RUBY BRIDGES ELEMENTARY
SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)
2022-23

CDS Code	01-61119-0111765
Principal Name	Danielle Pharr-Matthews
Telephone Number	510-748-4006
Address	351 Jack London Ave. Alameda, CA 94501
E-mail	dpharr@alamedaunified.org
Date of SSC Approval	
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.

Table of Contents

School Profile

Our Mission

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

School Vision

Ruby Bridges Elementary is deeply committed to every student's success and focuses on teaching to the whole-child. To reach our vision of high achievement for all students, we will promote a positive school climate that embraces our unique global community, empowers every learner to reach her or his educational potential, and ensures all staff, students, and families feel welcome, safe, and valued. We have high expectations for our preschool through fifth grade students who come from ethnically, culturally, socioeconomically 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

Ruby Bridges is the most diverse elementary school in Alameda. Home to many cultures, religions, and languages, feeling valued and included are high priorities for our school because most of our nearly 450 students come from socially economically disadvantaged households and diverse neighborhoods including: Alameda Point Collaborative, Coast Guard Housing, the Summer Home and Esperanza apartments, and the Bayport and Alameda Landing neighborhoods, which surround our school. Meeting the needs of all students,regardless of where they come from, including those identified in Special Education and as English Learners is reflective in our 22/23 school goals, as 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 (African-American, Multi-Ethnic, Sped), we will use much of our Title I funds to sustain a Title 1 Coach, reading teacher, and two para-educators to support roughly 100 to 130 kindergarten through fifth students who need additional support in reading and require small group instruction. We also serve 129 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 EL students, all staff take on the responsibility of providing integrated instruction based on the reading and English levels of all students.

As in years past, a Response to Intervention (RtI) and an English Language Development (ELD) schedule will be implemented (K-5) with the purpose of ensuring students are getting designated support with reading and learning English. While we have shown slight growth using the STAR assessment as one data point, our state data reflects the need for ongoing interventions and strategies to support our diverse learners. In addition to direct support for students, we will provide professional development for staff, and purchase books and materials to support equity, inclusion, and differentiated instruction.

Given our academic reality, one major step we have taken to improve the overall achievement of all students is the implementation of our Innovative Plan. The plan allows students to practice the 21st Century skills of Collaboration, Communication, Creativity and Critical Thinking through a STEAM (Science, Technology, Engineering, Art, and Mathematics) lens which has decreased disruptive behaviors of students affected by a pattern of low achievement, trauma, or family crises (see charts below). Our innovation plan provides 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.

While Ruby's long term goal is to shift from spending hours of intervention addressing skill gaps, our immediate goal is to forge trusting and sustainable relationships with families and stakeholders. This means spending more time expanding on student strengths. This means getting to know families and gathering perspective on what families need to support students at home, this means creating and sustaining opportunities for communication and engagement beyond the school day, this also means working with families so they are confident in working with their students. We believe that if we provide a 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 programs and motivation, engagement, and social-emotional learning. Our findings show that by providing self-regulation support and school-wide access to project and problem based learning, students will not only be more motivated and engaged but also develop 21st century skills required for college and career. We believe our Wellness Center, designed to support the well-being of the whole child, provides a place for students to focus on their Social Emotional Learning (SEL) regulation needs, and serves as inspiration for our teachers who are also bringing student and staff SEL needs to their classrooms.

This year, we will be in our fourth year of the STEAM Studio/ STEAM Lab, and the fifth year of our Wellness Center. Our goal is to have all staff continue to implement the STEAM training they received during the 2017-18 school year, and bring STEAM into their classrooms. The STEAM lessons will help us develop student-centered, integrated, real-life learning experiences that are intrinsically motivating and engaging to all students. Through our plan 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. 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.

