School Plan for Student Achievement
Belle Haven Elementary

School Year	County-District-School Code	Schoolsite Council Approval Date	Local Board Approval Date
2022-2023	41-68999-6044309	October 20, 2022	October 27, 2022

Purpose, Stakeholder Involvement and Processes

What is the School Plan for Student Achievement (SPSA)?

The intended purpose of the School Plan for Student Achievement (SPSA) is to increase the overall effectiveness of school programs, consolidating all school-level planning efforts into a single, strategic plan that maximizes the resources available, while minimizing duplication of effort with the ultimate goal of increasing student achievement. This planning process supports continuous cycles of action, reflection, and improvement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. The Every Student Succeeds Act (ESSA) also requires the identification of school eligibility for comprehensive support and improvement (CSI), and as per AB716, the SPSA meets the ESSA planning requirements for CSI. Schools that meet the criteria for CSI must engage with their community and educational partners to locally develop and implement a plan to improve student outcomes. For more information, and how you can get involved, please contact your school principal

Purpose of this Plan

Schoolwide Program - The purpose of a schoolwide program (SWP) is to improve academic achievement of all students, particularly the lowest-achieving students, through the improvement of the entire educational program of the school. A school operating a SWP must conduct a comprehensive needs assessment to help the school understand the subjects and skills for which teaching and learning need to be improved, and identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards. A school operating a SWP must annually evaluate the implementation of, and results achieved by, the SWP, using data from the State's annual assessments and other indicators of academic achievement; determine whether the SWP has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the SWP. Comprehensive Support and Improvement - The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for comprehensive support and improvement (CSI). Local educational agencies (LEAs) with schools that meet the criteria for CSI must partner with stakeholders to locally develop and implement a plan to improve student outcomes. The SPSA, and the LEA Local Control and Accountability Plan (LCAP) will be used to meet CSI planning requirements. Improvement interventions and strategies must align to the goals, actions, and services identified in the LEA LCAP.

How does this plan meet ESSA requirements in alignment with the LCAP (and other federal, state, and local programs)?

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students, and is consistent with the Ravenswood City School District LCAP. California Education Code 64001 and the Every Student Succeeds Act (ESSA) requires schools that receive federal funds through ConApp to consolidate all school planning requirements into the SPSA. In order to realign the SPSA to ESSA and the LCAP, the CDE provided an updated SPSA template in January 2020 which assists schools in meeting the content requirements for consolidating all school plans. This SPSA is also consistent with the approved district LCAP Federal Addendum.

Each school will use the LCAP as a starting point in developing their SPSA for each year. For 21-22, the LCAP had 4 Broad Goals (3-year timeline), and 4 Focus Goals (1-year timeline). In 21-22, schools included Broad Goals 1, 2, 4, and Focus Goals 1, 3, 4 in their SPSA, while Cesar Chavez Ravenswood Middle School also included Focus Goal 2. Schools also had the opportunity to add site-specific goal descriptions based on feedback and discussion from parents, families, and staff through SSC/ELAC meetings. The 22-23 SPSAs were primarily developed before the 22-23 LCAP had been finalized, and as a result there may be some minor divergences.

Stakeholder Involvement and Process

Our school primarily uses our SSC/ELAC meetings to consult with our families and community about the SPSA process, including the development, and monitoring of goals. All members of the school community (teachers, staff, parents, family members etc.) are invited to attend SSC/ELAC meetings. Meetings occur almost monthly, taking into account the holidays and school breaks.

This year we began the SPSA evaluation, review, and development process prior to the end of the school year to align more closely with the new district budgeting processes. After students completed MOY (Middle of the Year) assessments, we reviewed a school-wide needs assessment which included but was not limited to student achievement in the various content areas, projected student enrollment, English Learner proficiency data, student attendance and chronic absenteeism, and family involvement. We also completed an evaluation of the current SPSA goals and actions, identifying areas of effectiveness, ineffectiveness, and areas for modification. Together the Needs Assessment, and Evaluation are used to support the development of the next SPSA by providing a base to begin from, where we have identified and decided on the effective actions which we want to continue into the next year.

Following the completion of the Needs Assessment and Evaluation, the SSC/ELAC continued to discuss, develop, and update the 22-23 SPSA. This SPSA was preliminarily approved by both the SSC/ELAC and district Board by the end of the 21-22 school year. The SSC/ELAC reviews the SPSA again at the beginning of the 22-23 school year, to make any adjustments necessary. Meaningful involvement of our school community is critical to the SPSA development and budget processes, which is why various aspects of the SPSA are discussed at many of the SSC/ELAC meetings throughout the year. Community engagement is an ongoing process, and as we monitor the actions throughout the year, the SPSA plan can be reviewed or adjusted in response to the evaluations and input of our community.

