School Plan for Student Achievement
Cesar Chavez Ravenswood Middle School

School Year	County-District-School Code	Schoolsite Council Approval Date	Local Board Approval Date
2022-2023	41-68999-0136093	October 18, 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.

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.

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
The school's needs assessment shows that our students are underperforming academically. Further analysis revealed that students have a wide range of academic needs that vary widely and can only be addressed by a high quality teaching staff. One unique factor is that Cesar Chavez Ravenswood Middle School (CCRMS) is the only middle school in the district. We have a higher proportion of teachers who are interns or still working to clear their credential - this means we need to invest more time and resources in supporting these less-experienced teachers, to ensure that students continue to receive a consistent level of high-quality instruction. We also have a high concentration of higher needs students with disabilities, newcomer students, and long-term English Learners, who all require high levels of intervention and support to successfully accelerate their academic achievement.   Additionally, we will be the lucky recipients of new facilities in the next couple of years. However, while the construction is ongoing, we have limited space and will be contending with major disruptions throughout the school year. These disparities and challengings are addressed through intentional budgeting and strategic funding. We are fortunate enough to have received significant fiscal supplementation through our local foundation to ensure that our students receive equal opportunities as their high school feeder school counterparts do.

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?)*
Our students are coming to us an average of three years behind in reading and math. In order to bridge the academic gap and ensure that students are successful in high school, we want the students to improve each year by a minimum of 1.5 levels in their overall scores. That will narrow the gap to a maximum of 1.5 years.

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 - 13% - AA students - 11% - EL students - 1% - SPED students - 7%	- All students - 25% - AA students - 20% - EL students - 10% - SPED students - 15%

ELD	Progress of EL students (increase in ELPAC level)	Spring 2021: District-wide, 39% of those who completed the ELPAC made progress	Spring 2022 ELPAC: 16% of English Learners increased their ELPAC level	50% 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 - 4% ● AA students - 0% ● EL students - 0% ● SPED students - 3%	● All students - 15% ● AA students - 10% ● EL students - 10% ● SPED students - 10%
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 8: ● All students - 2% ● AA students - 0% ● EL students - 2% ● SPED students - 3%	● All students - 15% ● AA students - 10% ● EL students - 10% ● SPED students - 10%

Planned Strategies/Activities

1 - Increasing Literacy and Mathematics Achievement	
Narrative Description *(What does this action consist of? What will you actually be doing?)*	Professional Development and Collaboration in school and during extended day ● 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 are used effectively. ● During Collaboration time, teachers will reflect on their practice using a "Lesson Internalization Tool" which is a guide that helps teachers think through the alignment of the task that students are asked to do with the standard and learning objective. This helps the teacher ensure that they are asking for the right rigor and engagement from the students. ● Teachers are also participating in a community of practice to deepen learning experiences for students through connecting elective projects with core curriculum.

Observation Alignment and Lesson Internalization
- We have three coaches who support our teachers in improving their practice for more effective instruction.
- There will be regular classroom observations, by site administrators and coaches, who have worked on tools to support consistent alignment across individual observations. These will support the ongoing PD sessions, as we focus on maintaining a high quality and consistently of grade-level standards-aligned instruction across all classrooms.

Supplemental Materials and Additional Programs
- Students are provided supplemental math workbooks in English and/or Spanish to have the opportunity to work
- The teachers and students have supplemental online access to math practice called Desmos
- IXL is an online resource that has students practicing work at their level in Reading, Math, Science and History. This is often used for homework or study skills practice.
- Teachers have taken to creating instructional videos through Screencastify so that students can reference the lesson at home or during independent work.

Literacy Initiative
- We have set aside 20 minutes every day for students to engage in silent sustained reading with books that pique their interest.
- We will also provide space for 45 minutes after school two days a week for students to practice their reading comprehension and math fluency through the iReady and STMath supplemental programs.