The graph below reflects Ruby's suspension rate for March 2019-2020 of 1.5% compared to 1.2% in March 2021-2022. **Overall decrease of 0.3%.**
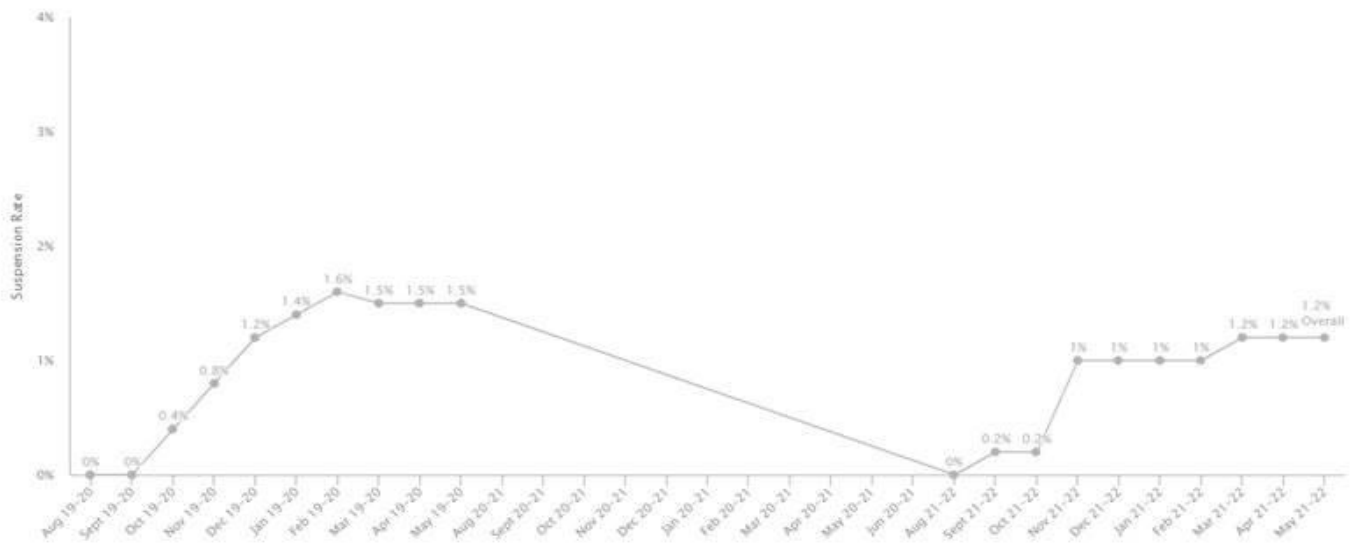
The graph below reflects Ruby's suspension count of 13 days for March 2019-2020 compared to 9 days for March 2020-2021 school year. **Overall decrease of 4 days.**
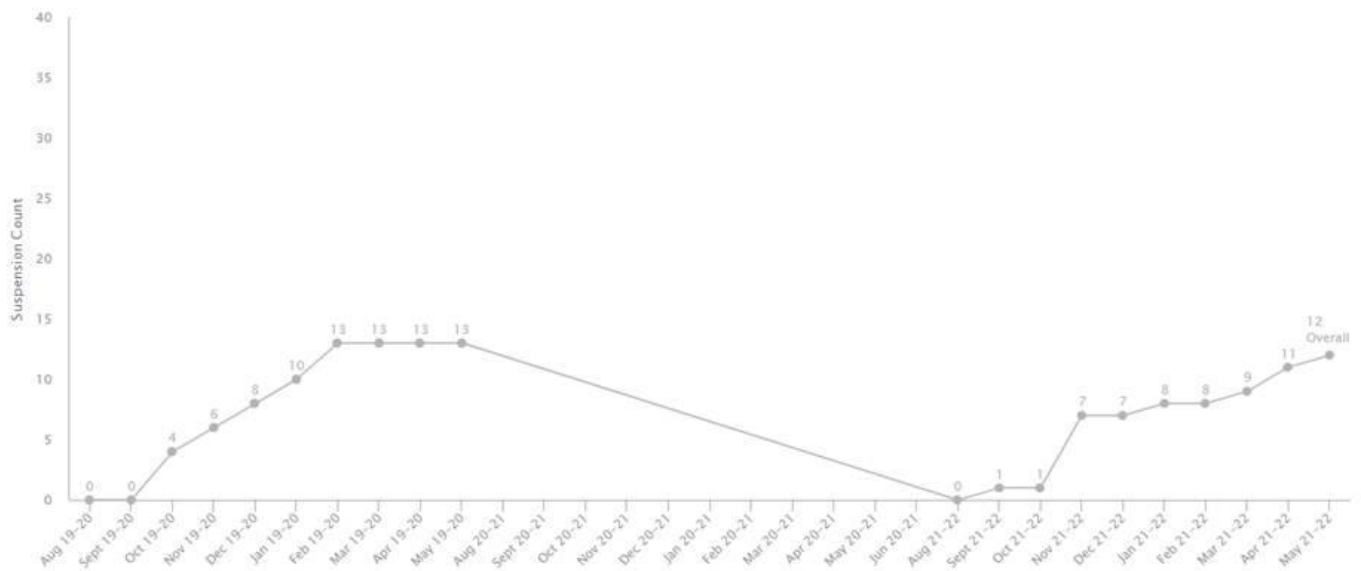
The graph below reflects the Office Discipline Referral rate March 2019-2020 at 5.6% compared to March of 2021-2022 4.7%.**Overall decrease of 0.9%.**
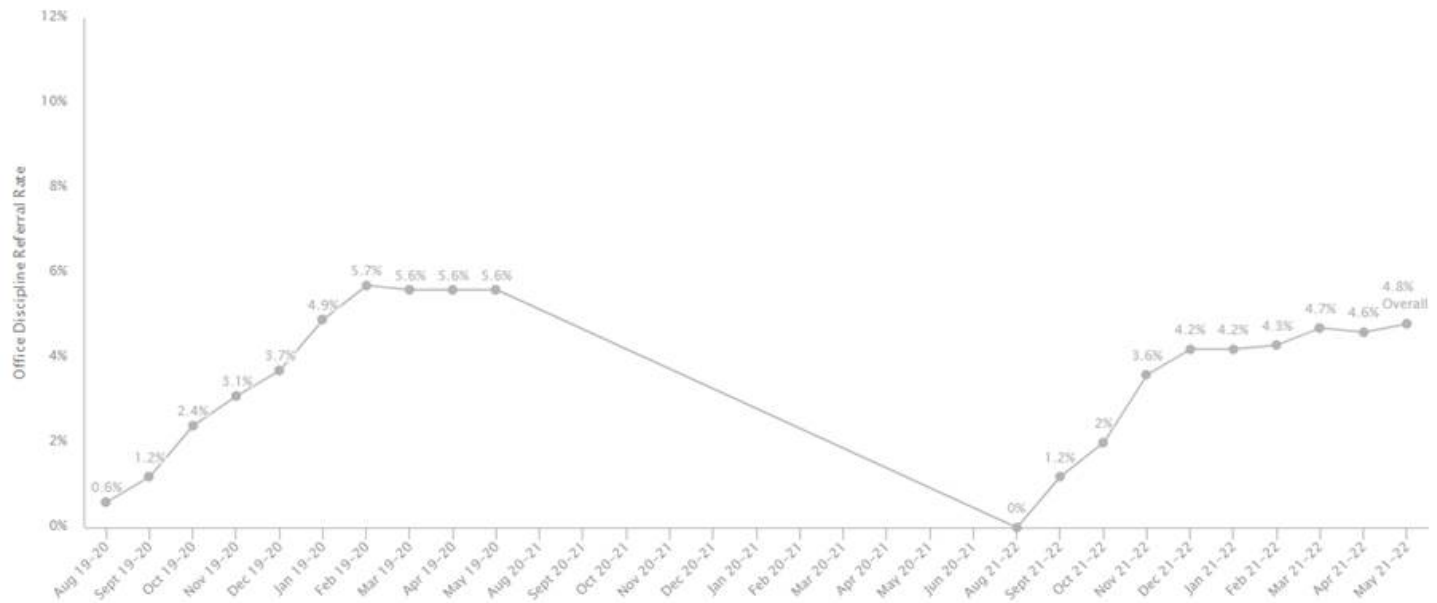
The graph below reflects Ruby's Office Discipline referral count for March of 2019-2020 of 75 and March of 2021-2022, 42. **Overall decrease of 33 office referrals.**
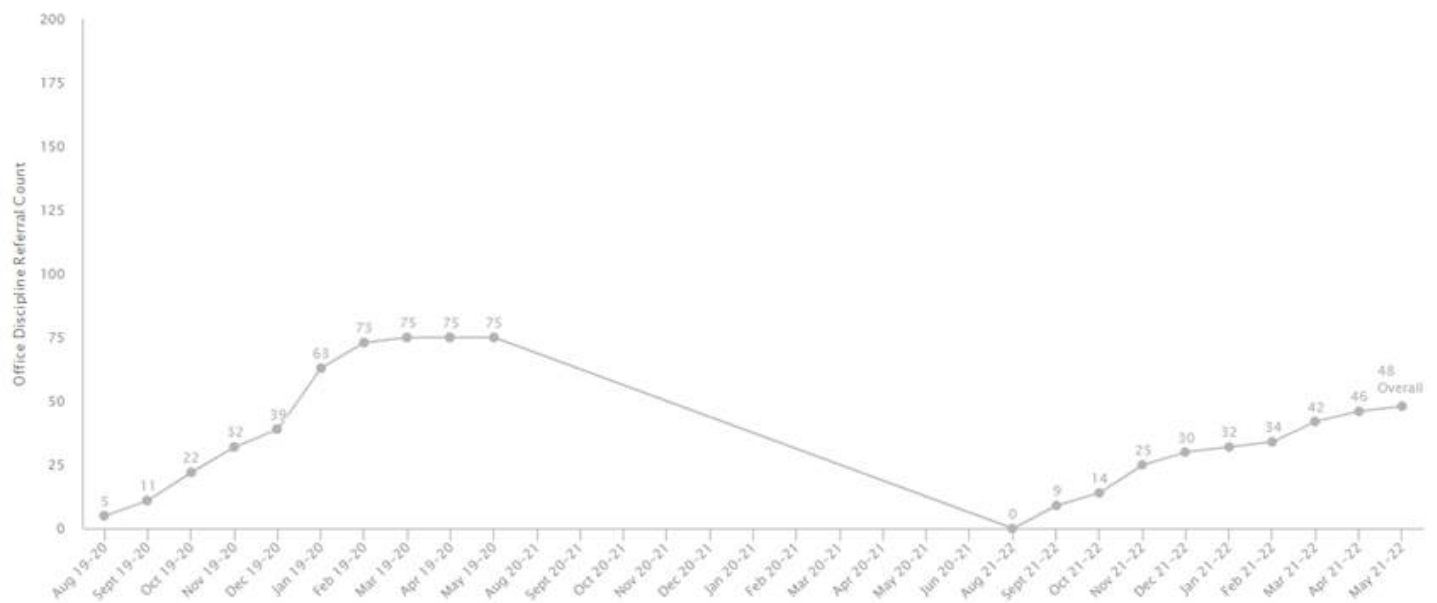
Districtwide Goals

Excellence and Equity for ALL Students

Local Control and Accountability Plan (LCAP) Goals

AUSD is maintaining the five Goals as listed below and refining some Actions and Metrics as indicated in the LCAP Goals section:

1) Eliminate barriers to student success and maximize learning time
2) Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)
3) Support all English Learners (ELs) in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)
4) Support parent/guardian development as knowledgeable partners and effective advocates for student success
5) Ensure that all students have access to basic services

District Theory of Action

By focusing our efforts on the students who need it most, we will improve outcomes for all students.
- As an organization, we need to improve outcomes for our African America/Black students, English Learning students, and students with Individualized Educational Plans (IEPs)

Student level goals (across content, aligned to Graduate Profile)	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

LCAP Goal 1: Eliminate barriers to student success and maximize learning time

State Priorities: Pupil Engagement and School Climate
District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning

Identified Districtwide Goal 1 Needs

AUSD's routine review of attendance and discipline data consistently identifies the need for districtwide action to improve student outcomes in both areas and to apply additional attention to the disproportionate outcomes of our focal student groups. We strive to:

- + Improve student attendance including increasing basic attendance rate and decreasing the chronic absenteeism rate. Decreasing the chronic absenteeism rate is especially important for our focal student groups as they have disproportionately high rates.
- + Decrease class time missed as a result of discipline including reducing both suspension and expulsion rates. Decreasing the suspension rate is a particular need for our focal student groups as they have disproportionately high rates.
- + Improve graduation rate including reducing middle and high school drop-out rates and increasing high school graduation rate.