Because we also use the SPSA as the integrated CSI plan, the stakeholder engagement requirements of the CSI processes are embedded in our SPSA development process. Just as we discuss with the SSC/ELAC how the Title I Part A funds can be used in the SPSA, we also discuss the CSI funds.

Resource Inequities - District Level

Ravenswood City School District is a small school district located in East Palo Alto and eastern Menlo Park, and serves students in grades from Transitional Kindergarten through Eighth Grade. Student enrollment has been decreasing over the past few years, currently there are approximately 1500 students across 3 Elementary Schools (Belle Haven School, Costano School of the Arts, Los Robles-Ronald McNair Academy), and 1 Middle School (Cesar Chavez Ravenswood Middle School). We have a student population made-up of approximately 80% Hispanic/Latino, 6% African American, 9% Native Hawaiian or Pacific Islander, and 5% students of other ethnic/racial backgrounds (using the federal classifications).

Our "Unduplicated Pupil Count" is approximately 94%. "Unduplicated Pupils" are students who fall into at least one of the following categories: Foster Youth, Homeless Students, English Learners, or students who are eligible for free and reduced meals. Over 90% of our families qualify for free and reduced lunch, qualifying all 4 of our schools for Title I Part A funding. Each school operates a School-wide Title I Program. While we work hard to meet state and federal accountability requirements, we are committed to more than the academic performance of our students.

We also strive to meet our students' developmental needs (intellectual, physical, mental, and social-emotional) through a wide variety of programs offered during and after the school day. Approximately 40% of our students are considered homeless - living in situations including at shelters, foster kinship, and with multiple families to one domicile. The high cost of living in Silicon Valley, and the lack of affordable and safe housing negatively impacts the well-being and educational outcomes of Ravenswood students and families. The rising cost of living in our area is a tremendous challenge to many, and a significant percentage are homeless or have unstable housing. Ravenswood has implemented several services to help support our homeless students and families. We provide assistance to families to obtain clothes, shoes, backpacks and school supplies, as well as support to secure transportation, both to and from school and for the family. The majority of our students experience the stresses and traumas associated with growing up in poverty.

Approximately 53% of our students are considered English Learners, including an increasing number of Newcomer students who arrive in our district from another country, speaking little to no English, who may have experienced trauma in their journey from their home to Ravenswood, and have varying levels of education in their native language.

Resource Inequities - School Level

Belle Haven is currently the only Ravenswood school to receive Comprehensive Support and Improvement (CSI) funds because it has been identified as a "low-performing Title I school" on the 2019 California Dashboard, as a significant majority of our students have not been meeting their grade level expectations. We also have a high concentration of higher needs students with disabilities, and English Learners who are considered to have emergent English language and literacy skills, scoring at levels 1-2 on the ELPAC, with a limited number of staff and resources, which means that higher levels of intervention and support are necessary in order to successfully accelerate their academic achievement. Many students in neighboring communities are often able to access a much wider variety of academic, social-emotional, and enrichment activities, resources, and opportunities due to their financial means, than the students attending schools in the Ravenswood district - we hope to provide access for our students to a similar array of opportunities.

Goals, Strategies, and Proposed Expenditures

Goal 1

Description

Engage students with relevant, rigorous and standards-aligned instruction, supports and materials across all subjects:
- English Language Arts
- English Language Development
- Science and Engineering (NGSS)
- Mathematics
- Social Studies
- Physical Education
- Visual and Performing Arts

Identified Need *(Why do we need these goals?)*
Only a small percentage of all students met or exceeded grade level expectations last year, with even fewer English Learners and Students with Disabilities achieving success in this area. This means that a significant majority of our students are reading below grade level. Many of our English Learner students are scoring at Levels 1-2 on the ELPAC, which indicates that their level of English proficiency is likely to limit their access to the core curriculum and that they need additional intervention and support to learn the necessary English language literacy skills to achieve success.

Annual Measurable Outcomes

Category	Metric or Indicator	2020-2021 Baseline Data	2021-2022 Baseline Data	Expected Outcome
ELA	Percentage of students meeting or exceeding grade level expectations ● All students ● AA students ● EL students ● SPED students	The Spring 2021 CAASPP was not viable due to COVID-19	Spring 2022 CAASPP: ● All students - 12% ● AA students - 8% ● EL students - 6% ● SPED students - 6%	● All students - 25% ● AA students - 15% ● EL students - 15% ● SPED students - 15%
ELD	Progress of EL students (increase in ELPAC level)	Spring 2021: District-wide, 39% of those who completed the ELPAC	Spring 2022: 43% of English Learners increased their ELPAC Level	60% of English Learners will increase their ELPAC level
Mathematics	Percentage of students meeting or exceeding grade level expectations ● All students ● AA students ● EL students ● SPED students	The Spring 2021 CAASPP was not viable due to COVID-19	Spring 2022 CAASPP: ● All students - 11% ● AA students - 0% ● EL students - 9% ● SPED students - 12%	● All students - 20% ● AA students - 10% ● EL students - 15% ● SPED students - 20%
Science	Percentage of students meeting or exceeding grade level expectations ● All students ● AA students ● EL students ● SPED students	The Spring 2021 CAST was not viable due to COVID-19	Spring 2022 CAST Grade 5: ● All students - 8% ● AA students - 0% ● EL students - 5% ● SPED students - 0%	● All students - 15% ● AA students - 10% ● EL students - 10% ● SPED students - 5%

