School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Ruth Brown Elementary School
Address	241 North Seventh Street Blythe, CA 92225
County-District-School (CDS) Code	33-67181-6032494
Principal	Cintia Robinson
District Name	Palo Verde Unified School District
SPSA Revision Date	11/16/2023
Schoolsite Council (SSC) Approval Date	11/16/2023
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

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

English Learners, Socioeconomically Disadvantaged, Students with DIsabilities, African American, and Hispanic.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Ruth Brown School will provide extra support through this SPSA through the PVUSD LCAP for the following student groups identified as in need of additional Targeted Support and Improvement: students who are English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, and Hispanic.

School Vision and Mission

Palo Verde Unified School District Mission Statement
Our Mission is to enrich, empower and enhance our students' lives through education.

Ruth Brown Mission Statement
We strive to ensure our students will become proficient in academics, be prepared for further learning, and develop a concept of self worth in the process of becoming responsible citizens who respect others.

School Profile

Ruth Brown School is located at 241 North Seventh Street in the city of Blythe, California in the Palo Verde Valley of the Lower Colorado River Valley region approximately 224 miles (360 km) east of Los Angeles and 150 miles (240 km) west of Phoenix. Ruth Brown Elementary School is part of the Palo Verde Unified School District, which serves an average of 3000 students in three elementary schools and one high school. The district also has a continuation/adult school and a Head Start Program.

Ruth Brown Elementary School serves approximately 614 students in grades TK through eighth grade. Our ethnic breakdown is 71.66% --Hispanic, 11.24%--White, and 10.75%--African American. The percentage of socio economic disadvantaged students is 73.4%. English Language Learners comprise 7.9% of the school's enrollment.

Ruth Brown School has a library, cafeteria with a stage for performances, internet accessibility for all teachers, staff, and students, computers in every classroom, district Life Skills classroom for grades TK-8, Special Education Resource classroom for grades TK-8th, and Special Day classroom for grades TK-4th. All students in grades TK through 8th have a one to one Chromebook ratio.

The staff of Ruth Brown Elementary School is dedicated to providing a well-balanced curriculum with an emphasis on Common Core State Standards. These standards set high expectations for all students. They are rigorous and benchmarked; research- and evidence-based; aligned with college and career expectations; and they build on the foundation laid by individual states. The aim of this state-led initiative is to develop standards that ensure all students are held to consistent expectations that will prepare them for college and career.

The school year includes 180 days of instruction. Classes begin at 8:20 a.m. and end at 3:10 p.m. on Monday, Tuesday, Thursday, and Friday. Wednesdays are our Minimum Days. Classes begin at 8:20 a.m. and end at 12:05 p.m. which allows the teachers to participate in weekly, site-level, Professional Learning Communities (PLCs) from 12:30 to 1:30. The remainder of the day from 1:30-3:25 is for teacher preparation time. Our office hours are 7:30 a.m. – 4:30 p.m.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

SSC members reviewed and approved SPSA plan on 11/16/23

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There are no resource inequities, as Ruth Brown is a Title I school.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.48%	0.65%	2	3	4
African American	10.5%	12.02%	10.75%	63	75	66
Asian	0.5%	1.12%	0.81%	3	7	5
Filipino	0.5%	0.32%	0.33%	3	2	2
Hispanic/Latino	71.1%	70.19%	71.66%	425	438	440
Pacific Islander	0.2%	%	0.16%	1		1
White	14.7%	12.66%	11.24%	88	79	69
Multiple/No Response	2.2%	3.04%	3.91%	13	19	24
			Total Enrollment	598	624	614

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	54	93	89
Grade 1	66	59	58
Grade 2	58	74	62
Grade3	81	50	73
Grade 4	72	78	57
Grade 5	65	64	75
Grade 6	63	70	60
Grade 7	71	69	71
Grade 8	68	67	69
Total Enrollment	598	624	614

Conclusions based on this data:

1. There has been a steady decline in the White student group population.
2. There was a decline in the African American student group population from 2021/2022.
3. Our Hispanic/Latino subgroup is the largest with 71.66% of our total enrollment in 2022/2023.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	48	49	47	8.00%	7.9%	7.7%
Fluent English Proficient (FEP)	27	21	17	4.50%	3.4%	2.8%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. There was a slight decrease in the number of EL students enrolled from 7.9% to 7.7%.
2. There has been a steady decline in the number of EL students enrolled to 2.8%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	83	55	73	0	52	71	0	52	71	0.0	94.5	97.3
Grade 4	71	81	57	0	73	56	0	73	56	0.0	90.1	98.2
Grade 5	66	67	68	0	64	68	0	64	68	0.0	95.5	100.0
Grade 6	63	77	62	0	70	61	0	70	61	0.0	90.9	98.4
Grade 7	68	70	66	0	63	66	0	63	66	0.0	90.0	100.0
Grade 8	69	71	73	0	66	69	0	66	69	0.0	93.0	94.5
All Grades	420	421	399	0	388	391	0	388	391	0.0	92.2	98.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2344.	2347.		9.62	9.86		15.38	12.68		17.31	21.13		57.69	56.34
Grade 4		2383.	2383.		8.22	10.71		9.59	12.50		15.07	12.50		67.12	64.29
Grade 5		2450.	2436.		7.81	7.35		23.44	19.12		26.56	20.59		42.19	52.94
Grade 6		2423.	2443.		2.86	1.64		5.71	21.31		22.86	21.31		68.57	55.74
Grade 7		2479.	2478.		3.17	3.03		17.46	22.73		36.51	19.70		42.86	54.55
Grade 8		2507.	2473.		4.55	5.80		24.24	11.59		24.24	28.99		46.97	53.62
All Grades	N/A	N/A	N/A		5.93	6.39		15.72	16.62		23.71	20.97		54.64	56.01

