

**Rata**

10621661030717

Principal's Name: Amy Balmanno

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

**Centralized Services** - No Centralized Services are utilized at this time.

Consolidated Program Assurances



<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Amy Balmanno	X				
2. Chairperson - John Monzon		X			
3. Rochelle Webb			X		
4. Misty Carlson			X		
5. Laura Espinoza - <i>DELAC Representative</i>				X	
6. Ruthina Estrada - <i>DAC Representative</i>				X	
7. John Salas					X
8. Sandra Espinoza					X
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____

Required Signatures

School Name: Rata			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Amy Balmanno		3/30/2021
SSC Chairperson	John Monzon		3/30/2021

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2021/22

Rata - 0552

**ON-SITE ALLOCATION**

3010	Title I	\$2,016 *
7090	LCFF Supplemental & Concentration	\$12,090
7091	LCFF for English Learners	\$2,400
7099	School Opening Support <i>(New! One-time funds)</i>	\$420
<b>TOTAL 2021/22 ON-SITE ALLOCATION</b>		<b>\$16,926</b>

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
	Title I Parent Involvement - Minimum Required	\$63
	Remaining Title I funds are at the discretion of the School Site Council	\$1,953
	Total Title I Allocation	\$2,016

## Rata School 2021-2022 - SPSA

### Goal 1 - STUDENTS: Improve academic performance at challenging levels.

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
Student Goal - Site Defined		0 %	2020-2021	50 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

##### Student Goal - Site Defined

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

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

##### Student Goal - Site Defined

Due to distance learning, access to technology has been limited. We started the school year without the technology to support this goal; however, equipment has been received and is now being distributed.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

This is a new goal, so there is no data available for comparison.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

This is a new goal, so there is no data available for comparison.

**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1 SSC:**

SSC members support additional training for curriculum and technology.

**2 ELAC:**

ELAC is in support of this goal and encourages school teams to closely consider the reclassification process for students with severe disabilities.

**3 Staff:**

Staff are in support of this goal and are requesting ongoing training in the use of new technology.

**Action 1**

**Title:** Improving access to the Board-adopted ALPs curriculum

**Action Details:**

In order to support students at Rata High School/ATP and ensure improved access to the Board-adopted curriculum, student are provided with a variety of developmentally and physically appropriate low- and/or high-tech assistive technology that integrates with daily lessons.

**Reasoning for using this action:**  Strong Evidence  Moderate Evidence  Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

**Details: Explain the data which will specifically monitor progress toward each indicator target**

1. Classroom walkthrough observation data
2. Data collection through HelpKidzLearn
3. Progress on IEP goals

**Owner(s):**

1. Principal
2. Principal, Teachers
3. Principal, Teachers, Related Service Provider

**Timeline:**

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

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

Full implementation of the District-adopted Unique Curriculum. Substitute release time for professional learning. Funds are set aside to purchase materials and supplies to support instruction. Conferences and/or professional learning opportunities are made available to staff. Utilization of HelpKidzLearn program to supplement curriculum and support data collection. Students receive Specialized Academic Instruction and Related Services through their IEPs from Special Education staff. Funds will be set aside to purchase technology to support access to the curriculum.

**Specify enhanced services for EL students:**

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

**Specify enhanced services for low-performing student groups:**

Individualized services for students based on needs and IEP goals.



# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0552 Rata (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Separate Classes: Special Educati	Mat & Supp			Materials and supplies will be purchased for the Unique Curriculum and any other supplemental curriculum that is needed to support our student learning. Also aligns with G2A(1,2) **NO FOOD, FOOD REALTED ITEMS OR INCENTIVES**	1,016.00
G1A1	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs			Time for teachers to allow for collaboration and curriculum preparation as well as site visits to other programs. This also aligns with G4A1	7,906.00

**\$8,922.00**

**Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
College/Career Readiness		0 %	2019-2020	3 %
Student-centered real world learning experience - Site Defined		0 %	2020-2021	75 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**College/Career Readiness**

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

**Student-centered real world learning experience - Site Defined**

By the end of the 2021-2022 school year, at least 75% of the students will participate in community-based learning experiences.

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

**College/Career Readiness**

Due to pandemic-related distance learning, there were no opportunities for students to participate in vocational training activities.

**Student-centered real world learning experience - Site Defined**

Due to pandemic-related distance learning, there were no opportunities for students to participate in community-based learning experiences.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to pandemic-related distance learning we were not able to utilize funds and resources needed to engage in these activities.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

As school reopens, we will implement activities, to the greatest extent possible, based on current health and safety guidelines.