Planned Strategies/Activities

1 - Strengthen our ELA/ELD Program, including Phonics Instruction, and Mathematics Program

Narrative Description *(What does this action consist of? What will you actually be doing?)*	**Professional Development and Collaboration** ● Teachers will participate in a regular schedule of professional development to improve their teaching practice. Some professional development will occur within contract hours during the time set aside for "Site-based PD", while other sessions may be available after-school on an opt-in basis, where teachers are compensated with an hourly rate of pay. These sessions may also include additional training or support, to ensure that our programs, materials and resources (eg. Literacy Footprints Kits, or Leveled Literacy Intervention Kits) are used effectively. ● Teachers will explore EL typologies, learning environments supportive to ELs, and strategies to meet the varied needs of ELs in integrated and designated ELD instruction. We will also include sessions focused on planning for and using supplemental curriculum materials effectively to implement the necessary programs and interventions that our students need, the effective implementation of guided reading groups, and using small group instruction to support individual student growth. ● Teachers who attended the Standards Institute Training over the summer will be communicating and sharing that knowledge with staff throughout the year, as we work to ensure that all teachers are effectively using standards-aligned practices. ● There will be regular classroom observations, by site administrators and coaches, to support these PD sessions, as we focus on maintaining a high quality and consistency of grade-level standards-aligned instruction across all classrooms. ● The teachers who are a part of the Instructional Leadership Team will also work with The Unwound Mind to learn about facilitation and how they can best support the rest of our staff with their learnings by leading professional developments. **Staffing** ● In addition to Reading Specialist/Literacy Coaches, and Reading Intervention Teachers, we also have a Newcomer/ELD specialist teacher onsite, which allows us to provide more targeted intervention support to more students. The ELD teacher will provide designated English Language Development (ELD) instruction for students who need additional support and intervention in developing their English language skills, including Newcomers, short-term English Learners, and students at risk of becoming long-term English Learners. **Phonics** ● All of our students at all grade levels, especially our English Learners, need additional practice and support in learning phonics, which these two programs help to address. Both of these programs are research-based. We want to ensure that students at all grade levels have access to an effective phonics program, to develop phonemic awareness, and help them to succeed academically. Teachers using these programs will be supported with additional training and professional development in using these resources effectively.

- ○ SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) - to be used in our Grade 1-5 classrooms, particularly for students reading significantly below grade level and English Learners who have not yet acquired the necessary skills.
- ○ Heggerty - a structured, scaffolded program to be used in our Grade TK-K classrooms, particularly with students struggling with foundational reading skills, and English Learners who need additional support in this area.

Supplemental Materials and Additional Programs

- RAZ-Kids - All our students can access the Raz-Kids website to read books at their level, and practice their comprehension skills with the associated quiz. Students can also listen to books, and record themselves reading to practice their fluency. This website provides our K-5 students with more online options for learning at home, or in the classroom, to practice their reading skills with texts and content specifically created to support students at their individual reading levels.
- Starfall - This resource is targeted towards our TK-1st grade students that provides them with an encouraging environment to explore and practice their letters and sounds, word recognition, and other foundational skills for learning to read with confidence and fluency.
- MyOn - This was initially purchased in response to distance learning, to provide our Grade 1-5 students with more opportunities and access to books and reading material during the global pandemic, and is continued into this year because of the wide range of high-interest books that students can access. They are authentic fiction and nonfiction books in English (90%) and Spanish (10%), just like you could access in a library. Specific title suggestions are provided to students based on their individual interests, grade, and reading level, and the program has optional embedded reading support tools for students who just need a little assistance.
- Heidisongs - This is a database of songs to support kindergarten students in practicing their letter names, letter sounds, and sight words.
- Leveled Books and High Interest Books - We aim to provide students with instructional materials that reflect their diverse cultural backgrounds and experiences. In order to support the overall lifting of student achievement, students need to be provided with the resources to experiment and learn. Some examples of this include books for classroom libraries, guided reading, and individual leveled reading.
- STMath - This is an online program that provides students with equitable access to learning through challenging puzzles, non-routine problem solving, and formative feedback. This will support student differentiation and engagement, and help them to build deep conceptual understanding in mathematics.
- LETRS training - This is a training to teach teachers how to teach reading using the science of reading.