District and Site Annual Outcomes

Key metrics highlighted are a focus for the district.

Annual Outcome	2017-18 (Data Quest)		2018-19 (Data Quest)		2019-20 (Schoolzilla/AERIES)	
	District	Site	District	Site	District	Site
Chronic Absenteeism % of students who are absent 10% of more of their enrolled days	9.1%	18.3%	8.9%	19.7%	8% (March)	16.8%
Suspension Rate/Office Discipline Referrals % of students suspended anytime during the year. If suspension rate is under 2.5%, look at office discipline referral rates.	2.8%	2.2%	2.4%	3.3%	1.3% (March)	1.5%
Graduation % of four-year cohort completing graduation	93.2%		91.9%		93%	

requirements							
CHKS: % of students reporting 'agree' or 'strongly agree' (sec) OR 'most of the time/all of the time' (elem) to feeling safe in their school	5th	86%	82%	85%	80%	82%	64%
	7th	62%		64%		60%	
	9th	60%		64%		60%	
	11th	63%		64%		62%	

School Site Analysis and Prioritized Practices
LCAP Goal #1

Ruby Bridges is focused on building and improving relationships that allow students to feel safe and welcome at school. As our students were away during the pandemic for virtual learning, they returned with a need to re-engage with actual people using social skills to build positive relationships. According to The Education Trust, "Strong relationships with teachers and school staff can dramatically enhance students' level of motivation and therefore promote learning, thus, students who have access to more strong relationships are more academically engaged, have stronger social skills, and experience more positive behavior." At Ruby Bridges, this means serving students who *want* to come to school and will thrive in learning.

To support a safe and inclusive environment, we will continue our school wide focus on PBIS (Positive Behavior Intervention Supports) which include instruction on school wide expectations (4 Bs) through trimester Expectation Rotations, and a monthly focus on Life Skills. We currently utilize Inner Explorer guided mindfulness practices in classrooms daily, classroom cool-down zones, and a complete K-5 school-wide adoption of our Social Emotional Learning curriculum, Toolbox. We also seek to fulfill various "Helper" jobs in the school community, assuming leadership roles that determine school pride and spirit and mentoring and coaching roles (Peace Makers, STEAM team, Junior Coaches, etc). For students in need of a calming space throughout the day, whether during class or during recess, we have our Wellness Center available. Staffed almost all day between the Intervention Lead and Student Support Provider, the Wellness Center provides a relaxing and supportive environment for students to de-escalate, get counseling support and play fun games under the direct supervision of an adult. The Wellness Center has played a pivotal role in helping our school manage problems and divert students away from suspensions and get them back into the classroom learning environment.

Also under the umbrella of the Wellness Center is our work incorporating Restorative Practices to our school. We have had different staff training over the last few years in this area, including a full day focused on Trauma Informed Practices. Circles are happening in classrooms across the school to not only build community and relationships, but also to heal when harmful situations occur. Building strong relationships with students and families, and providing the skills to do so is a critical component of improving access to education.

Ruby Bridges is also focused on improving attendance. While in the pandemic, we lost many families due to relocation, financial need, and mental health needs. We are also under strict

guidance and protocols that provide guidance on when students should remain home. In returning students, we will improve the SART process to be timely and informative, and will regularly monitor the attendance of our chronic students. We will also work with families students to address healthy habits and work around circumstances that cause them to accrue absences (Ruby serves working families and a transient population of students). Our priority is to empower families and students to assume responsibility and accountability for their success through a myriad of opportunities to be involved and build relationships with caring adults on our campus. We have spent a great deal of capital on creating healthy classrooms that motivate students to come to school.

School Analysis:

The below graphs reflect: Ruby's ethnicity (21/22), socioeconomic status, EL students, and Sped.
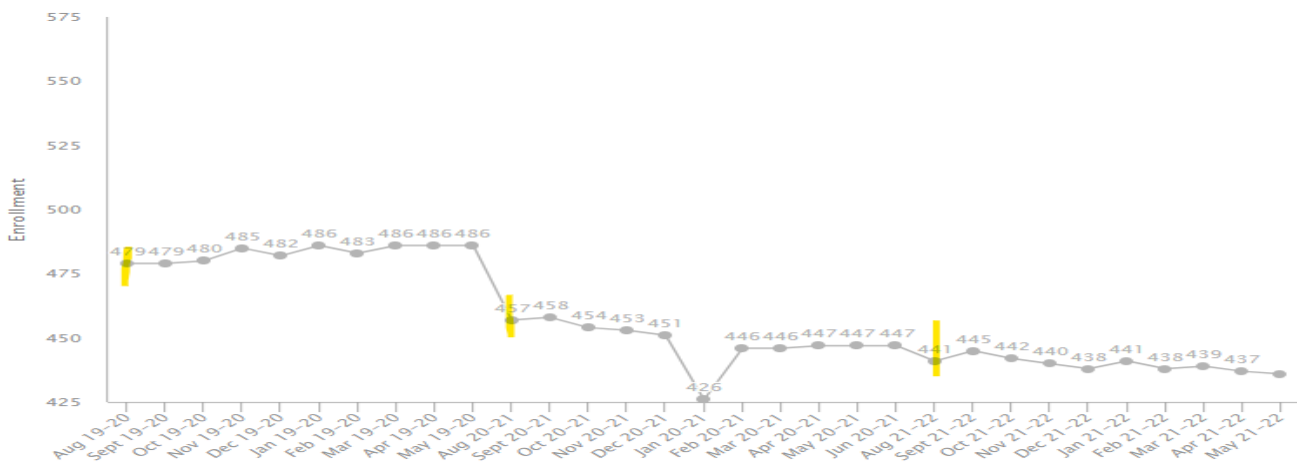
Enrollment trends over 3 years	2019/20- California Healthy Kids Survey; 21/22- California Healthy Kids Survey

LCAP Goal 1: Site Goals, Measurable Outcomes, Strategies/Activities, Focus Student Groups Site Goals

SMARTIE Site Goal A	Overall:
Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data. The goals should NOT be different. Ex: By May 15, 100% of all K-2 students will increase their F&P levels by an average of 1 year from 80%. 85% of English Language Learner students will increase their F&P levels by no less than 1.5 year from 67%.	==Goal 1:== Relational--SEL By May 2023 increase self-efficacy, self-regulation, and growth mindset for our students in 17/21 classrooms (80%). **Equitable (AA/EL/IEP/CCEIS):** 9/21classrooms mid-year 17/21 classrooms- end of year

Measurable Outcomes	Healthy Kids Survey
Identify the metric the school will use as a means of evaluating progress toward accomplishing the goal. Ex above: F&P Levels	Healthy Kids Survey Site Wellness Survey AUSD Trust Survey Discipline/PBIS data Attendance

