showing countries representative of our Arabic and Muslim students and those students did a brief performance. This is one of the best ways for students to learn from one another and for families to feel included in the school. Finding ways to get the voices of all audiences is crucial and determining ways to get more families at school remains a challenge. After the School Smarts ended, some of the parent/guardians expressed interest in serving on committees; however, their desire waned overtime which may mean that this community of learners needs to have meetings or support systems throughout the year.

One of the answers may be to go to their community. This past year the principals served ice cream at the Alameda Point Collaborative Back-pack Giveaway. Being visible in the community helps to make administrators appear to be more inclusive and approachable.

In general, about one-third of our families attend evening events and conferences though this information announcing the events along with a calendar is sent home weekly. The auto-dialer is used sparingly so that families know to listen because the message must be important. Workshops tend to draw no more than 20 to 25 parent/guardians.

Parents as Partners Next Steps
- Use all formats: School Smarts, Back-to-School Night, Parent conferences, and Special Events to update and educate parent/guardians about the importance of attendance, provide attendance data
- Use students as ambassadors—they record messages to using auto-dialer
- Calendar two Orientation Meetings for new families in the fall and spring and three data-based achievement workshops
- Survey families to get feedback about ways to increase participation on school-committees and attendance to fundraisers
- Survey families re/what types of workshops they would consider attending
- Meet with Coast Guard and APC families to build relationship
- Update school website to include multiple district-wide resources
- If when system is created, use district-wide newly implemented system for notifying families via text messages

Action steps and programs to continue to support parent/guardian development as knowledgeable partners and effective advocates of student success

- CAASPP Test Reports: results from standardized test sent to parents/guardians
- Report Cards: issued three times a year; students' progress on Common Core State Standards
- Parent-Teacher Conferences: students attend conferences and discuss report card progress
- English Language Advisory Committee (ELAC): provides information re/EL policies and progress
- School Site Council (SSC) monthly: committee of teachers and families who develop school plan
- Coordination of Services Team (COST): site based multidisciplinary team that evaluates and assesses students' and develops and monitors interventions
- Student Success Team (SST), Individualized Education Plans (IEP)/504 and Individualized
- Promotion, Acceleration, Retention, Intervention (PARI) process: meetings held with families to discuss students' lack of progress and to develop goals and strategies to avoid retention
- PTA meetings/ events, monthly: provides opportunity for involvement of parent/guardians
- Fall Back to School and Kindergarten Information Night: introduction to school-wide expectations
- Open House in spring: opportunity to show students' accumulated progress
- Translation: available for parent/guardian meetings
- Homework: record of skills taught in the classroom that should be practiced at home
- Principal/Teacher Newsletters: information re/events, field trips, district news
- School marquee and website: additional methods for families to obtain information
- Robocalls: weekly information provided to families via web-based phone system
- School-Family Compact: agreement between school, student, and families to ensure success
- Parental Involvement Policy: outlines school's responsibilities, services, and goals to support families and student achievement

How progress toward school goal(s) will be evaluated:

Percentage of new families attending School Smarts
Percentage of students regularly attending school
Percentage of families, K-5, that attend conferences
Survey results
Written evaluations from workshop, special meetings

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
Student attendance, intervention, and achievement: Back-to-School, conferences, achievement data workshops, SST and Retention meetings	September 2017-May 2018	Principals and teachers	All	Materials and Supplies	LCFF Base (0001)	On-site copying budget
Outreach and communication: newsletters, calendar, student handbook, emails, Back-to-School Night, New Family Orientations, surveys, special events	August 2017 – June 2018	Principals, teachers, PTA	All	Materials and Supplies	LCFF Base (0001)	On-site copying budget
Parent/guardian education: School Smarts, new curriculum, PBIS, STEAM, information nights	September 2017-May 2018	Principals, Support Staff	All	Certificated Hourly	LCFF Supplemental (0002)	$360
Parent/guardian involvement: Fun-A-Thon, Heritage Night, Winter Craft Night, STEAM Night, Silent Auction, Art-a-la-Mode, Book Fairs	October 2017-June 2018	Principals, all Staff, PTA	All	Materials and Supplies	PTA (9046)	$2500
Evaluation: conduct surveys	October 2017 – May 2018	Principal and PTA	All	Choose an item.	Choose an item.	0.00
Translation services	August 2017 – May 2-018	Principal and PTA	English Learners	Professional Services	PTA (9046)	$400