What specific need prompted this action? Which students will benefit the most from this strategy? Why is this strategy a good use of limited funds?	Only a small percentage of all students met or exceeded grade level expectations last year, with even fewer English Learners and Students with Disabilities achieving success in this area. Based on the most current reading level assessments of our students, we have many students across different grades that will benefit from the implementation of these strategies. The early emergent and emergent reader stages are vital in a student's journey in becoming successful readers and writers. This strategy will help move students from the early emergent and emergent stages to the early fluent reader stage, and support academic growth in mathematics, using our limited funds efficiently and strategically. As a school site, we found that many of our students lacked the foundational skills for reading needed to succeed in their grade level. The phonics program and online reading platforms are essential to helping our students read and enjoy reading at the same time. All students have access to the reading platforms and can benefit from them. Our students reading below grade level will benefit from our phonics instruction. Especially for TK-K students, we want to instill a love for reading, starting with the basics of letter sounds and sight words. The need for musical platforms helps to engage students in their learning.
What level of Evidence-Based Intervention does this strategy meet?	Activities funded through CSI meet the minimum level of *Tier 3 – Promising Evidence*: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias). Activities funded through Title I or Title III meet the minimum level of *Tier 4 – Demonstrates a Rationale*: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.
2 - Data Review and Analysis	
Narrative Description *(What does this action consist of? What will you actually be doing?)*	Teachers will work together with a site administrator to regularly review and track student data. By monitoring student growth and achievement data, we can ensure that all students are provided with appropriate interventions as needed. Adjustments to individual student interventions will be made according to their progress. We also have specific collaboration time set aside for different groups of teachers to work together (such as grade level teams or specials teachers). We also want to facilitate additional communication during these times, between our special education teachers and general education teachers to plan for individual students' goals.
What specific need prompted this action? And which students will benefit the most from this strategy?	As a school site, we have found this strategy useful over the past year in identifying the specific foundational skills that each student still needs in order to succeed in their grade level, in each content area. It also allows for more consistency across different teachers as they collaborate. This systematic approach to data review and analysis will especially benefit those students whose needs are in the minority, and not severe.
How, and to what extent, does this strategy directly impact student learning and increase academic achievement?	By assessing student achievement levels, these indicators will show if students are receiving and retaining high quality instruction. Students are assessed with the same system multiple times throughout the year, which provides an opportunity to understand student growth within a content area. We can use these assessments to review interventions and resources to ensure that students are provided with the support they need.

#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1a	Professional Development - Teachers (Hourly)	$35,000	Title I, Part A - CSI
1b	Professional Development - Classified Staff (Hourly)	$10,000	Title I, Part A - CSI
1c	Professional Development - The UnWound Mind	$14,634	Title I, Part A - CSI
1d	Professional Development - Standards Institute Training	$2,000	Title I, Part A - CSI
1e	Professional Development - LETRS	$42,920	Title I, Part A - CSI
1f	Staffing - Newcomer / ELD Teacher	$120,781	Title III English Learner
1g	Phonics - SIPPS	$26,530	Title I, Part A - CSI
1h	Phonics - Heggerty	$1,000	Title I, Part A - CSI
1i	Supplemental Materials - LLI Kits	$8,693	Title I, Part A - CSI
1j	Supplemental Materials - RAZ-Kids	$5,520	Title I, Part A - CSI
1k	Supplemental Materials - Starfall	$1,000	Title I, Part A - CSI
1l	Supplemental Materials - MyOn	$5,000	Title I, Part A - CSI
1m	Supplemental Materials - Heidisongs	$300	Title I, Part A - CSI
1n	Supplemental Materials - Leveled or High-Interest Books	$2,500	Title I, Part A (Direct Allocation)
1o	Supplemental Materials - Books for teacher learning	$1,500	Title I, Part A (Direct Allocation)
1p	Supplemental Materials - STMath	$9,777	Title I, Part A (School Choice)
Total Proposed Expenditures for the Goal		$287,155	

Annual Review Relative to this Goal

SPSA Year: 2021-2022

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal
All of the activities implemented last year are considered to be relatively effective. We intend to continue to work on these areas, and have continued many of these activities through to this year.
Briefly describe any major differences between the intended implementation or the budgeted expenditures:
All of the activities identified last year were implemented as proposed, and there were no major differences between the budgeted and actual expenditures.
Describe any changes to goals for the upcoming year and where those changes can be found in this SPSA:
We have expanded the description of Strategy 1 to include almost all of the activities described this goal last year. Each program or resource serves a different function, purpose, or student group. This year we have specifically focused on resources that supplement our ELA, and ELD curriculums, especially supporting our Newcomer and English Learner students. Last year we had a strategy that was a "trial" of the Phonics program, and we will continue to implement those programs this year as we found them to be effective. We have also removed Reading Partners and EPATT from this goal, as we feel that it is more important to identify other strategies in our SPSA this year. We have also made some minor changes to the specific supplemental materials and online resources that are funded for student access.