#	Research-Based Strategies to Achieve Goal *Consider the school budget, master schedule, collaborative structures, and professional development approach*	How will you know the strategy is making progress towards your goal throughout the year? *What information/data will you monitor? When? With whom?*	Student Group Served (All/AA/EL/IEP/ CCEIS)	Person(s)/ Teams Responsible for Actions and Progress Monitoring
1.A1	Classroom SEL training by Intervention Lead/Alameda Family Services, PBIS refreshers, implementation of ToolBox, cool down zones in classrooms, Daily community building (Inner Explorer, circles), use of restorative practices, classroom and school wide incentives, COST referrals	ILT walkthroughs TFI interviews Informal observations Discipline data	ALL	**Responsible for action:** IL, Coach, teachers **Responsible for monitoring:** Admin, ILT **Consult/Inform**: Leadership, COST
1.A2	PD: Equity, Trauma informed care, inclusionary practices Utilizing professional texts, site coach, and Instructional Leadership Team, Sped team (case managers)	PD feedback/reflections ILT walkthroughs	ALL	**Responsible for action:** IL, AFS, Coach, Sped team

				Responsible for monitoring: Admin, ILT **Consult/Inform**: SPSA
1.A3	Male/female mentorship program (i.e. TRUTH, Career Girls, GEMS) Focal Scholar Plans for identified students(CCEIS)- monthly check ins with teacher	Discipline data Attendance data Informal observations Student reflections	CCEIS AA/ME	**Responsible for action:** **IL**, SSP, teachers **Responsible for monitoring:** Admin, IL **Consult/Inform**: COST, Leadership
1.A4	Celebrate school wide attendance improvements through incentives and attendance awards (monthly/trimesterly)		ALL	**Responsible for action:** **Attendance team** **Responsible for monitoring:** Admin **Consult/Inform**: Leadership
1.A5	Continue to work with Safe Routes to School to build out safe routes to school, including walking school busses	Attendance data	ALL	**Responsible for action:** **Responsible for monitoring:** Admin **Consult/Inform**: Students

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

State Priorities: State Standards, Pupil Achievement, Course Access, Pupil Outcomes

District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning

The district is committed to the goal of preparing all students for college and work beyond their PreK-12 career by realizing the AUSD Graduate Profile. Outcomes for all students and focal student groups in UC a-g eligibility and other achievement indicators point to a need to improve overall and targeted programs supporting increased college readiness. We strive to:

- Improve student achievement on both statewide and local assessments. The most recent CA Dashboard identifies our focal student groups as Yellow, Orange, or Red for the Math and ELA academic indicators.
- Increase College and Career Readiness. The most recent CA Dashboard identifies our focal student groups as Yellow, Orange, or Red for the College and Career Readiness indicator.

District and Site Annual Outcomes

Key metrics highlighted are a focus for the district.

Annual Outcome	2017-18 Data Quest		2018-19 Dataquest/CAASPP/Dashboard		2019-20 Schoolzilla/AERIES	
	District	Site	District	Site	District	Site
Math SBAC: Average Distance from Level 3 (Standard Met)	14.3	-50.3	14.3	-45.1		
ELA SBAC: Average Distance from Level 3 (Standard Met)	36.8	-37.6	40.5	-43.4		
UC 'a-g' Completion: % of 12th grade cohort that has met UC 'a-g' requirements	56.5%		54.9%		58.2%	
AP Exam Pass Rate: % of Exams w/score of 3+ 10th & 12th students	74.9%		73.2%		75.2%	

AP Enrollment: % of 10th-12th students in at least 1 AP course	<mark>51%</mark>		51.9%		52.5%	
CTE Pathway Completion: % of 12th grade students who have completed a CTE pathway						
CTE Pathway Enrollment % of high school students enrolled in CTE pathway coursework						
College/Career Readiness: % of high school graduates who placed in the 'prepared' level for the College/Career Indicator	56.6%		56.8%		60.3%	

School Site Analysis and Prioritized Practices
LCAP Goal #2

AUSD is using two main data points to measure our growth as a site: Star Renaissance and the state test (data below) and we have brought many important programs to improve learning outcomes, including our STEAM program.

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

In addition to the STEAM Studio, Ruby is home to a STEAM lab where teachers/students have the opportunity to implement UDL strategies weekly, and all students get the opportunity to make and engage with their hands on project based learning. This learning is facilitated by the classroom teacher with support from the STEAM teacher as planned.

RTI/UDL is similarly going well. Teachers are using ESGI in Kinder and a Math and ELA assessment tool, Star Renaissance in 1st-5th. Students take the computer adaptive assessment that indicates how they score in relation to their similarly aged peers. The school uses this data in addition to data from Fountas and Pinnell's Benchmark Reading Assessments and Center for the Collaborative Classroom (CCC) assessment data regularly to find students in need of intervention, and then deliver that intervention. We have a Title 1 coach to support classroom teachers and a .4 Title 1 teacher and ELD paraeducator delivering high quality instruction using LLI (Leveled Literacy Intervention) and SIPPS as needed.
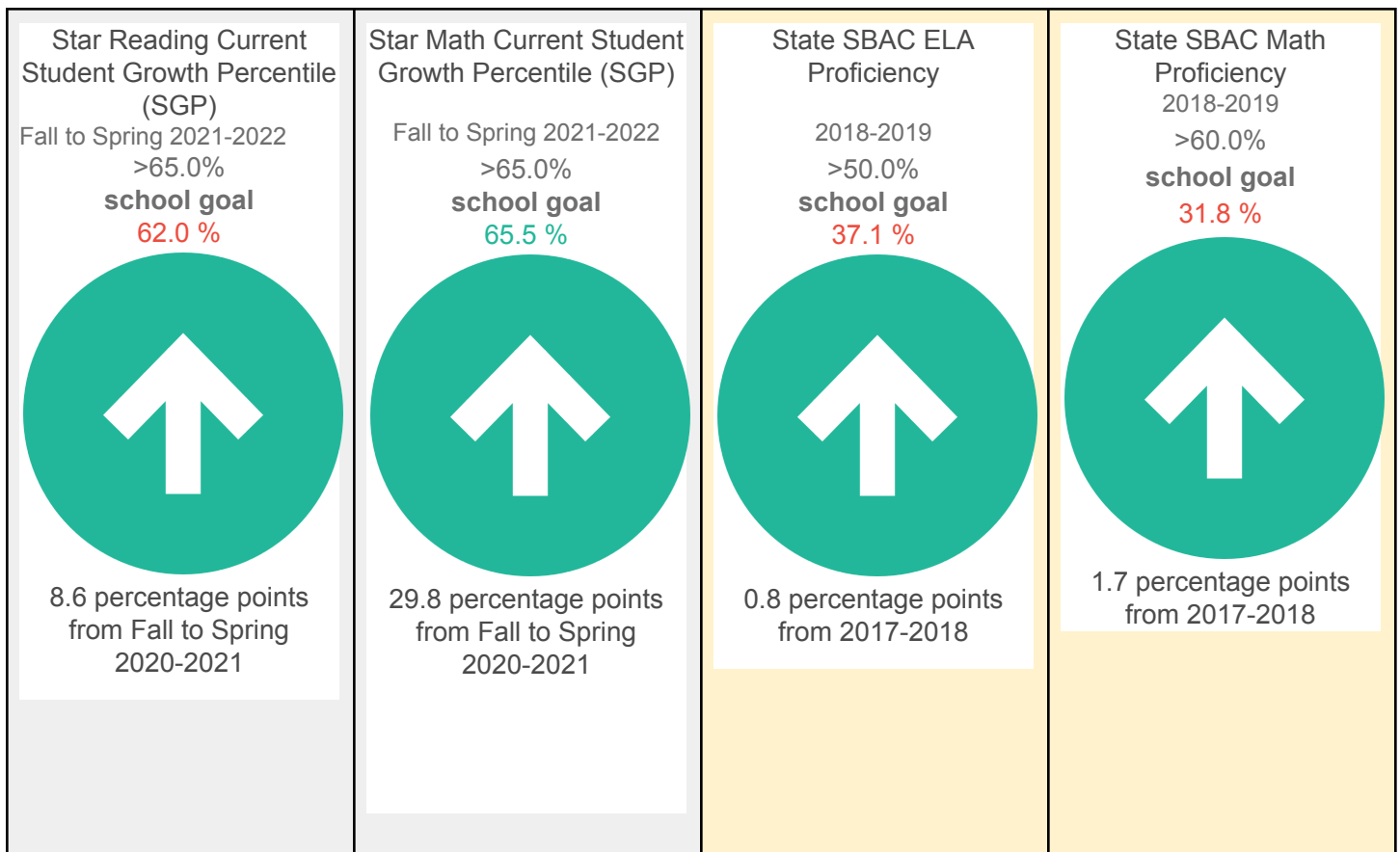
Each school year RTI/UDL occurs across the grade level, and students are homogeneously grouped according to their ability. Our students are divided up into the grade level classrooms in Strategic, Benchmark and Advanced groupings. Students continue to receive academic instruction

at their level, and may get to explore significantly more advanced concepts than they would otherwise in their regular classrooms.