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.85	5.63		55.77	49.30		40.38	45.07
Grade 4		2.74	5.36		58.90	51.79		38.36	42.86
Grade 5		3.13	7.35		71.88	57.35		25.00	35.29
Grade 6		4.29	13.11		35.71	31.15		60.00	55.74
Grade 7		11.11	6.06		57.14	56.06		31.75	37.88
Grade 8		10.61	5.80		59.09	42.03		30.30	52.17
All Grades		5.93	7.16		56.19	48.08		37.89	44.76

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.69	7.04		34.62	35.21		57.69	57.75
Grade 4		6.85	5.36		38.36	39.29		54.79	55.36
Grade 5		12.50	11.76		45.31	42.65		42.19	45.59
Grade 6		4.29	3.28		34.29	36.07		61.43	60.66
Grade 7		4.76	6.06		47.62	45.45		47.62	48.48
Grade 8		6.06	5.80		48.48	37.68		45.45	56.52
All Grades		6.96	6.65		41.49	39.39		51.55	53.96

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.85	7.04		63.46	66.20		32.69	26.76
Grade 4		2.74	5.36		72.60	69.64		24.66	25.00
Grade 5		7.81	2.94		64.06	73.53		28.13	23.53
Grade 6		4.29	9.84		61.43	70.49		34.29	19.67
Grade 7		6.35	9.09		76.19	68.18		17.46	22.73
Grade 8		9.09	8.70		69.70	65.22		21.21	26.09
All Grades		5.67	7.16		68.04	68.80		26.29	24.04

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.69	4.23		44.23	50.70		48.08	45.07
Grade 4		5.48	8.93		57.53	50.00		36.99	41.07
Grade 5		3.13	5.88		71.88	60.29		25.00	33.82
Grade 6		2.86	3.28		51.43	60.66		45.71	36.07
Grade 7		6.35	6.06		55.56	59.09		38.10	34.85
Grade 8		10.61	5.80		59.09	57.97		30.30	36.23
All Grades		5.93	5.63		56.96	56.52		37.11	37.85

Conclusions based on this data:

1. Students scored the lowest in writing in 22/23. 53.96% of students scored below the standard in writing.
2. Percentage of students who scored above the standards in reading went up to 7.16% in 22/23.
3. Scores improved in Listening.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	83	55	73	0	52	71	0	52	71	0.0	94.5	97.3
Grade 4	71	81	57	0	74	56	0	74	56	0.0	91.4	98.2
Grade 5	66	67	68	0	64	68	0	64	68	0.0	95.5	100.0
Grade 6	63	77	62	0	71	61	0	71	61	0.0	92.2	98.4
Grade 7	68	70	66	0	64	65	0	64	65	0.0	91.4	98.5
Grade 8	69	71	73	0	64	69	0	64	69	0.0	90.1	94.5
All Grades	420	421	399	0	389	390	0	389	390	0.0	92.4	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2360.	2362.		11.54	4.23		11.54	21.13		17.31	16.90		59.62	57.75
Grade 4		2364.	2372.		1.35	0.00		1.35	14.29		20.27	19.64		77.03	66.07
Grade 5		2438.	2416.		6.25	1.47		9.38	4.41		26.56	14.71		57.81	79.41
Grade 6		2410.	2415.		0.00	3.28		4.23	4.92		18.31	21.31		77.46	70.49
Grade 7		2450.	2435.		1.56	0.00		7.81	6.15		25.00	23.08		65.63	70.77
Grade 8		2459.	2433.		0.00	0.00		10.94	4.35		21.88	18.84		67.19	76.81
All Grades	N/A	N/A	N/A		3.08	1.54		7.20	9.23		21.59	18.97		68.12	70.26

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.38	11.27		26.92	32.39		57.69	56.34
Grade 4		1.35	0.00		17.57	32.14		81.08	67.86
Grade 5		6.25	2.94		39.06	26.47		54.69	70.59
Grade 6		0.00	3.28		26.76	24.59		73.24	72.13
Grade 7		0.00	0.00		31.25	23.08		68.75	76.92
Grade 8		0.00	0.00		42.19	24.64		57.81	75.36
All Grades		3.34	3.08		30.33	27.18		66.32	69.74

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.46	11.27		26.92	33.80		59.62	54.93
Grade 4		0.00	1.79		21.62	26.79		78.38	71.43
Grade 5		4.69	1.47		48.44	39.71		46.88	58.82
Grade 6		1.41	1.64		32.39	36.07		66.20	62.30
Grade 7		1.56	1.54		45.31	38.46		53.13	60.00
Grade 8		1.56	1.45		54.69	47.83		43.75	50.72
All Grades		3.34	3.33		38.05	37.44		58.61	59.23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.54	4.23		40.38	49.30		48.08	46.48
Grade 4		2.70	5.36		37.84	35.71		59.46	58.93
Grade 5		7.81	1.47		51.56	52.94		40.63	45.59
Grade 6		0.00	3.28		43.66	49.18		56.34	47.54
Grade 7		1.56	4.62		68.75	58.46		29.69	36.92
Grade 8		1.56	1.45		53.13	44.93		45.31	53.62
All Grades		3.86	3.33		49.10	48.72		47.04	47.95