Goal 2

Description
Provide safe, joyful and productive learning environments with the proper social-emotional and behavior supports

Identified Need
Attendance rates have been low over the past few years, and the impacts of the COVID-19 pandemic and long-term distance learning have only exacerbated these challenges. We want all students to have the opportunity to learn to the best of their abilities, and at a fundamental level this means that they need to attend school without significant absenteeism. Students should also feel welcomed, safe, and enjoy attending school. We have also selected goals to focus on ensuring that students' mental wellbeing is supported, and that students have trusted adults on campus who they can turn to if there are any concerns. It is important that we take the time and effort to acknowledge the cultures and languages of students, parents, and families, as this can also sometimes impact attendance rates.

Annual Measurable Outcomes

Category	Metric or Indicator	2020-2021 Baseline Data	2021-2022 Baseline Data	Expected Outcome
Attendance	Attendance Rate as a percentage	2020-2021 (all students): 88%	2021-2022 (all students): 88%	2022-2023 (all students): 96%
Attendance	Chronic Absenteeism as a percentage • All students • AA students • EL students • SPED students	2020-2021: • All students - 34% • AA students - 39% • EL students - 33% • SPED students - 42%	2021-2022: • All students - 12% • AA students - 42% • EL students - 53% • SPED students - 77%	We will reduce chronic absenteeism down to • All students - 8% • AA students - 25% • EL students - 25% • SPED students - 40%

Planned Strategies/Activities

1 - CASSY	
Narrative Description *(What does this action consist of? What will you actually be doing?)*	CASSY will provide school-based mental health counseling for students. This partnership allows our students to access these supports on school campuses, in individual or group sessions. Their mission is to de-stigmatize mental health services and make supporting students' social and emotional well-being the norm in schools.
What specific need prompted this action? And which students will benefit the most from this strategy?	The impacts of the COVID-19 pandemic and long-term distance learning have exacerbated any challenges that our students are facing, and we need to ensure that there is sufficient mental health support, and resources available for those who need it.
How, and to what extent, does this strategy directly impact student learning and increase academic achievement? Why is this strategy a good use of limited funds?	There is significant evidence to suggest that mental health can impact a student's general and socio-emotional health and wellbeing, their academic outcomes, and overall quality of life. By using our limited funds strategically to support students in this area, we expect that over time students will also demonstrate improved academic achievement.

2 - Playworks	
Narrative Description *(What does this action consist of? What will you actually be doing?)*	A Playworks Coach joins the staff of the school to engage students in games at recess, and in classrooms, to stay active and build valuable life skills (building relationships, social skills, developing constructive problem solving skills) through play. This also provides opportunities for student leadership through the junior coaching program.
What specific need prompted this action? And which students will benefit the most from this strategy?	Based on observational data, we have determined that students need additional social-emotional and behavior support during recess times. Students who are struggling to self-regulate will benefit the most from this program as it provides structures for students to build their confidence and skills in this area with support.
How, and to what extent, does this strategy directly impact student learning and increase academic achievement? Why is this strategy a good use of limited funds?	Research suggests that physical activity and play during recess is linked to improvements in both academic and social behaviors. Structured play is important to provide our students with an outlet for their energy in a constructive manner, which ultimately supports students to have more focus and attention during class time. There is some evidence that experienced Playworks Coaches have more impact than if a teacher or other staff person was to implement the Playworks program - we are using our limited funds to provide our students with the best opportunity for the most effective implementation of this program.

3 - Second Step Program	
Narrative Description *(What does this action consist of? What will you actually be doing?)*	This is a social and emotional learning program for all Ravenswood students. The goal of the Second Step program is to help students be successful in school, through the development of social skills and self-regulation. It is intended to teach children to identify and understand their own and others' emotions, choose positive goals, and successfully manage their own reactions when they feel strong emotions. Lessons are provided to students regularly, and training is provided to teachers in order to help them use the resources well.
What specific need prompted this action? And which students will benefit the most from this strategy?	Based on observational data, we have also determined that students need additional social-emotional and behavior support, which this program will help staff to implement throughout the school.
How, and to what extent, does this strategy directly impact student learning and increase academic achievement?	There is significant evidence to suggest that mental health can impact a student's general and socio-emotional health and wellbeing, their academic outcomes, and overall quality of life. We want to ensure that all students have access to the skills they need in order to succeed both socially and academically.