**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<b>1</b> SSC:	<b>2</b> ELAC:	<b>3</b> Staff:
SSC supports this goal and would like to prioritize student centered and real-world learning experiences for the 2021-2022 school year to the greatest extent possible given health and safety guidelines.	ELAC supports this goal and requests that bilingual supports be considered for students who are English Language Learners for these activities.	Staff support this goal would like to have students participate in these activities to the greatest extent possible given health and safety guidelines.

### Action 1

**Title:** College/Career Readiness (Vocational)

Action Details:

Students will be provided with opportunities for vocational training and community-based learning activities.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target

Owner(s):

Timeline:

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

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

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

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

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

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

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

Individualized services for students based on needs and IEP goals.

### Action 2

**Title:** Community-based learning experiences

Action Details:

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

<b>Reasoning for using this action:</b> <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target

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

Owner(s):

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

Timeline:

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

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

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Individualized support based on student needs and IEP goals.

# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0552 Rata (Locked)

## G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	LCFF: EL	Instruction	Mat & Supp			English Learner supports. Also aligns with G2A2.	2,400.00

**\$2,400.00**

**Goal 3 - STUDENTS: Increase student engagement in their school and community.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		45.83 %	2020-2021	43.83 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Chronic Absenteeism**  
By the end of the 2021-2022 school year, we will have decreased chronic absenteeism by 2% to 43.830%.

**Suspensions students with 1 or more**  
By the end of the 2021-2022 school year, we will maintain a 0% suspension rate.

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

**Chronic Absenteeism**  
Based on student population, chronic absenteeism is secondary to significant medical conditions documented with health files.

**Suspensions students with 1 or more**  
Based on pandemic-related distance learning, students were not on campus and therefore were not suspended for behavioral offenses.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to pandemic-related distance learning, student access to the online platform was difficult. As stated above, based on pandemic-related distance learning, students were not on campus and therefore were not suspended for behavioral offenses.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

As school reopens, we will support attendance, to the greatest extent possible, based on current health and safety guidelines.

**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

SSC supports this goal and asks that the significant health needs of students be considered when evaluating our absentee rate.

**2** ELAC:

ELAC supports this goal.

**3** Staff:

Staff support this goal and also requests that the significant health needs of students be considered when evaluating our absentee rate.

### Action 1

**Title:** Attendance Rate

[Action Details:](#)

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

**Reasoning for using this action:**  Strong Evidence  Moderate Evidence  Promising Evidence

#### Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Attendance data will be kept in Atlas and used to keep track of attendance records for students.

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

Principal, Teachers

[Timeline:](#)

Ongoing

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

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

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

Implement a Home/School Liaison and provide supplemental contracts to Classified Employees for Spanish/Hmong translation to promote better attendance and parent communication.

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

Implement a Home/School Liaison and provide supplemental contracts to Classified Employees for Spanish/Hmong translation to promote better attendance and parent communication.

### Action 2

**Title:** Suspension Rate

[Action Details:](#)

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target

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

Owner(s):

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

Timeline:

1. Weekly
2. Ongoing

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

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Individualized support based on student needs and IEP goals.



# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0552 Rata (Locked)

## G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: To be utilized for incentives and recognition	1,762.00

**\$1,762.00**

**Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Goal - Site Defined		0 %	2020-2021	97 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

<p><b>1</b> Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.</p>	<p><b>2</b> Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.</p>
<p><b>Staff Goal - Site Defined</b></p> <p>Based on the annual staff survey, 97% of staff will respond positively under the sense of belonging domain.</p>	<p><b>Staff Goal - Site Defined</b></p> <p>Because of pandemic-related distance learning and separation between staff working on site and at home, the opportunities to feel connected were limited.</p>

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

As this is a new goal, there is no evidence to identify and describe any differences between the intended and actual implementation of actions and budget expenditures.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Greater efforts will be made to facilitate staff voice, connections with one another, and staff celebrations.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p><b>1</b> SSC:</p>	<p><b>2</b> ELAC:</p>	<p><b>3</b> Staff:</p>
<p>SSC supports this goal.</p>	<p>ELAC supports this goal.</p>	<p>Staff support this goal.</p>

### Action 1

**Title:** Staff Connectedness and Retention

[Action Details:](#)

Based on the 2020-2021 staff survey data, 97% of staff will respond that they feel connected and supported leading to a higher staff retention rate.