Conclusions based on this data:

1. In Math, students scored the lowest in Concepts and Procedures with 69.74% of our students scoring below the standard.
2. Students scored the highest in Communicating and Reasoning with 47.95% of our students scoring below the standard.
3. Students showed improvement in Concepts/Procedures and Communicating Reasoning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	5	6
1	*	*	*	*	*	*	*	*	*	7	*	*
2	*	*	*	*	*	*	*	*	*	*	7	*
3	*	*	*	*	*	*	*	*	*	9	*	8
4	*	*	*	*	*	*	*	*	*	10	8	4
5	*	*	*	*	*	*	*	*	*	*	9	8
6	*	*	*	*	*	*	*	*	*	5	*	9
7	*	*	*	*	*	*	*	*	*	6	5	*
8	*	*	*	*	*	*	*	*	*	4	7	4
All Grades										47	47	45

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.26	4.26	11.11	31.91	25.53	26.67	40.43	40.43	35.56	23.40	29.79	26.67	47	47	45

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.02	14.89	24.44	31.91	40.43	35.56	29.79	29.79	15.56	21.28	14.89	24.44	47	47	45

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.26	4.26	6.67	6.38	14.89	8.89	51.06	38.30	44.44	38.30	42.55	40.00	47	47	45

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.89	10.64	11.11	65.96	70.21	62.22	19.15	19.15	26.67	47	47	45

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.17	29.79	40.00	31.91	51.06	40.00	31.91	19.15	20.00	47	47	45

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.38	4.26	11.11	42.55	38.30	31.11	51.06	57.45	57.78	47	47	45

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.38	4.26	8.89	68.09	68.09	64.44	25.53	27.66	26.67	47	47	45

Conclusions based on this data:

1. The overall language percentages show a percentage decrease in level 1 from 29.79 to 26.67.
2. The overall language percentages show a percentage decrease in level 3 from 25.53 to 26.67.
3. The overall language percentages show a percentage decrease in level 2 from 40.43 to 35.56.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
624	**73.4**	**7.9**	**1.4**
Total Number of Students enrolled in Ruth Brown Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	49	7.9
Foster Youth	9	1.4
Homeless		
Socioeconomically Disadvantaged	458	73.4
Students with Disabilities	93	14.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	75	12.0
American Indian	3	0.5
Asian	7	1.1
Filipino	2	0.3
Hispanic	438	70.2
Two or More Races	19	3.0
Pacific Islander		
White	79	12.7

Conclusions based on this data:

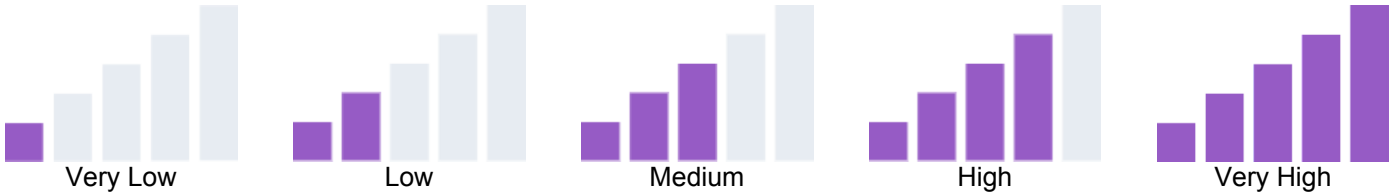
1. Hispanics are the largest ethnicity group with 70.2% of the total enrollment.
2. White is the second largest ethnicity group with 12.7% of the total enrollment.
3. African American is the third largest ethnicity group with 12% of the total enrollment.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very Low	Chronic Absenteeism: Very High	Suspension Rate: High
Mathematics: Very Low		
English Learner Progress: VeryLow		

Conclusions based on this data:

1. Chronic Absenteeism rate is an area of concern.
2. We need to improve our performance in all areas.
3. Suspension rate is an area of concern.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

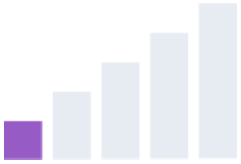
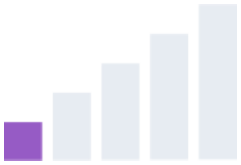
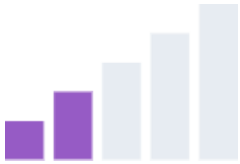
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
5	1	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
75.8 points below standard	89.3 points below standard	9 Students
363 Students	41 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Very Low	Very Low
	92.6 points below standard	134.0 points below standard
	267 Students	59 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Very Low 133.8 points below standard 37 Students	No Performance Level 2 Students	No Performance Level 3 Students	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 79.1 points below standard 267 Students	No Performance Level 7 Students		 Low 37.2 points below standard 49 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
119.1 points below standard 29 Students	17.1 points below standard 12 Students	75.9 points below standard 313 Students

Conclusions based on this data:

1. English Learners, Socioeconomically Disadvantaged, and Students with disabilities groups scored very low in ELA.
2. African American and Hispanic groups scored very low in ELA.
3. The number of English Learners who reclassified were 17.1 points below the standard.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