4 - Student Engagement Strategies	
Narrative Description *(What does this action consist of? What will you actually be doing?)*	The tools and practices of PBIS (Positive Behavior Intervention Systems), ODRs (Office Discipline Referrals), and Restorative Practices are most effective when combined for a comprehensive and coordinated approach towards improving student behavior and strengthening campus culture. We will increase teacher's use of these strategies to support and grow student behavior, and purchase materials and resources needed to achieve this.

	Teachers will attend professional development on how to most effectively implement these approaches consistently, and continue to develop their understanding of Culturally Responsive Teaching and Trauma Informed Practices. It is important that we provide students with the opportunities to share their cultural backgrounds, as well as see those varying backgrounds reflected in the school environment and instructional materials provided. We will also work on providing curriculum materials in different languages and with content that reflect the variety of cultural backgrounds that students may be part of, or encounter. We are also trialing a number of student engagement strategies, to encourage students to connect more closely with their classes, school, and wider community. Our "school currency" (Panther Paws) is also used as a PBIS reinforcement and incentive, for students to use at a special school Panther Paws Store. Students can earn this currency through gathering class, group, or individual points within their classroom, or when recognized by a staff member.
What specific need prompted this action? And which students will benefit the most from this strategy? How, and to what extent, does this strategy directly impact student learning and increase academic achievement?	There are many reasons and causes for student disengagement over the past few years. These are Tier 1 strategies to help reengage students, as well as support students staying in the classroom and being involved in their education. By providing opportunities for students to begin to take ownership of their own success, students are more likely to remain connected. These strategies help us to provide access to material and content for students who have traditionally not seen themselves represented in the curriculum, and observe culturally specific and culturally relevant practices that are different from the "traditional educational practices" that the California educational system is built upon. These strategies will benefit all students, but especially students receiving other intervention supports, and students who have experienced any form of trauma.

#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1	CASSY	$65,000	Title I, Part A (School Choice)
2	Playworks	$32,000	Title I, Part A (School Choice)
3	Second Step Program	$0	SMCOE MHSSA Grant
4	Student Engagement Strategies	$1,000	Title I, Part A (Direct Allocation)
Total Proposed Expenditures for the Goal		$98,000	

Annual Review Relative to this Goal

SPSA Year: 2021-2022

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal
All of the activities implemented last year are considered to be relatively effective. We intend to continue to work on these areas, and have continued many of these activities through to this year.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All of the activities identified last year were implemented as proposed, and there were no major differences between the budgeted and actual expenditures.
Describe any changes to goals for the upcoming year (annual outcomes, metrics, strategies/activities) and where those changes can be found in this SPSA (refer to Section #, Goal #, Strategy # etc.):
There are no major changes to this goal.

Goal 3

Description
Partner with families and the community to support the whole child
Identified Need
Many of our families are not strong participants in the school environment. We want families to know about their child's educational experience, how to support their child, and how to continue to extend their child's learning at home. We also want to hear from families, acknowledging their knowledge, cultural background, and languages. A closer relationship between staff and families will encourage and support more two-way communications, which will benefit our ability to support students at school.

Annual Measurable Outcomes

Category	Metric or Indicator	2020-2021 Baseline Data	2021-2022 Baseline Data	Expected Outcome
Parent Engagement	Increase average parent attendance at school wide events	Limited attendance online, impacted by the COVID-19 pandemic	Limited attendance online and in person impacted by the COVID-19 pandemic	Increased parent participation because our parent protocols have changed.
SSC/ELAC	Increase the average parent attendance of both voting and non-voting members at SSC / ELAC meetings	2020-2021: 2-3 parent voting members attended every meeting	2021-2022: 2-3 parent voting members attended every meeting	4-5 parent voting members will attend.

Planned Strategies/Activities

1 - Family Engagement Strategy	
Narrative Description *(What does this action consist of? What will you actually be doing?)*	We want all families to be involved in their student's schooling, and we know that there are often many barriers to engagement. Our strategy aims to support families in a more personalized way. It is our intention to connect with every single family. Teachers will meet with families in person, and connect over the phone.

There are a number of other initiatives that support our family communication efforts, including the use of Parentsquare for two-way communications between families and school staff. We can use this platform to promote school activities, share notices, and receive responses and feedback from families about different topics. We also publicize the SSC/ELAC meetings, and invite all community members and families to attend - it is not just for the voting members, it is a space for discussion and collaboration.

All meetings and conferences are communicated in English and Spanish. This supports access for parents and families and their continued engagement in their student's learning. We are still investigating how we can support families who have a preferred language that is not English or Spanish.