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

ELD

The work done to support the English Learning population at Ruby Bridges is fairly extensive in its current form. We hire a full time ELD support para out of our LCAP funds whose primary responsibility is to work directly with our newcomer English learners and support our ELAC/SSC monthly family meetings. In addition, we homogeneously group our ELD students by level and deliver Designated ELD instruction 4 or 5 days a week at least 30 minutes per day. Each of our teachers take one or two levels of EL learners and use dedicated materials to deliver instruction. This is in addition to the Integrated ELD instruction that happens throughout each day.

Star Reading Current Student Growth Percentile (SGP)	Star Math Current Student Growth Percentile (SGP)	State SBAC ELA Proficiency	State SBAC Math Proficiency
Fall to Spring 2021-2022 >65.0% school goal 62.0 %	Fall to Spring 2021-2022 >65.0% school goal 65.5 %	2018-2019 >50.0% school goal 37.1 %	2018-2019 >60.0% school goal 31.8 %
⬆	⬆	⬆	⬆
8.6 percentage points from Fall to Spring 2020-2021	29.8 percentage points from Fall to Spring 2020-2021	0.8 percentage points from 2017-2018	1.7 percentage points from 2017-2018

F&P Reading Proficiency
2nd Interval 2021-2022

55.8%
School Overall

Primary Ethnicity ▼   No school goal set

Filipino	80%
White	68%
Pacific Islander	66.7%
Multi	64.7%
Asian	59%
Intentionally...	50%
Black or Afri...	43.2%
Hispanic	41.7%
American In...	0%

Star Reading Proficiency Rate (District Benchmark)
Spring 2021-2022

65.7%
School Overall

Primary Ethnicity ▼   No school goal set

Filipino	78.6%
Hispanic	74.2%
White	68.6%
Multi	68.1%
Intentionally...	66.7%
Asian	64.2%
Black or Afri...	54.3%
Pacific Islander	50%
American In...	0%

ELPAC Proficiency

IA 2021-2022
31.0 %

↑

9.6 percentage points from IA 2020-2021

LCAP Goal 2: Site Goals, Measurable Outcomes, Strategies/Activities, Focus Student Groups Site Goals

↗ **SMARTIE Site Goal A** *Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data. The goals should NOT be different. Ex: By May 15, 100% of all K-2 students will increase their F&P levels by an average of 1 year from 80%. 85% of English Language Learner students will increase their F&P levels by no less than 1.5 year from 67%.*	**Overall:** Goal 2: Academic By May 2023 all students will show growth on ELA/math assessments- STAR, SBAC, EGSI **Equitable (AA/EL/IEP/CCEIS):** By winter of 2023, 25% of our African American and EL population will show 25% increase in their Standard Growth Percentile (STAR reading and math) By May of 22/23, we will see an increase of 25% of AA/EL students being at/above grade level (STAR reading and math)

	Measurable Outcomes *Identify the metric the school will use as a means of evaluating progress toward accomplishing the goal. Ex above: F&P Levels*	Star F&P Scores ELPAC data Learning Walkthroughs Healthy Kids Survey Attendance		
#	Research-Based Strategies to Achieve Goal *Consider the school budget, master schedule, collaborative structures, and professional development approach*	How will you know the strategy is making progress towards your goal throughout the year? *What information/data will you monitor? When? With whom?*	Student Group Served (All/AA/EL/IEP/CCEIS)	Person(s)/ Teams Responsible for Actions and Progress Monitoring
2.A1	Build shared understanding of student discourse; Talk 10 PD Implementation of 3 talk protocols in each classroom to increase student knowledge, vocabulary, and discourse PD: ELD, talk strategies, metacognition, STEAM, equity, CCC	ILT walkthrough Grade level meeting notes/ grade level planning PD agenda Star data ELPAC data	AA/EL/CCEIS	**Responsible for action:** **Coach, AUSD support** **Responsible for monitoring:** **Admin** **Consult/Inform**: Leadership
2.A2	Full MTSS program, including tiered (small group) instruction for academics and behavior	ILT walkthroughs COST	AA/EL/CCEIS	**Responsible for action:** **Admin, Coach, IL** **Responsible for monitoring:** **ILT, coach** **Consult/Inform**: Admin, Leadership, COST
2.A3	Design master schedule to support RTI/UDL, common preps, ELD, mainstreaming for students with disabilities		ALL	**Responsible for action:** **Admin, ILT**

				Responsible for monitoring: **Consult/Inform**: Admin
2.A4	Grade level meeting time to review STAR data (progress monitoring every 6 weeks for urgent/early intervention students/; make adjustments to groups	Collaboration/meeting notes STAR data	AA/EL/CCEIS	**Responsible for action:** **Coach, admin** **Responsible for monitoring:** **Coach, admin** **Consult/Inform**: Leadership, admin
2.A5	Monthly walkthroughs with ILT/ teacher leads using instructional walkthrough tools Peer observations	Walkthrough data	AA/EL/CCEIS	**Responsible for action:** **ILT** **Responsible for monitoring:** **ILT, admin** **Consult/Inform**: Leadership
2.A6	Identify/ track progress of focal scholars using Focal Scholar template	STAR/F&P Informal observations	AA/CCEIS	**Responsible for action:** **Teachers** **Responsible for monitoring:** **Coach** **Consult/Inform**: Admin

2.7A	STEAM implementation with co-teaching/coaching and observational feedback- STEAM lessons in STEAM Studio/Lab AND classrooms	Informal observations Coaching notes and feedback	ALL	**Responsible for action:** **STEAM teacher** **Responsible for monitoring:** **STEAM teacher, admin** **Consult/Inform**: Leadership, admin
2.8A	Ensure RS/Sped teachers have access to grade level curriculum		Sped	**Responsible for action:** **Admin, coach**
2.9A	After school tutoring program through (CCEIS) Focal Scholars as a priority (one teacher per site 30min(twice weekly)	Pre/Post assessments Star data	CCEIS	**TBD**

LCAP Goal 3: Support all English Learners (ELs) in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)

State Priorities: State Standards, Pupil Achievement, Course Access, Pupil Outcomes
District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning

A review of district wide data demonstrates the need for focused increase of services for English Learners. AUSD continues its focus on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans. We strive to:
- Improve the achievement of English learning students.

- Implement State Standards for English learning students.

🎯 District and Site Annual Outcomes

Key metrics highlighted are a focus for the district.