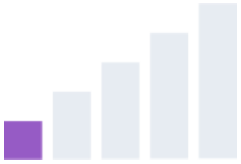
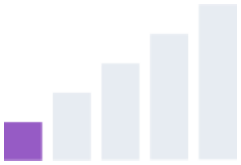
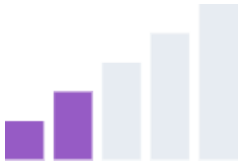
2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
5	1	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
110.9 points below standard	127.4 points below standard	9 Students
364 Students	41 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Very Low	Very Low
	120.5 points below standard	150.3 points below standard
	267 Students	59 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Very Low 149.8 points below standard 37 Students	No Performance Level 2 Students	No Performance Level 3 Students	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 116.5 points below standard 267 Students	No Performance Level 7 Students		 Low 68.1 points below standard 49 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
144.8 points below standard 29 Students	85.3 points below standard 12 Students	109.4 points below standard 314 Students

Conclusions based on this data:

1. English Learners, Socioeconomically Disadvantaged, and Students with disabilities groups scored very low in Math.
2. African American and Hispanic groups scored very low in Math.
3. The number of English Learners who reclassified were 85.3 points below standard.

School and Student Performance Data

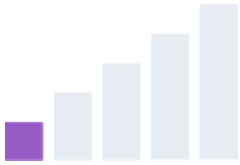
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



VeryLow

27.0 making progress towards English language proficiency

Number of EL Students: 37 Students

Performance Level: 1

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.9%	54.1%	0.0%	27.0%

Conclusions based on this data:

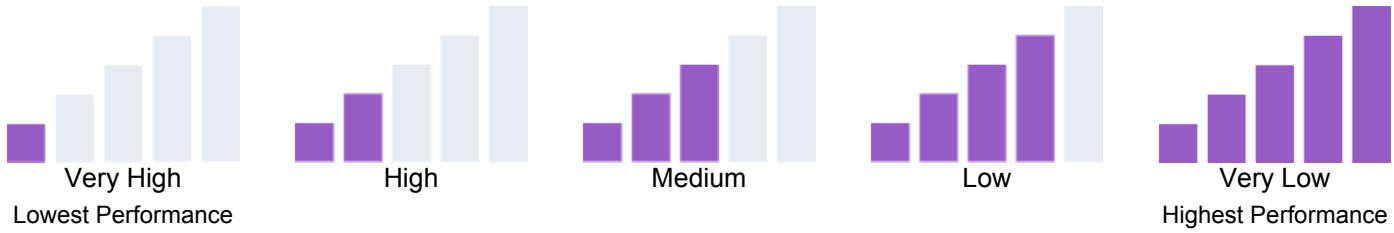
1. 27% of our English Learner students progressed at least one ELPI level (English Learner Progress Indicator).
2. 54.1% of our English Learner students maintained their ELPI level (English Learner Progress Indicator).
3. 18.9% of our English Learner students decreased one ELPI level (English Learner Progress Indicator).

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

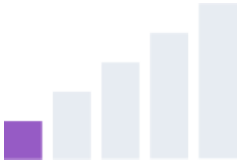
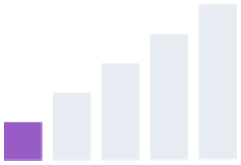
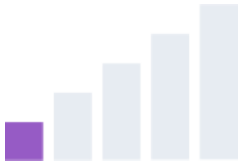
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
6	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
48.7% Chronically Absent	45.3% Chronically Absent	72% Chronically Absent
679 Students	53 Students	25 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Very High	Very High
	53.8% Chronically Absent	57.8% Chronically Absent
	526 Students	109 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Very High 63% Chronically Absent 92 Students	No Performance Level Less than 11 Students 3 Students	No Performance Level Less than 11 Students 7 Students	No Performance Level Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very High 47.2% Chronically Absent 462 Students	No Performance Level 69.2% Chronically Absent 26 Students		 Very High 35.6% Chronically Absent 87 Students

Conclusions based on this data:

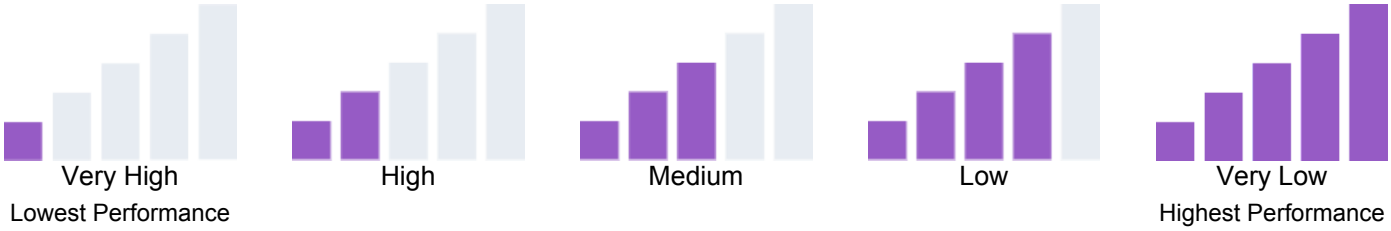
1. Chronic absenteeism is very high in the English Learners group, the Socioeconomically Disadvantaged group, and the Students with Disabilities group.
2. Chronic absenteeism is very high in the African American ethnicity group, the Hispanic group, and the White group.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
1	5	1	0	0