We will also hold events throughout the year, which may focus on different academic topics, showcase student work, and celebrate student success. Regular events such as the Back to School Night, VAPA Showcase, School Concert, and Open House, showcase the school and student work to their parents and families. It allows students an opportunity to share their learning and successes while also encouraging families to become more involved with their child's learning and the school environment. Activities such as Parent University, and Cafecito will support inclusive classroom environments, and increased understanding between teachers and families. It provides us with an opportunity to share information such as "how to support your child's learning at home" while also providing a forum for families to ask questions and provide feedback about school activities and decisions. Holding these in the morning / at a different time helps to provide access to a different group of parents with different schedules and availability.

In support of these plans, we also have an "Outreach Coordinator", whose role is to provide support to families, and engage in family and community outreach efforts such as planning and implementing events, meetings, and programming. They often serve as the first point of contact for families seeking information, and also can make referrals to services or community partners for families and students experiencing difficulties. As a school, we are also helping our parents fill out volunteer forms, to increase parent involvement on campus during the day. This support includes paying for their fingerprinting.

What specific need prompted this action? And which students will benefit the most from this strategy? How, and to what extent, does this strategy directly impact student learning and increase academic achievement?	These strategies were identified due to the gap between students' expected behavior at school, and their actual behavior. Family engagement and support helps to improve student engagement, which ultimately improves student learning and academic growth. All students will benefit from these strategies, especially those who have experienced or lived in a community that has experienced trauma of any sort (including but not limited to immigration, systemic, housing, inequities etc.). Students who need additional academic supports will also benefit, as their families become more involved in participating fully in their student's learning, including advocating for their student's needs.

Why is this strategy a good use of limited funds?	These strategies are a good use of funds, because they help us to connect more effectively with our community, supporting families in understanding more about what is going on in their student's lives. It also supports growing student autonomy and independence to participate in their own educational journey and academic success.

#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1a	ParentSquare	$4,635	Title I, Part A (District)
1b	Family events	$3,000	Title I, Part A (Direct Allocation)
1c	Staff Additional Hours (eg. Outreach Coordinator) to support with evening events and/or translation	$2,000	Title I, Part A (Engagement)
1d	Outreach Coordinator	$78,044	Stimulus Funds
1e	Parent fingerprinting	$1,500	Title I, Part A (Direct Allocation)
Total Proposed Expenditures for the Goal		$89,179	

Annual Review Relative to this Goal

SPSA Year: 2021-2022

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal
All of the activities implemented last year are considered to be relatively effective. We intend to continue to work on these areas, and have continued many of these activities through to this year.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures:
All activities were implemented as proposed, with no major differences between budgeted and actual expenditures.
Describe any changes to goals for the upcoming year and where those changes can be found in this SPSA:
We have decided to combine most of the strategies, as they all fall underneath the broader umbrella of Strategy 1 - "Family Engagement Strategies". There are no other major changes to this goal.

Goal 4

Description
By June 2023, 75% of our students who are English Learners at Level 4 on the ELPAC will be reclassified
Identified Need
We have English Learners who are scoring at level 4 on the ELPAC, who have not been reclassified yet, and we have a number of students scoring at level 3 who are soon likely to be eligible for reclassification. By measuring and identifying where students are and are not meeting the criteria for reclassification, we can begin to address the issues that it represents. When we know how many students meet each of the reclassification criteria, we can identify where the barriers are to reclassification, and address these issues directly.

Annual Measurable Outcomes

Category	Metric or Indicator	2020-2021 Baseline Data	2021-2022 Baseline Data	Expected Outcome
ELD	Reclassification rates of English Learners	2020-2021 RFEP / Ever-EL (DataQuest): 14%	2021-2022 RFEP / Ever-EL (DataQuest): 17/240 = 7%	15%
ELD	Reclassification rates of those who previously scored Level 4	75%	Spring 2021: ELPAC Level 4: 4 students 21-22 Reclassified: 4 students 1/4 as a percentage = 100%	100%
ELA	Percentage of English Learners meeting the Report Card Criteria for Reclassification	95%	58%	85%
ELA	Percentage of English Learners meeting the ELA Local Assessment Criteria for Reclassification	30%	43%	50%

Planned Strategies/Activities

1 - Student Data Analysis and Report Card Calibration	
Narrative Description *(What does this action consist of? What will you actually be doing?)*	It is important that our teachers are aware of the ELPAC scores and local assessment data of their students, which will allow teachers to more effectively monitor and track if these students are meeting the ELA local assessment criteria for reclassification. During specific times throughout the year we will collectively look at the student population of the school, and evaluate where we are and what we need to do to make progress. Teachers will also regularly consider the individual results of students in their classes, and monitor student progress over time. This analysis of student data will allow us to make better-informed decisions about the use of different interventions for different students. These efforts for a school-wide review of student growth also help us to identify which students are close to meeting the reclassification criteria in each of the 3 areas, and ensure that we continue to provide them with the relevant support to meet this goal.