Annual Outcome		2017-18 Data Quest		2018-19 Dataquest/CAASPP/Dash board		2019-20 Schoolzilla/AERIES	
		District	Site	District	Site	District	Site
EL Reclassification: % of English Learners who were redesignated as RFEP		12%	3.9%	21%	9.1%	14%	6.5%
ELPAC: % of students scoring 'moderately' or 'well developed' *		80.8%	68.5%	72.6%	61.8%	84%	
At-risk LTELs: % of English Learners at-risk of becoming Long Term English Learners (LTELs)	K-5th	8.5%	13.9%	27%	29.9%	11.5%	12.9%
	6th-8th	4.6%		7%		5.2%	
	9th-12th	4.9%		9%		3.9%	
English Learner Access to CCSS: % of non-newcomer English Learners accessing CCSS w/English-only peers	K-5th	98.3%					
	6th-12th	97%					
ELD Standards Implementation: % of ELs receiving designated ELD	K-5th	70%					
	6th-12th	61%		98%		100%	

*to be replaced with growth metric when released spring 2022

LCAP Goal 4: Support parents/guardian development as knowledgeable partners and effective advocates for student success

State Priorities: Parental Involvement and Family Engagement.
District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning

AUSD is committed to developing strong family-school partnerships to improve learning and outcomes for all students and in particular our focal student groups using the Dual Capacity-Building Framework for Family-School Partnerships. We strive to:

- Improve efforts to build relationships and trust with our parents/guardians
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.

District and Site Annual Outcomes

Annual Outcome	Fall 2021-22	
	District	**Site**
Engaged and Trusting Family Relationships - % Positive responses on Family Relationships and Trust Survey	This survey is a new one and will be issued in the fall of 2021 to establish the baseline.	

School Site Analysis and Prioritized Practices
LCAP Goal #3 (Site)

Ruby Bridges uses different tools and services to improve parent engagement at our school. First off, we have added a number of communication tools, both pushing out announcements about our school and to also receive information from our community. We use ParentSquare to communicate school announcements, share our digital newsletter and to share daily highlights of the best parts of our school. ParentSquare is also a great way to share articles on everything from parent education topics to helpful hints on how to be a better teacher. Schoolwide ParentSquare has also been a great tool at our school for bidirectional communication with parents. The schoolwide plan auto enrolls all immediate family members through Aeries. Lastly, we send out our online Newsletter through Smore, we have also done a paper copy with a hard copy. The online

Newsletters (sent out via Smore) can go home to multiple family members, no matter where they live, where they are traveling, or who the child goes home with that day after school.

Our school also has a high quality and distinctly different parent education opportunity. This year some teachers used FASTalk, which is a parent education program that runs entirely through text messages to our Kinder and First grade families. Parents get a text message on Monday with a topic for the week, a check in on Wednesday about how it is going, and then a survey on Friday to see if the kids learned the topic.

LCAP Goal 4: Site Goals, Measurable Outcomes, Strategies/Activities, Focus Student Groups Site Goals

⤴ **SMARTIE Site Goal A** ***S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime-bound, **E**quitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data. The goals should NOT be different. Ex: By May 15, 100% of all K-2 students will increase their F&P levels by an average of 1 year from 80%. 85% of English Language Learner students will increase their F&P levels by no less than 1.5 year from 67%.*	**Overall:** <mark>Site Goal 3(AUSD 4*):</mark> <mark>Family Engagement</mark> By May 2023 100% of families will participate or volunteer to support two school events (conferences, literacy night,STEAM night, awards ceremonies, growth celebrations, focal scholar assemblies) **Equitable (AA/EL/IEP/CCEIS):**		
📊**Measurable Outcomes** *Identify the metric the school will use as a means of evaluating progress toward accomplishing the goal. Ex above: F&P Levels*	Parent trust survey Attainment of goals set in scholar plans Healthy Kids Survey Attendance at school events		
# ⚙ **Research-Based Strategies to Achieve Goal** *Consider the school budget, master schedule, collaborative structures, and professional development approach*	**How will you know the strategy is making progress towards your goal throughout the year?** *What information/data will you monitor? When? With whom?*	**Student Group Served (All/AA/EL/IEP/CCEIS)**	**Person(s)/ Teams Responsible for Actions and Progress Monitoring**
4.A1 Family Engagement Plan/PD for staff (CCEIS)	Family Involvement Plan	ALL	**Responsible for action:** **IL, Coach, AUSD support** **Responsible for monitoring:**

				admin **Consult/Inform**: COST
4.A2	Equitable Start Focal Scholar plans/Goal Setting	Focal Scholar Plan Plan instructional minutes for 22/23 to include equitable start Family engagement Planning	ALL	**Responsible for action:** **admin** **Responsible for monitoring:** **admin** **Consult/Inform**: admin
4.A3	Timely communication with families and community partners ● Parent Square ● Newsletters ● APC partners ● Coast Guard families ● Family Liaison	Family Involvement Plan Family participation	ALL	**Responsible for action:** **admin** **Responsible for monitoring:** **admin** **Consult/Inform**:
4.A4	Improve SART process- informative vs. punitive (Attendance incentives for families (PTA support)	Attendance data	ALL	**Responsible for action:** **Admin, COST** **Responsible for monitoring:** **admin** **Consult/Inform**:
4.A5	Trimester engagement events for Focal Scholar families	Informal feedback Family participation	CCEIS, AA, ME	**Responsible for action:**

		Family engagement survey (trimester)		**admin/ CCEIS team** **Responsible for monitoring:** **admin** **Consult/Inform**:

Annual Review

Analysis

Describe the overall implementation of the strategies/activities and the overall effective strategies/activities to achieve the articulated goal in the previous year.

[add text here]

Describe any major differences between the i̶n̶ expenditures to implement the strategies/activities to

[add text here]

Descr the annual outcomes, metrics or strategies/activities to . Identify where those changes can be found in the SPSA.

N/A due to covid interruption, schools are in their first year of implementing goals.

Expenditures to Achieve Site-Specific Goals

RB 22.23 Expenditures

COMPLETE THE TABLE, THEN PASTE TABLE HERE AND SELECT "LINK" IN CASE YOU MAKE ANY UPDATES IT WILL AUTOMATICALLY UPDATE HERE. SEE "EXAMPLE" TAB IN TEMPLATE FOR AN EXAMPLE.

Budget Summaries

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$ [Enter amount here]
Total Federal Funds Provided to the School from the LEA for CSI	$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$343, 969

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title 1	$147, 550
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school: $ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation ($)
Innovative funds (STEAM)	$ 130, 008
LCFF	$ 40, 044

Subtotal of state or local funds included for this school: $ 170,052

Total of federal, state, and/or local funds for this school: $147, 550

Appendix A: Categorical Funding Summary

Categorical and Supplemental Program Funding Included in this Plan

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

Title 1 Program Component	Allocation	
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$	147, 550
Title I, Part A: Alternative Supports Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$	0
Title I, Part A: Program Improvement - Professional Development Purpose: Improve teaching and learning at schools within districts that have been identified for Program Improvement (PI)	$	0
Total amount of federal categorical funds allocated to this school	$	$147,550

Appendix B: School Site Council (SSC)

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.The current make-up of the council is as follows:

Names of Members/Participants	ROLE*
Kimble Talley	Co-Chair/Parent
Lori Cunningham	Parent
Fatima Ahmed	ELAC President
Mikayla Royal	Parent
Shirley Torres	Parent
Loni Phan	Teacher
Lara Weber	Teacher
Noor Hezam	ELD Paraprofessional
Lynne Martin	Vice Principal
Danielle Pharr-Matthews	Principal

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

CALIFORNIA EDUCATION CODE Section 52012
A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.The council shall be composed of the principal and representatives: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

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

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

Site Validation Questions

1.   The Stakeholder Engagement process is an ongoing, annual process. 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. Be sure to include how members of SSC and ELAC were involved:

> SSC/ELAC reviewed for clarity, input, and questions were resolved. Plan presented during SSC meeting (May 2022). Ruby staff also added feedback and input (May 2022).

2.   Does the race/ethnic/primary language composition of the SSC reflect your school population? If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations?

Parents/staff reflect the diversity of the school population. Site admin has also reached out to individual parents/guardians for informal feedback on school programs and planning.