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

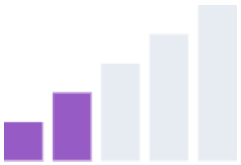
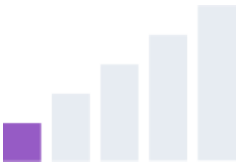
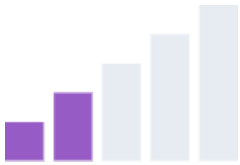
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	No Performance Level
3.8% suspended at least one day	5.6% suspended at least one day	3.7% suspended at least one day
703 Students	54 Students	27 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	High	Medium
	3.8% suspended at least one day	1.8% suspended at least one day
	546 Students	111 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
High	No Performance Level	No Performance Level	No Performance Level
5.3% suspended at least one day	Less than 11 Students	Less than 11 Students	Less than 11 Students
94 Students	3 Students	7 Students	2 Students

Hispanic	Two or More Races	Pacific Islander	White
			
High	Very High		High
3.6% suspended at least one day	6.3% suspended at least one day		3.3% suspended at least one day
474 Students	32 Students		91 Students

Conclusions based on this data:

1. Students' suspensions is high in the English Learners student group and the Socioeconomically Disadvantaged student group.
2. Students' suspensions is medium in the Students with Disabilities group.
3. Students' suspensions is high in the African American ethnicity group, Hispanic group and the White group.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Achievement

Goal Statement

Increase student academic achievement with daily lesson delivery aligned with research-based instructional practices that ensure students active participation with mastering state content standards.

LCAP Goal

Goal #1: Create and implement systems of support to increase student achievement to ensure all students will be college and career ready.

Basis for this Goal

State Summative Assessments
Local assessments: Dibels benchmarks, STAR Reading benchmarks, STAR Math benchmarks, and Early Literacy benchmarks
Corrective Reading benchmarks

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School Dashboard ELA Indicator	ELA for all students = 75.8 points below standard	ELA for all students = 50 points below standard
School Dashboard Math Indicator	Math for all students = 110.9 points below standard	Math for all students = 85 points below standard

Planned Strategies/Activities

Strategy/Activity 1

1. Alignment of instruction with content standards
> Use of standards-aligned, district adopted core instructional materials
> Supplemental core support: Step Up to Writing (K-8th), Dibels (K), 95% Intervention program (K-2nd), Corrective Reading Intervention Program (3rd-8th), Raising a Reader (TK/Kinder)
> Master schedule accessible for all grade levels

Students to be Served by this Strategy/Activity

All students

Timeline

Daily practice

Person(s) Responsible

Teachers will use district adopted curriculum and common core state standards when delivering direct instruction to the students.
Paraeducators will support instruction by using the district adopted supplemental materials/curriculum following the master schedule when working with individual students or a group of students.
Principal will monitor on a daily basis.

Proposed Expenditures for this Strategy/Activity

Amount	2,723
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Software Licenses
Amount	20,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher extra duty
Amount	74,924
Source	Comprehensive Support and Improvement (CSI)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Software Licenses
Amount	8,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Textbooks
Amount	14,645
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Students materials and supplies
Amount	40,076
Source	Comprehensive Support and Improvement (CSI)
Budget Reference	4000-4999: Books And Supplies
Description	Students materials and supplies

Strategy/Activity 2

2. Use of district adopted, evidence-based instructional strategies

>Direct Instruction (implementation of 4 quadrants)
>Focus and deconstruction of lesson objectives and standards
>Standards-Based lesson design and delivery

Students to be Served by this Strategy/Activity

All students

Timeline

Integrated into all teachers instructional delivery practices.

Person(s) Responsible

Teachers will be implementing the strategies in the classrooms on a daily basis. Paraeducators will support these strategies when working directly with students. Principal will be monitoring, supporting, and providing constructive feedback.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

3. Academic Intervention Support
> Students in need of Tier 3 intervention support will be identified and have access to intervention sessions during the school day. K-2nd (Dibels/95% group), 3rd-8th (Corrective Reading)

Students to be Served by this Strategy/Activity

Students at academic risk

Timeline

Teachers identify students during Grade Level meetings (PLC) and provide academic information to place the students in Tier 3 intervention groups as needed. Starting month September -Ending month June.

Person(s) Responsible

Teachers will meet and share academic information to place and support students through intervention groups.
Paraeducators will work with the teachers to best support the students during intervention groups.
Principal, Behavior Intervention TOSA, and Counselor will keep track of students who are struggling and will hold SST meetings to support the student as a whole.
Principal will monitor the implementation of the interventions on a regular basis.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

4. Paraeducators supporting grades TK-8 strategic intervention ELA/ELD, Dibels, 95%, and Corrective Reading programs.

Students to be Served by this Strategy/Activity

All students

Timeline

Principal: Master Schedule -Intervention time in schedule annually

Person(s) Responsible

Principal, Behavior Intervention TOSA, teachers
(daily)

Proposed Expenditures for this Strategy/Activity

Amount	93,712
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional aides salary
Amount	79,861
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Classified benefits

Strategy/Activity 5

5. Teacher collaboration and professional development

Students to be Served by this Strategy/Activity

All students

Timeline

Weekly PLC data analysis and GLC meetings

Person(s) Responsible

Principal will schedule professional development and teacher collaboration meetings and will send calendar invitations to all parties involved.
Teachers will participate in these meetings.
Paraeducators will attend scheduled meetings that pertain to their job assignment.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

6. Ensure student access to books at students' independent reading levels

Students to be Served by this Strategy/Activity

All students

Timeline

Annual library book inventory student need analysis

Person(s) Responsible

Principal, Behavior Intervention TOSA, Library Tech

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Academic Achievement

Goal Statement

Improve student achievement by increasing daily student attendance. Increase student attendance by 1%.