<b>Reasoning for using this action:</b> <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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**Explain the Progress Monitoring and data used for this Action**

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

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

[Timeline:](#)

- 1. 2021-2022 Staff Survey results
- 2. Meeting Agendas

- 1. Principal and Staff
- 2. Principal

- 1. March 2022
- 2. Ongoing

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

All staff receive weekly newsletter, monthly teacher meetings, monthly classified staff meetings, professional learning communities, inclusive staff engagement opportunities.

[Specify Professional Development or Staff Services to support EL students:](#)

[Specify Professional Development or Staff Services to support low-performing student groups:](#)

Not applicable

Not applicable

**Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Family Goal - Site Defined		0 %	2020-2021	95 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Family Goal - Site Defined**

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

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

**Family Goal - Site Defined**

Due pandemic-related distance learning, opportunities for families to feel connected to Rata were limited to virtual contact.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

As this is a new goal, there is no evidence to identify and describe any difference between the intended and actual implementation of any actions and budget expenditures.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We will continue to utilize all stakeholders in supporting the needs of students and families.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

**2** ELAC:

**3** Staff:

SSC supports this goal and would like to coordinate with site PTA on inclusive family events for the 2021-2022 school year.

ELAC supports this goal and requests that bilingual support be provided at all inclusive family events for the 2021-2022 school year.

Staff support this goal.

## Action 1

**Title:** Inclusive Opportunities for Family Engagement

### Action Details:

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

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Explain the Progress Monitoring and data used for this Action

**Details: Explain the data which will specifically monitor progress toward each indicator target**

1. Sign-in sheets
2. Annual parent survey

**Owner(s):**

1. Principal
2. Principal

**Timeline:**

1. Ongoing
2. March 2022

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

Home/School Communication: Weekly Smore newsletter to parents, phone calls and emails responded to within 24 hours, use of marquee to communicate important information, ongoing updates of school website.

Classroom opportunities: parent-teacher conferences, Week-at-a-Glance, phone calls and emails responded to within 24 hours, Back to School Night, Open House, and virtual or in-person volunteer opportunities.

School-based opportunities: School site council, ELAC, Back to School Night, Open House, School-based events, and school-based volunteerism.

**Specify Direct Service and Opportunities for parents and families to support EL students:**

Home School Liaison, bilingual paraprofessionals, and Parent University will help support families with English Language needs.

**Specify Direct Service and Opportunities for parents and families to support low-performing student groups:**

Home School Liaison, bilingual paraprofessionals, and Parent University will help support families with English Language needs.

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0552 Rata (Locked)

### G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent training and supplemental parent communications **NO FOOD, FOOD REALTED ITEMS OR INCENTIVES**	1,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sup			Allocating money to Spanish/Hmong-speaking classified assistants contracts to provide better communication for Spanish/Hmong-speaking parents. This also aligns with G3A1	2,422.00
G5A1	One-Time School	Separate Classes: Special Educati	Mat & Supp			: Materials and supplies for communication. Also aligns with G3A1.	420.00

**\$3,842.00**

## 2021-2022 Budget for SPSA/School Site Council

### State/Federal Dept 0552 Rata (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Separate Classes: Special Educati	Mat & Supp			Materials and supplies will be purchased for the Unique Curriculum and any other supplemental curriculum that is needed to support our student learning. Also aligns with G2A(1,2) **NO FOOD, FOOD REALTED ITEMS OR INCENTIVES**	1,016.00
G1A1	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs			Time for teachers to allow for collaboration and curriculum preparation as well as site visits to other programs. This also aligns with G4A1	7,906.00
G2A1	LCFF: EL	Instruction	Mat & Supp			English Learner supports. Also aligns with G2A2.	2,400.00
G3A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: To be utilized for incentives and recognition	1,762.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent training and supplemental parent communications **NO FOOD, FOOD REALTED ITEMS OR INCENTIVES**	1,000.00
G5A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Sup			Allocating money to Spanish/Hmong-speaking classified assistants contracts to provide better communication for Spanish/Hmong-speaking parents. This also aligns with G3A1	2,422.00
G5A1	One-Time School	Separate Classes: Special Educati	Mat & Supp			: Materials and supplies for communication. Also aligns with G3A1.	420.00
<b>Total</b>							<b>\$16,926.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$2,016.00
Sup & Conc	7090	\$12,090.00
LCFF: EL	7091	\$2,400.00
One-Time School	7099	\$420.00
<b>Grand Total</b>		<b>\$16,926.00</b>

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$8,922.00	
G2 - Expand student-centered and real-world learning experiences	\$2,400.00	
G3 - Increase student engagement in their school and community	\$1,762.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$3,842.00	
<b>Grand Total</b>		<b>\$16,926.00</b>