RECOMMENDATIONS AND ASSURANCES

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

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

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

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan *(Check those that apply):*

___   School Advisory Committee for State Compensatory Education Programs
_X__ English Learner Advisory Committee
___ Community Advisory Committee for Special Education Programs
_X_ Other- Ruby teachers including Instructional Leadership Team

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

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

6. This school plan was adopted by the school site council on: May 10, 2022

Attested:
Danielle Pharr-Matthews

Danielle Pharr-Matthews   *May 26,2022*
_____   _____
              Site administrator   Date

Kimble Talley

KIMBLE TALLEY Digitally signed by KIMBLE TALLEY
Date: 2022.05.26 14:40:14 -07'00'
_____   _____
          Signature of SSC chairperson   Date

Appendix C: 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
__The corresponding Title 1 funded elements of the SPSA above should be highlighted.__

COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT

COMPONENT 2:   SCHOOLWIDE REFORM STRATEGIES

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

COMPONENT 4: PROFESSIONAL DEVELOPMENT

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS

COMPONENT 6: PARENT INVOLVEMENT

COMPONENT 7: TRANSITIONS

COMPONENT 8: TEACHER DECISION-MAKING

COMPONENT 9: SAFETY NET

COMPONENT 10: COORDINATION AND INTEGRATION

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

COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT

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

This past year, 2021-22, all students received 30 minutes (Rti) of English language arts instruction designed to improve their reading and writing levels and all English learners received 30 to 40 minutes of Designated ELD instruction based on their CELDT/ELPAC levels.

This year, 2021-22, approximately 38 third through fifth grade students attended after school tutoring to improve their basic mathematics skills. Eighteen of these students increased their scores by 3-10% based on pre/post data.

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

The SSC/Title I Advisory Committee reviewed the 2021-22 school plan.

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

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

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

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

Physical fitness tests are given in Grade 5.

COMPONENT 2: SCHOOLWIDE REFORM STRATEGIES

Our goals for 2022-23 are to continue to implement the adopted English language arts program, Center for the Collaborative Classroom,implement the Eureka Math Squared program, and utilize the English language development coaches to facilitate designated ELD instruction to our English learners. In addition, we will continue implementation of STEAM units that will span one to two weeks. Seventy-five percent of our staff will have completed STEAM training by the start of school, September 2022 (annual staff turnover of 19%). Our STEAM coordinator will continue to assist teachers by creating and modeling lessons.

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

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

COMPONENT 4: PROFESSIONAL DEVELOPMENT

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

All teachers will be offered training to implement the Eureka Math Squared program that was adopted for the 22-23 school year, and the CCC ELA program adopted in 2018.

As of this year, 100% of our staff had access to STEAM Training.

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

We NO longer have the AUSD/AEA waiver that provides for an additional 17 hours per year of collaboration within and between grade levels. District is in discussion about collaboration for the 22/23 school year.

We are now in year five of our Innovative STEAM Plan. The goal is to improve student engagement, motivation, attendance, and achievement by providing hands-on, student-centered lessons that promote autonomy, choice, and opportunities for students to construct learning.

Five staff attended SEL curriculum Toolbox training early this school year.

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. At least seventy-five percent of Ruby Bridges teachers are highly qualified and have CLAD or CLAD alternative certification.

COMPONENT 6: FAMILY INVOLVEMENT

The Ruby Bridges PTA, School Site Council/Title I Advisory Committee, the English Learner Advisory Committee and the site Leadership Team all work collaboratively to provide the following activities

designed to strengthen the home-school relationship and ensure that all stakeholders' voices are heard and supported:

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

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

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

Parents and guardians also attended Back-To-School Night. Translation in Cantonese, Arabic, and Spanish is provided as. needed

Our Title I intervention team collaborates with English Language Development staff members to provide a family education event once per year. Report card conferences are held in the fall and the spring for parents/guardians to meet with teachers and discuss their child's progress.

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

Administration held one virtual "Meet and Greet" via zoom 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 Camp EdMo program which is an after school academic and enrichment program. Homework assistance and support for classroom learning are a part of all of these programs.

We conduct a Promotion Assembly for Grade 5 students and their families in June of each year and several culminating activities for fifth graders. Grade 5 teachers work with all Alameda middle schools to provide academic and social data on incoming students and disseminate important information for

families. We make every effort to recruit and enroll eligible Grade 5 students in middle school summer school, and summer academies in literature and math, if they are funded.

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

COMPONENT 8: TEACHER DECISION-MAKING

Ruby Bridges has an active Leadership Team. This team meets once per month to review data and plan for site classroom needs.

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

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

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

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

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

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

COMPONENT 9: SAFETY NET

Ruby Bridges has a proactive set of components to ensure the success of all students with either academic or social skill challenges. In addition to those mentioned in the SPSA, the following are included in the school's safety net: Focal Scholar Plan, partnership with Alameda Family Services, Coordination of Services Team to address academic and behavioral interventions, Care Solace (through AUSD).

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

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

Positive incentives are in place for high academic and social skills improvement through Awards Assemblies held three times a year and monthly awards delivered to classes. Responsible older

students have leadership roles at the school, like Peacemakers, Junior Coaches, Student Council, STEAM team, Kinder Crew, etc.

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

COMPONENT 10: COORDINATION AND INTEGRATION

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

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

Appendix D: Innovative Program Review of Progress - Guiding Questions

When and why did the program start?

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

What is the vision and mission of the program?

The mission of this program is to:

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

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

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

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

School Vision:

Ruby Bridges Elementary is deeply committed to every student's success and focuses on teaching to the whole-child. To reach our vision of high achievement for all students, we will promote a positive school climate that embraces our unique global community, empowers every learner to reach her or his educational potential, and ensures all staff, students, and families feel welcome, safe, and valued. We have high expectations for our preschool through fifth grade students who come from ethnically, culturally, socioeconomically 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.

What are the goals of the program?

Academic and Socio-emotional learning Goals:

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

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

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

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

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

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

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

Critical Teaching Practices:

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

• Develop functional literacy in within the STEAM content

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

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

• Foster development of joint/team products

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

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

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

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

Ongoing Implementation:

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

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

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

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

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

• STEAM Coordinator will implement STEAM notebooks for teacher review.

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

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

How will the program measure progress towards goals?

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

How will the school know that students are learning?

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

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

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

What will this look like in the classrooms?

RBE's STEAM curriculum will use art strategies to integrate science, technology, engineering, and math as a basis for improved instructional practices that engage students in a creative process that builds connections to other subject areas. While our curriculum themes will be developed by staff, the teachers and STEAM coordinator and Media/Librarian will be using the lesson plan design as prescribed during the STEAM education training along with their growing bank of lessons plans. Core units include, but are not limited to; electronics, robotics, mechanics, construction, programming, bookmaking, movement, and fabrication.

The STEAM Education training focuses heavily on educator buy-in to shifting into a facilitator role within the classroom. The training will strengthen teachers to feel empowered in teaching collaboratively and adapt learning structures for students to take the lead in learning. Educators instruct within their specialty with co-planned thematic units that everyone contributes to in projects related to the required benchmark concepts and skills. Special times are designated for working on projects, so that as new concepts are learned they can be applied and built upon. The classrooms and common areas become a network of specialty topics in a living and growing discovery place.

How will the school know whether students are engaged?

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

What will this look like in the classrooms?

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

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

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

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

Outreach to our community about our innovative program has been initiated through various means. Information has been presented at all family informational meetings such as English Language Advisory Committee, School Site Council, and general membership PTA meetings. Information about the plan proposal is posted on our school website with other links to educational websites that support STEAM literacy.We also host an annual STEAM night where all families are welcomed into

our school for a night of fun and exploration (beyond pandemic).Many members of the RB community are actively involved in seeing the STEAM model become the school's new academic parameters.

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

Leading for High Performance

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

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

Some of the academic and socio-emotional challenges our school strives to address include increasing the English language arts skills of 126 English learners and about 150 low performing English only students, decreasing disruptive behaviors of students affected by a pattern of low achievement, trauma, or family crises, providing additional resources to challenge students who are advanced, and recruiting families who have the resources and time to support fundraising and participate on committees. In general, our school-wide response to most of these concerns has been to create a K-5 exclusive schedule for Response to Intervention and English language development and provide tutoring during the day and after school, counseling support, professional development to improve English language arts and English language development instruction, positive incentives and leadership opportunities for students, and host evening events to engage our families. As result, we have seen some gains in students' reading levels and less major discipline concerns, but we have not had a measurable impact on our Title I and LCAP goals.