LCAP Goal

Goal #1: Create and implement systems of support to increase student achievement to ensure all students will be college and career ready.

Basis for this Goal

Daily attendance data.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Dashboard indicator for chronic absenteeism	State Dashboard indicator for chronic absenteeism - 48.7% chronically absent.	State Dashboard indicator for chronic absenteeism - 40% chronically absent.

Planned Strategies/Activities

Strategy/Activity 1

1. Build a school site attendance team.

Students to be Served by this Strategy/Activity

All students

Timeline

Ruth Brown Elementary will continue to have an established attendance team supporting positive student attendance.

Person(s) Responsible

Principal, Behavior Intervention TOSA, Dropout Prevention Specialist, Elementary School Counselor, Attendance Senior Clerk, and teachers.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

2. Provide positive recognition for students attending school everyday and on-time.

Students to be Served by this Strategy/Activity

All students

Timeline

Daily classroom perfect attendance recognition announcements. Monthly student attendance recognition. Trimester student attendance recognition.

Person(s) Responsible

Principal, Behavior Intervention TOSA, Dropout Prevention Specialist, Elementary School Counselor, Attendance Senior Clerk, and teachers.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

3. Create an effective attendance intervention system.

Students to be Served by this Strategy/Activity

All students

Timeline

Ruth Brown Elementary will have an established an effective attendance model that includes an attendance recovery program.

Person(s) Responsible

Principal, Behavior Intervention TOSA, Dropout Prevention Specialist, Elementary School Counselor, Attendance Senior Clerk, and teachers.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe and Healthy learning environments

Goal Statement

Continue to implement Positive Behavior Interventions and Supports (PBIS) model supporting positive behavior for students to decrease annual suspension rates by 2%.

LCAP Goal

Goal #2 Create and implement systems of support to provide a safe and healthy learning environment for students, staff, and parents.

Basis for this Goal

Annual suspension rates

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Dashboard Indicator for Suspension Rates	State Dashboard indicator for suspension rate = 3.8% suspended at least one day	State Dashboard indicator for suspension rate = 3.0% suspended at least one day

Planned Strategies/Activities

Strategy/Activity 1

1. Continue to support Ruth Brown's PBIS Team.

Students to be Served by this Strategy/Activity

All students

Timeline

Monthly PBIS Meetings.

Person(s) Responsible

Principal, Behavior Intervention TOSA, Dropout Prevention Specialist, Elementary School Counselor, Coordinator of Students Services, and teachers.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

2. Establish a student behavioral Multi-Tiered System of Supports model.

Students to be Served by this Strategy/Activity

All students

Timeline

Monthly review of student suspension numbers as well as behavioral referrals

Behavioral MTSS model will be established for Ruth Brown Elementary.

Person(s) Responsible

Principal, Behavior Intervention TOSA, Dropout Prevention Specialist, Elementary School Counselor, Coordinator of Students Services, and teachers.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

3. Continue to recognize and reinforce positive student behavior.

Students to be Served by this Strategy/Activity

All students

Timeline

Daily by all staff & monthly at students assemblies

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

4. Establish weekly social emotional small group support.

Students to be Served by this Strategy/Activity

Tier 3 students

Timeline

Weekly

Person(s) Responsible

Principal, Behavior Intervention TOSA, and Dropout Prevention Specialist.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

5. Establish a school rule reteach opportunity for students needing extra behavioral support.

Students to be Served by this Strategy/Activity

Tier 3 students

Timeline

Weekly

Person(s) Responsible

Principal oversight weekly, Behavior Intervention TOSA, and Dropout Prevention Specialist.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Stakeholder collaboration and engagement

Goal Statement

Increase community involvement activities at Ruth Brown Elementary by 1%

LCAP Goal

Goal #3 Create and implement systems of support to increase collaboration and engagement with all stakeholders to advance learning and continuous improvement.

Basis for this Goal

Various community involvement activities.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Monthly community involvement activities.	Ruth Brown conducted a total of 25 different community involvement activities	Community involvement activities will increase by 1%.