GOAL 4: Ensure that all students have access to basic services

DISTIRCTWIDE

Identified districtwide 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
Provision of adequate instructional materials
Maintenance of a safe learning environment

Metrics used to evaluate progress towards goal:

Teacher Qualifications
Percentage of teachers fully credentialed and highly qualified
Percentage of teachers qualified to teach English Learners (ELs)
Percentage of teachers appropriately assigned
Instructional Materials: Number of substantiated Williams textbook complaints/year
Facilities Rating: Percentage of facilities scoring 'good' or better on Facilities Inspection Tool (FIT)

Districtwide actions/services provided to site to reach goal:

To support high-quality instructors, the district provides new teachers a high-quality induction program (Beginning Teacher Support and Assistance (BTSA)) and continuing teachers an assistance program (Peer Assistance and Review (PAR)).

Core instructional materials are provided to sites through the Educational Services department. These include:
Annual renewal or replacement materials for adopted curricula
Board-approved materials for new courses
Recent Mathematics curriculum adoptions at the K-5, Algebra/Geometry/Algebra II, Grades 6-8, and Calculus levels.
2017-18 will mark the implementation of a new K-8 English Language Arts (ELA) adoption.
Science curriculum through the Full Option Science System (FOSS) – K-8
Supplemental ELA curriculum through Inquiry by Design (IBD)

School sites are experiencing renovation/repair through regular maintenance as well as recent activity funded through the district's facilities bond. Planned improvements to our site in the coming year include: renovating rooms 401 and 402 to become common areas for K-5 STEAM lessons, adding an adult restroom nearest the Multipurpose Room, and completing general structural and electrical work required for compliance.

S

School goal(s):

District adopted curriculum utilized in all classrooms, K-5
Comply with Williams Act, all students have textbooks
Use collaboration time to share and improve instructional practices
Depending upon available funds, encourage participation of STEAM and Wellness workshops
All teachers attend district-wide professional development days

Data used to form school goal(s):

School Accountability Report Card (SARC) Data
Faculty meeting attendance
Collaboration agendas and minutes
Leadership team minutes
Teacher evaluation

Findings from the data analysis: (*Including reflection on progress in same or similar goal(s) from previous year's SPSA*)

DATA ANALYSIS and Summary of Basic Services
98% of have clear credentials and are highly qualified; one newly hired teacher is in the BTSA program and one special education teacher has been hired as an intern. As of this year, all K-5 teachers received training to teach English learners. Title I teachers continue to attend professional development workshops to improve their ability to teach reading and provide intervention services. One of the Title I teachers is a certified Reading Specialist.
100% of teachers attended district sponsored Eureka Math workshops; all teachers completed ELD training sponsored by district ELD Coordinator
Faculty meetings are held twice a month and used to discuss, review, and make decisions about PBIS and curriculum implementation and achievement results
Leadership Team develops agendas for grade level collaboration meetings held twice a month; this year, teachers complete an agenda and take notes.
Teachers were evaluated as scheduled
All students had access to district adopted curriculum

Basic Services Next Steps
All staff are expected to complete STEAM training by October 2017.
The goal is to develop a solid background about the goals and philosophy of STEAM and how to implement STEAM lessons. Two staff members will receive advanced STEAM training whereby they will know how to write and implement STEAM lessons.
Teachers will also learn how to operate a 3D printer along with lessons for using the printer.
All core materials are ordered for next year and distributed to classes
Collaboration calendar will include time to debrief STEAM and ELA/ELD implementation and data

How progress toward school goal(s) will be evaluated:
• SARC data – credentials of newly hired staff
• All students have core, newly adopted ELA/ELD curriculum
• Teacher evaluations completed as required
• Follow-up of action steps from collaboration meetings
• Leadership Teams' follow-through with collaboration agreements and agendas