During collaboration meetings, teachers calibrate their instructional decisions together, including which assessments to include for grading, and the level of understanding students need to display in their work to reflect the varying grade ranges. Calibration occurs on an ongoing basis. |
| What specific need prompted this action? And which students will benefit the most from this strategy? | By measuring and identifying where students are and are not meeting the criteria for reclassification, we can begin to address the issues that it represents. If there are many students who meet the reclassification criteria for ELPAC score and ELA Local Assessment, but do not meet the Report Card grade, then it is an indication that we need to investigate the processes and calibration for assigning the Report Card grade to ensure that it is equitable and fair. |

How, and to what extent, does this strategy directly impact student learning and increase academic achievement?	Having collaboration meetings allows for a deeper conversation of what specifically our Multilingual students need to support them towards reclassification. In order to accelerate academic gains for students, the instructional practices need to be effective and consistent across classrooms. This strategy will impact student learning by ensuring that instructional staff have a consistent approach and shared vision, that decisions are made based on data, and that equity for all students remains a core focus of every action.

2 - English Language Development Instruction and Training

Narrative Description *(What does this action consist of? What will you actually be doing?)*	Each teacher's daily schedule includes a period of Designated ELD time. Implementation of this area has been inconsistent over the years. We want to ensure that all students are receiving Designated ELD with their regular classroom teacher, so this strategy focuses on both providing appropriate professional development and training (through GLAD) in this area, as well as monitoring the implementation of Designated ELD school-wide. Site Administrators and Literacy Coaches will provide teachers with additional support, as needed, to use this time effectively.
What specific need prompted this action? And which students will benefit the most from this strategy? How, and to what extent, does this strategy directly impact student learning and increase academic achievement?	Data has shown that consistent high-quality instruction in Designated ELD supports student language acquisition. Almost all of our students need more support in this area, especially multilingual learners, and especially those with emergent language proficiency skills. The GLAD training provides our teachers with more specific strategies to use to help support our multilingual learners for all subjects. Good implementation of this strategy will support increased language acquisition and development both in the classroom, and throughout the whole school environment.
What level of Evidence-Based Intervention does this strategy meet?	At minimum, the GLAD Project meets *Tier 3 – Promising Evidence:* supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
Why is this strategy a good use of limited funds?	This strategy is an effective use of the limited funds available to us, because this strategy will ensure teachers are providing high-quality instruction on the foundational skills that students need in order to fully access the breadth of educational opportunities available to them.

#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1	Student Data Analysis and Report Card Calibration	$0	Within Contract Hours
2a	English Language Development Instruction	$0	Within Contract Hours
2b	Be GLAD Training	$26,025	CSI
Total Proposed Expenditures for the Goal		$26,025	

Annual Review Relative to this Goal

SPSA Year: 2021-2022

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal
All of the activities implemented last year are considered to be relatively effective. We intend to continue to work on these areas, and have continued many of these activities through to this year.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
All of the activities identified last year were implemented as proposed, and there were no major differences between the budgeted and actual expenditures.
Describe any changes to goals for the upcoming year (annual outcomes, metrics, strategies/activities) and where those changes can be found in this SPSA (refer to Section #, Goal #, Strategy # etc.):
We have decided to combine a few of the strategies, as they fall underneath the broader umbrella of Strategy 1 - "Student Data Analysis and Report Card Calibration". We have specifically added GLAD under this goal, and we have removed CLAVES as we are not part of the program this year. There are no other major changes to this goal.

Budget Summary

Budgeted Funds

Total Proposed Expenditures for Goal 1	$287,155
Total Proposed Expenditures for Goal 2	$98,000
Total Proposed Expenditures for Goal 3	$89,179
Total Proposed Expenditures for Goal 4	$26,025
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	**$500,358**

Federal Funds

Title I, Part A: Comprehensive Support and Improvement (CSI)	$178,622
Title I, Part A: Direct School Allocation	$8,500
Title I, Part A: School Choice	$106,777
Title I, Part A: School Parent and Family Engagement Reservation	$2,000
Title I, Part A: Other Authorized Activities (District Set-Aside)	$4,635
Title III, English Learners: District Allocation	$120,781
Stimulus Funds (ESSER I, GEER I etc.)	$78,044
Total Funds provided through Federal Programs	**$499,358**

State or Local Funds

Ravenswood Education Foundation (REF)	$1,000
Total Funds provided through State or Local Programs	**$1,000**

Total Funds Summary

Federal Funds Allocated Directly as indicated on the Consolidated Application *(21-22 Title I Part A Allocation, and 21-22 Parent and Family Engagement)*	**$117,277**
Federal Funds Allocated for Comprehensive Support and Improvement (CSI)	**$178,622**
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	**$500,358**
Total Funds provided through Federal Programs	**$499,358**
Total Funds provided through State or Local Programs	**$1,000**