Planned Strategies/Activities

Strategy/Activity 1

1. Conduct monthly Parent involvement events at Ruth Brown for all stakeholders.

Students to be Served by this Strategy/Activity

All students

Timeline

Monthly

Person(s) Responsible

Principal, Behavior Intervention TOSA, Teachers and staff

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

Increase student academic achievement with daily lesson delivery aligned with research-based instructional practices that ensure students active participation with mastering state content standards.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
School Dashboard ELA Indicator	ELA for all students = 75.8 points below the standard.	ELA for all students = 75.8 points below the standard.
School Dashboard Math Indicator	Math for all students = 110.9 points below the standard.	Math for all students = 110.9 points below the standard.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Alignment of instruction with content standards > Use of standards-aligned, district adopted core instructional materials > Supplemental core support: Step Up to Writing (K-8th), Dibels (K), 95% Intervention program (K-2nd), Corrective Reading Intervention Program (3rd-8th), Raising a Reader (TK/Kinder) > Master schedule accessible for all grade levels	1. Alignment of instruction with content standards > Use of standards-aligned, district adopted core instructional materials > Supplemental core support: Step Up to Writing (K-8th), Dibels (K), 95% Intervention program (K-2nd), Corrective Reading Intervention Program (3rd-8th), Raising a Reader (TK/Kinder) > Master schedule accessible for all grade levels	Dibels for Elementary 5000-5999: Services And Other Operating Expenditures Title I 6,665 Supplemental Instructional Supplies for the Classroom 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 9,372.35 Supplemental Instructional Supplies for the Classroom 4000-4999: Books And Supplies Title I 8,488 Additional McGraw Hill workbooks needed in the classroom 4000-4999: Books And Supplies Title I 1,041	Dibels for Elementary 5000-5999: Services And Other Operating Expenditures Title I 6,665 Supplemental Instructional Supplies for the Classroom 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 9,372.35 Supplemental Instructional Supplies for the Classroom 4000-4999: Books And Supplies Title I 8,488 Additional McGraw Hill workbooks needed in the classroom 4000-4999: Books And Supplies Title I 1,041
2. Use of district adopted, evidence-based instructional strategies >Direct Instruction (implementation of 4 quadrants)	2. Use of district adopted, evidence-based instructional strategies >Direct Instruction (implementation of 4 quadrants)	Scholastics News for students 1st-3rd grade 4000-4999: Books And Supplies Comprehensive Support	Scholastics News for students 1st-3rd grade 4000-4999: Books And Supplies Comprehensive Support

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
>Focus and deconstruction of lesson objectives and standards >Standards-Based lesson design and delivery	>Focus and deconstruction of lesson objectives and standards >Standards-Based lesson design and delivery	and Improvement (CSI) 1,394	and Improvement (CSI) 1,394
		Discovery Education (Mystery Science) 5000-5999: Services And Other Operating Expenditures Title I 1,584	Discovery Education (Mystery Science) 5000-5999: Services And Other Operating Expenditures Title I 1,584
		Wilson Language Training (Whiteboards with magnetic tiles) 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 14,932	Wilson Language Training (Whiteboards with magnetic tiles) 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 14,932
		Storyboard That 3 year membership (Clever Prototypes) 5000-5999: Services And Other Operating Expenditures Comprehensive Support and Improvement (CSI) 4,537	Storyboard That 3 year membership (Clever Prototypes) 5000-5999: Services And Other Operating Expenditures Comprehensive Support and Improvement (CSI) 4,537
		Amplify Education (Dibels) 5000-5999: Services And Other Operating Expenditures Title I 2,321	Amplify Education (Dibels) 5000-5999: Services And Other Operating Expenditures Title I 2,321
3. Academic Intervention Support > Students in need of Tier 3 intervention support will be identified and have access to intervention sessions during the school day. K-2nd (Dibels/95% group), 3rd-8th (Corrective Reading)	3. Academic Intervention Support > Students in need of Tier 3 intervention support will be identified and have access to intervention sessions during the school day. K-2nd (Dibels/95% group), 3rd-8th (Corrective Reading)	No impact on the budget	No impact on the budget
4. Paraeducators supporting grades TK-8 strategic intervention ELA/ELD, Dibels, 95%, and Corrective Reading programs.	4. Paraeducators supporting grades TK-8 strategic intervention ELA/ELD, Dibels, 95%, and Corrective Reading programs.	Instructional aides salary and benefits 2000-2999: Classified Personnel Salaries Title I 145,935	Instructional aides salary and benefits 2000-2999: Classified Personnel Salaries Title I 145,935
5. Teacher collaboration and professional development	5. Teacher collaboration and professional development	StudySync Virtual Staff Training 5000-5999: Services And Other	StudySync Virtual Staff Training 5000-5999: Services And Other

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Operating Expenditures Comprehensive Support and Improvement (CSI) 1,500	Operating Expenditures Comprehensive Support and Improvement (CSI) 1,500
6. Ensure student access to books at students' independent reading levels	6. Ensure student access to books at students' independent reading levels	Library tech salary plus benefits 2000-2999: Classified Personnel Salaries Title I 46,312	Library tech salary plus benefits 2000-2999: Classified Personnel Salaries Title I 46,312
		Library Books Order 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 51,074.23	Library Books Order 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 51,074.23

Analysis

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

The overall implementation of the strategies and activities to achieve the articulated goal went well.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of the strategies and activities to achieve the articulated goal as measured by the school went well.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

No changes made

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

Improve student achievement by increasing daily student attendance. Increase student attendance by 1%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Dashboard indicator for chronic absenteeism	State Dashboard indicator for chronic absenteeism - 48.7% chronically absent.	State Dashboard indicator for chronic absenteeism - 48.7% chronically absent.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Build a school site attendance team.	1. Build a school site attendance team.	Dropout prevention specialist salary and benefits 2000-2999: Classified Personnel Salaries Title I 37,982	Dropout prevention specialist salary and benefits 2000-2999: Classified Personnel Salaries Title I 37,982
2. Provide positive recognition for students attending school everyday and on-time.	2. Provide positive recognition for students attending school everyday and on-time.	Trophies for Perfect Attendance 4000-4999: Books And Supplies Title I 177	Trophies for Perfect Attendance 4000-4999: Books And Supplies Title I 177
3. Create an effective attendance intervention system.	3. Create an effective attendance intervention system.	No impact on the budget	No impact on the budget