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
Teachers attend professional development designed to implement new ELA/ELD curriculum	August 2017 – March 2018	Principals and teachers	All	Choose an item.	LCFF Base (0001)	Paid by district office
All students have required core curriculum	Sept. 2017 – Oct. 2018	Principal, teachers and district office	All	Materials and Supplies	LCFF Base (0001)	Paid by district office
Replace vacant staff positions	June 2017 – August 2018	Principals and district office	All	Choose an item.	Choose an item.	Based on position
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

SITE BUDGET SUMMARY: Discretionary Funding

Ruby Bridges	2017-18 BUDGET							
Budget Summary		63	C112	C113	C114	C122	C135	
Resource	Program	2017-18	Certificated Salaries	Classified Salaries	Benefits	Supplies	Services	Total Budgeted
			Object 1xxx	Object 2xxx	Object 3xxx	Object 4xxx	Object 5xxx	
0001	Discretionary	$ 40,079	$ -	$ -	$ -	$ 18,000	$ 22,079	$ 40,079
0002	LCFF Supplemental Grant	$ 75,235	$ 29,872	$ 25,428	$ 14,232	$ 5,703	$ -	$ 75,235
3010	T1 Part A	$ 206,580	$ 151,249	$ 192	$ 33,263	$ 3,096		$ 206,580
0002	In Lieu of Title 1	$ -	$ -	$ -	$ -	$ -	$ 18	$ -
	Innovative							
	Grand Total	$ 321,894	$ 181,121	$ 25,620	$ 47,495	$ 26,799	$	$ 321,894

CATEGORICAL FUNDING SUMMARY:

Categorical and Supplemental Program Funding Included in this Plan

Check the box for each state and federal categorical program in which the school underlines participates and, 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 underlines participates. If the school receives underlines funding, then the plan must include the proposed expenditures.)

	State/Federal Programs	**Allocation**
X	Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$ **206,850**
☐	Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$ 0
☐	Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	$
☐	Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	$ 0
☐	Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	$ 0
X	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	$ Services/Staff provided by district office
☐	Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement	$ 0
☐	Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students	$ 0
☐	Other Federal Funds (list and describe[1])	$ 0
	Total amount of state and federal categorical funds allocated to this school	$ **206,850**

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[1] For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

SCHOOL SITE COUNCIL MEMBERSHIP – RUBY BRIDGES

2016 - 2017

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the 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	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
*Janet Balsiger and Rassamee Hayes	F	White	English		X			
Karen Bane	F	White	English				X	
Sarah Bo-Linn	F	White	English		X			
Christine Fine	F	American Indian	English				X	
Maria Jose Herrera	F	Latino/Hispanic	Spanish/ English				X	
Eric Leung Assistant Principal	M	Chinese	Mandarin /English			X		
Samuel Rubin	M	White	English		X			
Marabel Tatiana	F	Latino/Hispanic	Spanish/ English				X	
Stacy Tucker	F	White	English				X	
Cheryl Wilson	F	Black	English	X				
*Janet & Rassamee share the position.								
#s of members of each category				1	3	1	5	

See race/ethnicity codes in Aeries

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.

2017-18 SPSA: Ruby Bridges Elementary School

SITE VALIDATION QUESTIONS

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

Yes

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

Yes

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

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?

Yes

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:

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

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.

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

(Check those that apply):

__X_ School Advisory Committee for State Compensatory Education Programs

__X_ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Other *(list)*

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.

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.

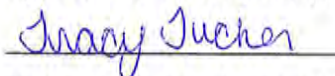This school plan was adopted by the school site council on:

Attested:

Cheryl Wilson

Typed name of school principal | *[signature]* | 5/17/17
| Signature of school principal | Date

Tracy Tucker

Typed name of SSC chairperson | *[signature]* | 5/17/17
| Signature of SSC chairperson | Date

2017-18 SPSA: Ruby Bridges Elementary School

APPENDIX A: SPECIAL EDUCATION ADDENDUM

Question:

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

Yes

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

Our special education staff works collaboratively with general education teachers to provide intervention support for students who are below grade. Depending upon caseloads, special education teachers and paraprofessionals work with some of our lowest performing students who do not qualify for special education. Students who do not have IEPs (Individual Education Plans) and need extra small group support, especially in the area of reading, join pull-out groups to have direct instruction from special education staff. When paraprofessionals are assigned to do push-in support for students with IEPs, other students who may also need extra help can also join the group tutored by the paraprofessional. In short, special and regular education teachers work in tandem as much as possible to improve the English language arts achievement of all students who are below grade level.