What specific need prompted this action? And which students will benefit the most from this strategy?	71% of students are scoring 3 or more grade levels below in Reading on iReady benchmark tests and needing intervention courses with high school placement. All students will benefit from supplemental material but we need to significantly decrease the amount of students reading 3 or more grade levels below.
How, and to what extent, does this strategy directly impact student learning and increase academic achievement?	Intentionally working on building reading skills through supplemental curriculum allows students to have personalized programs that push them starting at their appropriate level. During direct instruction scaffolding allows for students to work on grade level standards and creates equal opportunities for students.
Why is this strategy a good use of limited funds?	This can make individualized learning plans for students resorting to no down time at school. For the adults there is focused professional development to dive into the curriculum twice a week and vertically twice a month.

2 - Increased Classroom Observations

Narrative Description *(What does this action consist of? What will you actually be doing?)*	Staff need to see the work they have done in collaboration and professional development in action with students. We have increased the amount and types of observations that happen on campus to better align expectations. The new teachers need to see veteran teachers working with students and

	setting up classroom expectations. The coaches arrange visits with the new teachers at their preparation period, walk them through the room, and debrief with them immediately after. They then observe the new teacher implementing their next steps in the classroom. Additionally, coaches, peers, and administration walkthrough classrooms to look for trends to inform professional development. The more collaborative we become with observations, the more consistent we are for students.
What specific need prompted this action? And which students will benefit the most from this strategy?	Inconsistency with school-wide expectations and delivery of material across the campus. Additionally, the continuous acquisition of new teachers and desire to observe best practices that will accommodate better student achievement. Instruction will focus on all student achievement by implementing the above.
How, and to what extent, does this strategy directly impact student learning and increase academic achievement?	Giving teachers an opportunity to observe another teacher in the classroom will help with instruction and overall experience for students in the classroom. Can help with classroom management which will allow more class time for instruction and academic growth/learning.
Why is this strategy a good use of limited funds?	It will allow new teachers to observe teachers during a prep period and give them the opportunity to understand how to build student relationships, set expectations for learning, and align with the veteran staff, coaches, and administration around instruction.

#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1a	Extended day stipends for collaboration and vertical alignment	$120,000	Stimulus Funds
1b	Coaches stipend (x3)	$24,000	REF
1c	Supplemental Materials	$12,000	Title I, Part A (Direct Allocation)
1d	Supplemental - ST Math	$9,777	Title I, Part A (School Choice)
1e	After school student monitoring staff hourly	$1000	General Fund
2	Release time for peer observations (substitute cost)	$1200	General Fund
Total Proposed Expenditures for the Goal		$167,977	

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 from last year, as they generally fall underneath the broader umbrellas of Strategies 1 and 2. We have also removed reference to our teacher-student ratio (as this is now a normal part of the class structure at CCRMS), community partnerships (as we are currently in the process of streamlining and realigning partnerships across the district, especially as CCRMS undergoes significant construction and disruption), and the curriculum adoptions (as these decisions were finalized at the end of the 2021-2022 school year).

Goal 2

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

Identified Need
Staff and students continue to identify that "sense of belonging", and "engagement in learning", to be areas in need of improvement. We need to improve the whole school experience for students to increase their voice, desire to be on campus, and instill a sense of pride. Creating a culture that will be inviting to students will increase attendance and student engagement. Attendance has been shown to correlate to a student's academic growth, so it is very important for us to track the percentages of our students who are missing out on the opportunity to learn each day, and consider how we can address the barriers to attendance for our students. We need both anonymous and non-anonymous surveys, so more students feel safe sharing their true thoughts, giving us an indication of what is going well, and what we can work on to improve or provide more support for.