Given these results and the review of research and literature about STEAM, motivation, engagement, and social-emotional learning, it is our belief that this STEAM and Wellness program will increase achievement by providing self-regulation support and school-wide access to project and problem based learning that shows how content is used in the real world. Our Wellness Center is designed to support the well-being of the whole child, and the STEAM training and lessons will help us develop

student-centered, integrated, real-life learning experiences that are intrinsically motivating and engaging to all students. Families will be introduced to STEAM lessons throughout this process so that they understand and experience the components that motivate their children to take ownership of their learning as they begin to see themselves as productive problem solvers, creators, designers, and innovators.

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

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

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

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

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

Staff at RBE regularly use a variety of experiences to educate their students. Examples include field trips (beyond pandemic) – fifth grade Science camp, second grade takes the ferry to the SF Exploratorium, first grade to MOCHA. Students are also encouraged to do work with Kids for the Bay, to learn how pollution impacts the quality of the water in the bay, or the activities included with Alameda County Safe Routes to School – where kids watch assemblies on traffic safety, learn how to get to school on foot or with a bike, and get their bikes fixed for free with the Bike Mobile! Lastly, students also interact with our garden program though our partnership with Common Vision.

To what extent do teachers analyze data collaboratively? Evidence?

In former years, teachers met twice every month in grade level collaborative teams to review student assessment and make curricular plans for the week ahead. We also use staff meetings to discuss student performance, including one specific meeting where we analyze SBAC scores. This year teachers selected two focal students to pay extra attention to. We plan to do this again in the upcoming school year.

Theory of Action

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

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

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

By May 2023 all students will show growth on ELA/math assessments- STAR, SBAC, EGSI

Equitable (AA/EL/IEP/CCEIS):
By winter of 2023, 25% of our African American and EL population will show 25% increase in their Standard Growth Percentile (STAR reading and math)

By May of 22/23, we will see an increase of 25% of AA/EL students being at/above grade level (STAR reading and math)

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

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

Improving our Teaching Practices

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

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

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

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

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

Small group instruction based on F&P scores is at the heart of the reading instruction at Ruby Bridges. EL students also receive designated and integrated ELD. UDL tstructures continue to evolve with yearly AUSD training.

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

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

Trimester STAR data and SBAC scores at the year end assessment are data points to show evidence of student learning. Ruby's Instructional Learning Team also conducts monthly walkthroughs using an electronic walkthrough tool. Results are disaggregated and shared with individual teachers and grade level teams. We are very hopeful that with our STEAM Studio integration, our scores will be going up significantly.

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

The Principal and Vice Principal meet with all teachers at the beginning of the year to go over teacher goals for the year. About half of all teachers are on evaluation cycle each year, so administrators

dedicate time to visit their classrooms and observe lessons, providing feedback afterwards to improve their practice. Teachers also have access to math and ELA coaches, who can visit their classrooms whenever requested. Lastly, teachers can also voluntarily enter PAR – the Peer Assistance and Review program, and get another teacher as a coach to help them improve their practice. New teachers also have access to a BTSA – Beginning Teacher Support and Assessment coach to help improve their practice. ILT also provides walkthrough feedback to teachers on a monthly basis.

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

Every teacher collaboration period (in prior years) is themed around STEAM integration. New projects must be discussed in teacher teams and turned in to the principal for review during these collaboration sessions. AUSD is in discussion about collaboration opportunities in 22/23.

Findings and The Road Ahead

Identify and discuss significant accomplishments.

• Converted classroom 401 into the Studio, a makerspace for all students;

• Converted classroom 402 into the LAB, a clean room for teachers;

• STEAM Coordinator was hired;

• All teachers work with STEAM teacher to develop STEAM school-wide systems

• PTA & STEAM Coordinator host the STEAM Night & Auction fundraiser (annually)

• Established schedule rotation for all LAB and Studio classes

• PBIS implementation of Star card system and Class Dojo in Studio time

• Full implementation of Wellness Center in Room 301

• Intervention Lead full time to run Wellness Center, organize MTSS and run COST meetings.

• Wellness Center open at lunch/recess to provide alternative recess options for students who need it.

What learning and surprises emerged?

Prior to the pandemic, students K-5 were given a survey which is gathering information on student response to STEAM Studio time and effectiveness. Students as young as 5 years old can clearly state what STEAM stands for and what excites them about STEAM learning. Results for informal assessments are still being collected. The most exciting part of STEAM implementation is that all students, regardless of behavioral needs or learning pace, are finding ways to be engaged in the

Studio and lead other students! It is also exciting to see the excellent projects being created in the LAB by teachers through FOSS, engineering, arts, and other STEAM extensions.

Similarly, students report loving the Wellness Center and ToolBox is implemented in all classrooms. The concepts have clearly reached the school, and the Wellness Center is at the heart of the SEL focus for the school.

Identify and discuss the areas that need improvement. Why?

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

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

The STEAM Carnival was unable to come to fruition and has been postponed until Fall 2022. Moving the STEAM Carnival to the early fall will be a better fit in the overall yearly calendar.

The staff is in need of more Professional Development. The online training from STEAM Edu was a good foundational start to the theory of STEAM teaching, but it lacked the training in writing STEAM lessons across subjects. Teachers would like more PD opportunities in the fall specific to STEAM implementation. Ruby has also added 10 new teachers over the course of three years, leaving an annual need for training with the STEAM teacher.

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

We will continue to refine what we have done to make our Wellness Center a safe and calming space. This space, dedicated to students needing a break from the emotional and academic demands of the classroom, is fully operational and staffed by the Lead Interventionist and full time Student Support Provider. The space has calm down zones, a space for small group meetings, and activities for students to do while on indoor structured recess.

2022-23 SPSA Expenditures Table

For each stratgy/activity list the amount(s) and funding source(s) for the proposed expenditures for the school year to implemetn these strategies/activities. Proposed expenditures that are included more than once in the SPSA should reference all goals and strategies/activities where the expenditure first appears in the SPSA.

Site Budget Allocations	LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	In Lieu of Title 1	Magnet/ Innovative
	Mental Health/Social Emotional Support - Proactive approach.				

Summary of Expenditures to Achieve Site-specific Goals

Strategy/ Activity Number(s)	Target Student Group(s)	Expenditure Amount					Expenditure Type	Teacher hourly
		LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	In Lieu of Title 1 OR Title 1	Magnet/ Innovative	Discreation ary	
Goal 1.A- A15	All, CCEIS, AA,/ME	$30,085.00					$1,367.00		Student support provider PBIS training for IL TRUTH support Teacher hourly
Goal 2.A1- 2.A9	CCEIS, AA,ME, SWD	$9,359.00			$82,923.00	$130,008.00	$25,000.00		STEAM teacher .40 Title1 teacher Student support Provider
Goal 3	ELL				$44,839.00				ELD paraprofessional
Goal 4.A1-4.A5	All, CCEIS, AA,/ME	$600.00			$21,220.00				Family Liaision Family engagement
TOTAL		$40,044.00			$148,982.00	$130,008.00	$26,367.00		

KEY	FOR TABLE	HINTS
		Object Code Hints
Expenditure Types	Certificated Salary	(1000s)
	Classified Salary	(2000s)
	Benefits	(3000s)
	Materials/Supplies	(4000s)
	Services	(5000s)
Target Student Group(s)	All Students	
	SED Students	Socioeconomically Disadvantaged
	SWD	Students with Disabiilties
	ELL	English Language Learners
	UND	Unduplicated (EL and SED)
	Foster Students	
	Homeless Students	
	Varies	List one or more subgroups by race/ethnicity
	Other	