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

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 Balance Interim Assessment Blocks (IAB), California English Language Development Test (CELDT), 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, 2016-17, all students received 40 to 50 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 levels.

This past year, 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 developed and submitted an Innovative Plan to the AUSD School Board; our school is planning to implement a STEAM (Science, Technology, Engineering, Arts, and Mathematics) program K-5.

The SSC/Title I Advisory Committee reviewed the 2017-18 school plan.

The SSC/Title I Advisory Committee plans 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 will complete a school-wide handbook for staff and families that outlines methods for documenting and reviewing discipline data.

We will continue to use data from Success-Maker, mathematics benchmark assessments, and reading levels 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 2017-18 are to develop a comprehensive understanding of how to implement the newly adopted, English language arts program, 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 plan to go forward with implementation of STEAM lessons that will include at least two, one or two week units. All teachers will have completed the STEAM training by October. A STEAM coordinator will 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 NCLB. District office reviews teachers' credentials and files with the site managers and maintains required attestation 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.
The first-grade team of 4 teachers attended Handwriting without Tears training.
Kindergarten through third grade teachers attended two to three days of training to improve reading and writing instruction using the Lucy Calkins Units of Study.
Six new staff members completed the Mindful Practices online course.
Title I staff attended the 2017 Title I conference along with the site administrator.
By October 2017, all teachers will have completed the STEAM training provided by STEAM Education.
Four staff members attended district sponsored sessions to learn how to use interactive whiteboard projectors.
All staff members reviewed and discussed information provided through a DVD; the goal was to calibrate scoring of the Fountas and Pinnell 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.
A team of four teachers, one parent, and two Principals wrote an Innovative Plan, STEAM, with the goal of Improving student engagement, motivation, attendance, and achievement by providing hands-on, student-centered lessons that promote autonomy, choice, and opportunities for student to construct learning.

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 four times per 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 and reviewed each year.

A weekly newsletter, The Star, is sent home each Thursday; it includes a monthly calendar and information about special events and activities.

Parents/guardians are invited to attend monthly awards ceremonies to honor student achievement and unique talents that include teamwork, artistic talent, and taking initiative.

Parents/guardians are invited to attend morning meetings that are held twice a month.

Parents/guardians help organize the PTA's Winter Crafts Night, Family Heritage Night and Field Day.

Parents and guardians also attend Back-To-School Night, our Annual Talent Show and the Spring Open House. Translation in Cantonese 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.
Student Success Teams are conducted twice per month to engage 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.

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 LEAPS program which is an after school academic and enrichment p*r*ogram. 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 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 once 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 show that at least 90% of the agreed to pursue the plan and implementation of STEAM.
Six teachers participated on the English language adoption team this past year and were instrumental in finalizing the decision to adopt Collaborative Classroom.
Our Media/Librarian, assistant principal, and Title 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-Pinnell Inventory and/or the CELDT test when they enter the school.

An Individual Intervention Plan is developed for every student who performs below grade level in language arts or mathematics. Parents/guardians meet with the teacher and often the principal, to discuss the plan. Teachers use on-going assessments to modify daily lessons and provide in-class intervention through differentiated instruction.

Success-Maker, a computer based learning tool provides instruction and assessment in reading and math at each child's level.

Positive incentives are in place for high academic and social skills improvement through Awards Assemblies held three times a year. Responsible older students have leadership roles at the school.

Students receive homework support through two after school programs ~ LEAPS (Grades 1-5) and WCDC Child Care (Grades K-3). Students in LEAPS have additional access to Success-Maker 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, School Psychologist, Resource and Classroom Teachers) meets monthly to review student progress and ensure program coordination.