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): 89%	2021-2022 (all students): 89%	2022-2023 (all students): 96%
Attendance	Chronic Absenteeism as a percentage ● All students ● AA students ● EL students ● SPED students	August 2020-January 2021 ● All students - 48% ● AA students - 54% ● EL students - 54% ● SPED students - 57%	2021-2022: ● All students - 12.7% ● AA students - 61% ● EL students - 51% ● SPED students - 60%	We will reduce chronic absenteeism down to ● All students - 8% ● AA students - 30% ● EL students - 25% ● SPED students - 30%

Planned Strategies/Activities

1 - Mental Health Wellbeing and Social-Emotional Learning Supports	
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. Second Step 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. We will also partner with outside organizations to give special presentations about social-emotional topics such as friendship, peer pressure, understanding boundaries, and social media influences.
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. Based on observational data, we have also determined that students need additional social-emotional and behavior support, which the Second Step 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? 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, as well as develop the skills they need to succeed socially.
2 - School Culture Building and Student Engagement Strategies	
Narrative Description *(What does this action consist of? What will you actually be doing?)*	There are many strategies and activities to support our goal of a cohesive and community-minded school culture. Many of these strategies provide an opportunity for student voice, expression, and leadership (such as competitive athletic opportunities, intramural sports, and student council). We specifically want to provide spaces and affinity groups/clubs for students to connect with their peers around the topics that interest them, and where they can be themselves.

We obtain survey data from students about how they feel at school throughout the year. It is important to us to track student responses on our survey, because it allows us to hear directly from students, and make adjustments as necessary.

The tools and practices of PBIS, ODRs, 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 PBIS (Positive Behavior Intervention Systems), mediation requests, and Restorative Practices to support and grow student behavior and decrease ODRs (Office Discipline Referrals). The implementation of a "quiet zone" at lunchtime also supports students in developing and practicing self-regulation skills. The introduction of Wednesday clubs increases student voice.

Cell phones are a major distraction and cause of bullying on a school campus. We are implementing a phone pouch system where students keep their phones on them but they are secured in a pouch for the day. This way, they are not accessing them when they should be focused on work. To provide more entertainment and opportunities for personalities to shine during the lunch break we offer a variety of options for students. This includes a quiet zone mentioned above, a game room, organized athletics, and free play within designated boundaries. We need to purchase materials for the daily events, and have a contract with Yondr for the phone pouches and deactivating devices.

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 use a number of different student engagement strategies, to encourage students to connect more closely with their classes, school, and wider community. It is important to focus on, and recognize student successes in all areas including academics, attendance, and behavior, celebrating these achievements at special events and assemblies. As a form of daily rewards system, students can also earn stamps that allow them to make purchases in a special student store. This reinforces positive choices, and assists students in making positive correlations between their actions, and the reward or incentive.

What specific need prompted this action? How does this strategy directly impact student learning and increase academic achievement? And which students will benefit the most from this strategy?	Students need to have a warm and safe learning environment so they can concentrate on their academics. Based on observation data and student interviews, we needed to provide students with more options and opportunities, to meet the needs of all students on campus. This strategy increases student voice in decision making regarding their own learning environment, which ultimately impacts their academic achievement.

3 - Student Protection From Outside Sources

Narrative Description *(What does this action consist of? What will you actually be doing?)*	While we are under construction, we have multiple access points to the school. This becomes concerning when we find non-school related people on our campus without a badge. In order to ensure that all campus access points are covered, we have hired two security guards to show visitors how to check in and ensure that unwanted visitors stay off campus.
What specific need prompted this action? And which students will benefit the most from this strategy?	The campus has no front/central entrance and there are three major access points during the construction period. Having security guards focus on the fence line, the staff can focus on being proactive in the classroom and help students focus on their work, despite the significant disruption occurring schoolwide. This is a campus-wide strategy that helps all students.
How, and to what extent, does this strategy directly impact student learning and increase academic achievement?	There is no direct impact to academic achievement, however the indirect impacts on student learning are that this strategy allows students and staff to focus on building a stronger learning environment, and trust that security and site safety is being taken care of.