Analysis

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

The overall implementation of the strategies and activities to achieve the articulated goal went well.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of the strategies and activities to achieve the articulated goal as measured by the school went well.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

No changes made

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

Continue to implement Positive Behavior Interventions and Supports (PBIS) model supporting positive behavior for students to decrease annual suspension rates by 2%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Dashboard Indicator for Suspension Rates	State Dashboard indicator for suspension rate = 3.8% suspended at least once.	State Dashboard indicator for suspension rate = 3.8% suspended at least once.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Continue to support Ruth Brown's PBIS Team.	1. Continue to support Ruth Brown's PBIS Team.	No impact to the budget	No impact to the budget
2. Establish a student behavioral Multi-Tiered System of Supports model.	2. Establish a student behavioral Multi-Tiered System of Supports model.	No impact to the budget	No impact to the budget
3. Continue to recognize and reinforce positive student behavior.	3. Continue to recognize and reinforce positive student behavior.	Classroom and Athletic equipment to improve Student behavior 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 6,927	Classroom and Athletic equipment to improve Student behavior 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 6,927
		EHall Pass 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 2,300	EHall Pass 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 2,300
		Eduscape Partners (VR license) 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 399	Eduscape Partners (VR license) 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 399

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
4. Establish weekly social emotional small group support.	4. Establish weekly social emotional small group support.	No impact to the budget	No impact to the budget
5. Establish a school rule reteach opportunity for students needing extra behavioral support.	5. Establish a school rule reteach opportunity for students needing extra behavioral support.	Dr. Dale Myers - PBIS training consultant 5800: Professional/Consulting Services And Operating Expenditures Comprehensive Support and Improvement (CSI) 40,765	Dr. Dale Myers - PBIS training consultant 5800: Professional/Consulting Services And Operating Expenditures Comprehensive Support and Improvement (CSI) 40,765
		PBIS training with Dr. Dale - PBIS consultant 1000-1999: Certificated Personnel Salaries Comprehensive Support and Improvement (CSI) 13,774.15	PBIS training with Dr. Dale - PBIS consultant 1000-1999: Certificated Personnel Salaries Comprehensive Support and Improvement (CSI) 13,774.15

Analysis

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

The overall implementation of the strategies and activities to achieve the articulated goal went well.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of the strategies and activities to achieve the articulated goal as measured by the school went well.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

No changes made

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Increase community involvement activities at Ruth Brown Elementary by 1%

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Monthly community involvement activities.	Community involvement activities will increase by 1%.	Community involvement activities will increase by 1%.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Conduct monthly Parent involvement events at Ruth Brown for all stakeholders.	1. Conduct monthly Parent involvement events at Ruth Brown for all stakeholders.	Student trophies (end of year recognition) 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 2,500	Student trophies (end of year recognition) 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 2,500
		Aeries parent portal 5000-5999: Services And Other Operating Expenditures Title I 3,488	Aeries parent portal 5000-5999: Services And Other Operating Expenditures Title I 3,488
		Student Homework Folders 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 4,377	Student Homework Folders 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 4,377
		Student Planners 4000-4999: Books And Supplies Title I 3,284	Student Planners 4000-4999: Books And Supplies Title I 3,284

Analysis

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

The overall implementation of the strategies and activities to achieve the articulated goal went well.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of the strategies and activities to achieve the articulated goal as measured by the school went well.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

No changes made

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	311,919
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	333,941.00

Allocations by Funding Source

Funding Source	Amount	Balance
Comprehensive Support and Improvement (CSI)	340,212	225,212.00
Title I	311,919	92,978.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	115,000.00
Title I	218,941.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	20,000.00
2000-2999: Classified Personnel Salaries	93,712.00
3000-3999: Employee Benefits	79,861.00
4000-4999: Books And Supplies	62,721.00
5000-5999: Services And Other Operating Expenditures	77,647.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	40,076.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	74,924.00
1000-1999: Certificated Personnel Salaries	Title I	20,000.00
2000-2999: Classified Personnel Salaries	Title I	93,712.00
3000-3999: Employee Benefits	Title I	79,861.00
4000-4999: Books And Supplies	Title I	22,645.00
5000-5999: Services And Other Operating Expenditures	Title I	2,723.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Cintia Robinson	Principal
Courtney Hurt	Classroom Teacher
Debbie Iriart	Classroom Teacher
Stephanie Steffens	Classroom Teacher
Marianne John	Other School Staff
Nikki Sain	Parent or Community Member
Ryan Copple	Parent or Community Member
Ryan Hamelberg	Parent or Community Member
Carmela Garnica	Parent or Community Member
Roberta Barth	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

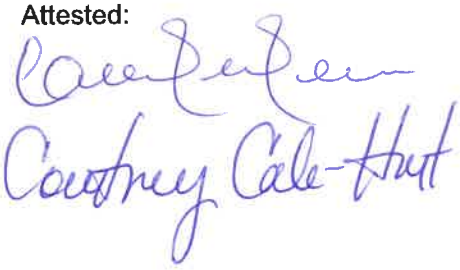
Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 11/16/2023.

Attested:



Principal, Cintia Robinson on November 16, 2023

SSC Chairperson, Courtney Hurt-SSC Chairperson on November 16 , 2023

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program