#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1a	CASSY	$195,000	Title I, Part A (School Choice)
1b	Second Step Program	$0	SMCOE MHSSA Grant
1c	Social Worker	$105,000	REF
1d	Yondr Pouches	$11,934	Stimulus Funds
1e	Mediation training/teacher hourly	$500	General Fund
1f	Social-emotional assemblies/programs from partners	$4,000	REF
2a	Brackney Consulting	$25,000	REF
2b	Skills USA College and Career Ready	$5,000	MSFA Grant
2c	Student Store and Incentives	$18,958	Stimulus Funds
2d	Student Council supplies	$1,500	REF
2e	Wednesday Clubs supplies	$15,000	REF
3	Security Guards	$36,040	General Fund
Total Proposed Expenditures for the Goal		$417,932	

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 from last year, as they fall underneath the broader umbrella of Strategy 2 - "School Culture Building and Student Engagement Strategies". We have also moved the Outreach Coordinator from Goal 2 to Goal 3, as this is an important role to help us to effectively partner with families. We have also removed the specific descriptions of different school-site committees from the SPSA as we want to maintain our flexibility in this area this year.

Goal 3

Description
Partner with families and the community to support the whole child
Identified Need
Parent attendance is consistently low when it comes to school "business-related" meetings. It is much higher if it is a student celebration. We appreciate how much parents support their children but we also need them to become an involved stakeholder in making essential school decisions. Less than two-thirds of parents surveyed knew how to access student attendance and grades on Infinite Campus. Of parents who responded to our family survey, 80% said they could communicate well with the schools and teachers - we need to capitalize on these parents, to help them feel confident with advising the school.

Annual Measurable Outcomes

Category	Metric or Indicator	2020-2021 Baseline Data	2021-2022 Baseline Data	Expected Outcome
Parent Engagement	Response to our annual school-wide survey	20% of families regularly respond	20% of families regularly respond	80% of families will respond to the annual survey
Parent Engagement	Scheduled Conferences	Anecdotally, about 40% of families are usually involved in this process	About 45% of families are usually involved in this process	90% of scheduled conferences will occur

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	2-3 parent voting members attended meetings	5-10 parents / community members attend the SSC/ELAC meetings

Planned Strategies/Activities

1 - Family Engagement Strategies	
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. 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. 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. In addition to school-site meetings, we regularly survey families to solicit feedback on our policies, communication and outreach, and family needs. 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" or "smooth high school transitions" 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. We also encourage modified Conference schedules that allow for families to meet with staff in person or online. We want to reduce any barriers that families may face in engaging with student learning and development, so providing more options for conferences is one of these strategies.

	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.
What specific need prompted this action? And which students will benefit the most from this strategy?	These strategies were identified because 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.
How, and to what extent, does this strategy directly impact student learning and increase academic achievement?	This directly impacts student learning through bringing our parents on as partners and to immediately communicate all academic needs to families. The more we partner and parents know how to take advantage of all services being offered, the stronger the system for students.
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 event supplies	$1,000	Title I, Part A (Engagement)
1c	Translation support (staff hourly)	$500	Title I, Part A (Engagement)
1d	Outreach Coordinator	$78,044	REF
1e	Staff supports evening events (additional hours)	$500	General Fund
1f	Printed materials for family outreach	$1,500	Title I, Part A (Engagement)
Total Proposed Expenditures for the Goal		$86,179	

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 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 many of the different activities, as they 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
It is imperative that we reclassify as many students as possible in middle school, especially as approximately 55% of our students are English Learners. When students go to high school their schedules can be impacted by English Learner status. If they are unable to take as many electives students chances of meeting the A-G college entrance requirements greatly decrease. Continually measuring progress will help with intervention and strategic support. 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 each student's barrier to reclassification lies, and begin to strategically address these issues.

Annual Measurable Outcomes

Category	Metric or Indicator	2020-2021 Baseline Data	2021-2022 Baseline Data	Expected Outcome
ELD	Reclassification rates of English Learners	2020-21 RFEP / Ever-EL (DataQuest): 29%	2021-2022 RFEP / Ever-EL (DataQuest): 100/402 = 25%	50%
ELD	Reclassification rates of those who previously scored Level 4	10%	Spring 2021: Level 4: 28 students 21-22 Reclassified: 19 students 19/28 as a percentage = 68%	75%
ELA	Percentage of English Learners meeting the Report Card Criteria for Reclassification	47%	45%	85%
ELA	Percentage of English Learners meeting the ELA Local Assessment Criteria for Reclassification	20%	17%	50%

Planned Strategies/Activities

1 -Student Data Analysis and Process Alignment	
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, in each reclassification criterion, 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 three areas, and ensure that we continue to provide them with the relevant support to meet this goal. Alongside a regular review of student data, we also want to consider the reclassification procedures and processes themselves. It is important to determine that potential outside factors do not limit or impact a student's reclassification status. We are looking into establishing a process where any student that only meets some of the required criteria will be able to have their status re-evaluated by other teachers or site administrators. We also want to involve students in this process, by conferencing with them, and adding a component of student goal setting. We want to ensure that students fully understand the purpose of the ELPAC and why they have to take this state test annually. There will also be opportunities for students to participate in "practice tests" so that they become more familiar with the EPLAC expectations and testing environment, as well as receive direct feedback and tutoring in areas that need improvement. As students gain a greater understanding about the path to "reclassification", we hope that they will be encouraged to specifically work towards meeting all of the required criteria.
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?	This directly impacts student learning by having them aware of all of their scores and setting SMART goals on how to grow in their area of need. Giving them direct practice with the test that determines their language ability makes them familiar with the way the test is asking questions and they depth of response needed to pass. Having that information puts them in a position to be considered for reclassification.

2 - ELD Training	
Narrative Description *(What does this action consist of? What will you actually be doing?)*	In order for students to develop academic language, teachers need to be able to understand the nuances involved in acquiring academic language. We will be doing this through in-house staff development. Examples of this are professional development topics on incorporating language development within the subject matter and breaking down the four domains of language: listening, speaking, reading, and writing. We are also utilizing two collaboration days per month to work on developing the lessons for students. Staff will also be offered outside professional development in order to better develop designate and integrated ELD strategies.
What specific need prompted this action? And which students will benefit the most from this strategy?	Still having 54% of the students classified as second language learners at a middle school level is too high of a number considering the majority of those students have been within our school district since kindergarten. We must reclassify the students before they get to high school so they do not lose opportunities to attend A-G courses. All English learners will benefit from this strategy.
How, and to what extent, does this strategy directly impact student learning and increase academic achievement?	This strategy gives the teachers the tools to explicitly teach for academic language acquisition. Students will greatly benefit from having the designated time to practice the skills they need to build their language and expression.
Why is this strategy a good use of limited funds?	Allowing for the time for teachers to understand how to build language is a good use of funds because it deepens the practice of language development at the school. This is essential for student academic achievement across all courses.

#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1a	Student Data Analysis and Process Alignment	$0	Within Contract Hours
1b	Student Conferencing, Goal Setting, and Practice Tests	$0	Within Contract Hours
2	ELD Training	$15,000	Stimulus Funds
	Total Proposed Expenditures for the Goal	$15,000	

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.):

We have decided to combine a few of the activities from last year, as they all fall underneath the broader umbrella of Strategy 1 - "Student Data Analysis and Process Alignment". We have also removed reference to Extended School Day (as this is now a normal part of the CCRMS schedule). There are no other major changes to this goal.

Goal 5

Description
By June 2023, Ravenswood middle school students will demonstrate growth in two key Common Core Standards for Mathematical Practices: *SMP 1 (making sense of problems and persevere in solving them), and*   *SMP 3 (constructing viable arguments and critiquing the reasoning of others).*
Identified Need
Students were not making progress in this area, and it was determined that these two SMPs are critical for student achievement in mathematics and language development. These two SMPs were chosen because of the interaction between language and mathematics that our students must be able to navigate in order to be successful both at middle school, and throughout high school. We need to ensure that we are providing opportunities for mathematical thinking, explanation and problem solving.

Annual Measurable Outcomes

Category	Metric or Indicator	2020-2021 Baseline Data	2021-2022 Baseline Data	Expected Outcome
Student Academic Achievement	iReady Assessment in number and number sense as well as algebraic thinking	No data as this is a new goal/metric	No data as this is a new goal / metric	1-1.5 years of professional growth
Implementation	Review exit tickets weekly to determine how students made sense of problems and their approach to problem solving.	No data as this is a new goal/metric	No data as this is a new goal / metric	80% of teachers will adjust their instructional practices based on exit tickets

Planned Strategies/Activities

1 - Collaboration and Classroom Observations	
Narrative Description *(What does this action consist of? What will you actually be doing?)*	In order to have a greater impact on student learning in mathematics, we are needing to shift our thinking about what is required for students to answer a math problem. It is no longer simply coming up with the correct answers, students are now needing to explain their reasoning. Staff need to have the time to collaborate on how to guide students through making sense of the problems and persevere in solving them. We need to align all curriculum and supplemental materials to better assist students in the mathematical journey.

	Supplemental Materials and Additional Programs (from Goal 1)
	- Students are provided math workbooks in English and/or Spanish - The teachers and students have online access to math practice called Desmos - IXL is an online resource that has students practicing work at their level in Reading, Math, Science and History. This is often used for homework or study skills practice. - Teachers have taken to creating instructional videos through Screencastify so that students can reference the lesson at home or during independent work. By asking teachers to self-assess and notice a series of "implementation characteristics" during observations, teachers are continually working to improve their instructional practices to support greater student access to SMP1 and SMP3. An example of one guide is [guide--teacher-planning-for-math-practice-implementation.pdf](). We also regularly ask students to reflect on their own thinking and self-assess where they are based on the math practice posters ([CC math practices posters.pdf]()), with these self-reports recorded three times per year, to provide students with a method of measuring their own progress.
What need prompted this action? How does this strategy directly impact student learning and increase academic achievement?	Our students' lowest scores (based on state testing) are in mathematics. All students will benefit from this strategy, as they deepen their understanding of mathematical concepts. This strategy directly impacts student learning and will increase academic achievement because it is created in a way that students and teachers are involved in reflecting on what it takes to be a mathematician. We have prioritized SMP1 and SMP3 because these include foundational concepts that are present throughout all content areas.

#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1a	Self assessment surveys	$0	Using Existing Instructional Time
1b	iReady assessment (BOY, MOY, EOY)	$0	District Purchase
1c	Teacher Collaboration	$0	see Goal 1
1d	Supplemental resources (IXL, Desmos etc.)	$0	see Goal 1
Total Proposed Expenditures for the Goal		$0	

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 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)
We are still working to develop a greater understanding of how the mathematical practices integrate into our monitoring of student academic progress and achievement. This year we have reframed our strategies to be more qualitative.

Budget Summary

Budgeted Funds

Total Proposed Expenditures for Goal 1	$167,977
Total Proposed Expenditures for Goal 2	$417,932
Total Proposed Expenditures for Goal 3	$86,179
Total Proposed Expenditures for Goal 4	$15,000
Total Proposed Expenditures for Goal 5	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	**$687,087**

Federal Funds

Title I, Part A: Direct School Allocation	$12,000
Title I, Part A: School Choice	$204,777
Title I, Part A: School Parent and Family Engagement Reservation	$3,000
Title I, Part A: Other Authorized Activities (District Set-Aside)	$4,635
Stimulus Funds (ESSER I, GEER I etc.)	$165,892
Total Funds provided through Federal Programs	**$390,304**

State or Local Funds

Ravenswood Education Foundation (REF)	$252,544
General Fund (including Supplemental and Concentration)	$39,240
Other Grant (MSFA)	$5,000
Total Funds provided through State or Local Programs	**$296,784**

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)*	**$219,777**
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	**$687,087**
Total Funds provided through Federal Programs	**$390,304**
Total Funds provided through State or Local Programs	**$296,784**