

School Plan for Student Achievement

Costaño School of the Arts

School Year	County-District-School Code	Schoolsite Council Approval Date	Local Board Approval Date
2022-2023	41-68999-6044325	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, Costaño 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

Costaño students are vibrant, caring, exciting, and joy-filled individuals. Lack of schooling due to COVID has resulted in academic achievement challenges across all content areas. There are also some behavioral issues because students are unaccustomed to being in-school, and mental health challenges as a result of the collective and individual traumas faced. Our needs assessments show that we have lots of work to do to establish our identity and culture as a cohesive school community. We have begun multiple initiatives designed to help to solidify our identity, such as setting a mission statement and identifying core values, launching PBIS and Restorative Practices, increasing the use of technology to provide academic support to students, and establishing intervention systems of support. We are continually working to increase the capacity of teachers by providing professional development that will ensure that all students receive consistent access to high quality instruction. As a school we are continually working towards increasing achievement in our students.

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?*)

According to our most recent reading assessments, only a small percentage of students are meeting the grade level expectations. We have made progress by beginning to implement a number of strategies to improve student success over the past few years, however major success towards this goal will take consistent effort and investment in improving our practices, resources, and interventions over many years. Student data, particularly around their reading levels, will be regularly reviewed with adjustments made to interventions as needed. By regularly monitoring student assessment and achievement data, we can adjust the interventions and supports offered to students, to better support individual student needs.

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 <ul style="list-style-type: none"> ● All students ● AA students ● EL students ● SPED students 	The Spring 2021 CAASPP was not viable due to COVID-19	Spring 2022 CAASPP: <ul style="list-style-type: none"> ● All students - 14% ● AA students - 8% ● EL students - 6% ● SPED students - 6% 	<ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> All students AA students EL students SPED students 	The Spring 2021 CAASPP was not viable due to COVID-19	Spring 2022 CAASPP: <ul style="list-style-type: none"> All students - 3% AA students - 0% EL students - 3% SPED students - 3% 	<ul style="list-style-type: none"> All students - 15% AA students - 10% EL students - 15% SPED students - 15%
Science	Percentage of students meeting or exceeding grade level expectations <ul style="list-style-type: none"> All students AA students EL students SPED students 	The Spring 2021 CAST was not viable due to COVID-19	Spring 2022 CAST Grade 5: <ul style="list-style-type: none"> All students - 3% AA students - 0% EL students - 2% SPED students - 0% 	<ul style="list-style-type: none"> All students - 15% AA students - 10% EL students - 10% SPED students - 5%

Planned Strategies/Activities

1 - Develop and Implement the Reading Intervention and Support Plan	
<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</p>	<p>Develop a comprehensive and systematic Reading Intervention Support Plan, providing tiered intervention to students at different levels of need. The broad plan has been developed, and is monitored by the Instructional Leadership Team (ILT).</p> <p>A tiered approach to supporting students and providing reading intervention will only be successful if student reading levels are accurately and regularly assessed, and if teachers know how to use this information to most effectively plan and implement interventions. Regularly reviewing student data will allow us to track student growth and interventions. By tracking this information systematically, and updating our processes around student reading level data, we can ensure that all students are provided with appropriate interventions as needed, even over multiple years. Adjustments to individual student interventions will be made according to their progress, as needed.</p> <p>We have the appropriate instructional and coaching staff to implement a comprehensive approach to providing reading intervention and support. We will have a Newcomer/ELD specialist teacher on site, which will allow us to provide more targeted intervention support to more students. This teacher provides 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. Reading Specialists are certificated teachers who use Leveled Literacy Intervention (LLI) kits and other research based strategies to provide high quality instruction and support to students, either in small groups or individually, depending on the level of student need.</p>

	<p>Literacy Coach/Reading Specialist TOSAs support the Site Administrator in planning and implementing professional development plans, and provide direct coaching to teachers with the aim of improving instructional practices. They also provide targeted reading intervention to students in need.</p> <p>In addition to specific instructional staff, partnerships with community organizations (including but not limited to Reading Partners, and Ravenswood Classroom Partners) allow us to provide reading support to more students.</p>
<p>What specific need prompted this action? And which students will benefit the most from this strategy?</p>	<p>According to our most recent reading assessments, only a small percentage of students are meeting the grade level expectations. We also want to ensure that student data is reviewed regularly and systematically. By regularly monitoring student assessment and achievement data, we can adjust the interventions and supports offered to students, to better support individual student needs. Students who are reading significantly below grade level will benefit most from the implementation of this strategy.</p>
<p>How, and to what extent, does this strategy directly impact student learning and increase academic achievement?</p>	<p>A tiered approach to supporting students and providing reading intervention is designed to directly impact student learning and accelerate student achievement. We expect that by providing more individualized feedback and intervention, we will see significant successes from students.</p>
<p>Why is this strategy a good use of limited funds?</p>	<p>This strategy supports students in accessing other aspects of the academic content curriculum, by ensuring that students are learning the fundamental skills needed to improve in all educational endeavors. This is an important strategy to support with our limited funds, as we seek to develop student’s linguistics around critical thinking skills, and provide access to small groups or individual support in order to help students develop phonemic awareness.</p>
<p>2 - Arts Integration Strategies</p>	
<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</p>	<p>Teachers have been trained in Visual Thinking Strategies (VTS), and will continue to improve and increase their implementation of arts integrated strategies within the classroom. We intend to develop “PLCs” (Professional Learning Communities) for our staff to work together and continue growing in their understanding and implementation of these strategies. Research indicates that schools that use arts integration strategies significantly increase equitable access to programs, supports, services, and resources, because arts strategies directly impact achievement and engagement.</p> <p>Additionally, arts strategies are aligned to culturally responsive teaching methodologies, supporting our efforts to ensure all students have equitable access to high-quality instruction. Teachers will participate in additional training and professional development on how to create arts-integrated lessons that support student success through using these strategies.</p> <p>Supplemental materials and other expenditures to support the implementation of these arts integrated activities for students may include a school musical, artist residencies, field trips to places like Stanford Live, etc.</p>

<p>What specific need prompted this action? And which students will benefit the most from this strategy? Why is this strategy a good use of limited funds?</p>	<p>An inquiry into student’s academic scores formed the basic need that prompted this action. Student’s results were consistently in decline, so the investment in arts integration strategies was leveraged as a tool to develop student’s literacy skills, critical thinking skills and academic language. We believe this to be an effective strategy to continue, with the limited funds available to us, as students are exposed to creative learning and thinking, encouraging the development of global citizens and community members. These strategies provide the foundation of skills valued in today’s careers (creativity, imagination, design thinking, problem solving). All students benefit from this strategy, especially students who are multilingual learners.</p>
<p>How, and to what extent, does this strategy directly impact student learning and increase academic achievement?</p>	<p>By using Visual Thinking Strategies (VTS), we can provide alternative paths to understanding content. VTS is an effective teaching method because it uses visual images to engage our community of learners, and intrigue them while building ability and confidence in decoding complex and diverse material. This technique is inclusive and fully respects all learners. It is easily mastered because it uses existing strengths, interests, and experiences that sparks motivation and curiosity. Utilizing this teaching method allows for the easy transfer of verbal reasoning skills and strategies to other areas of study. These strategies are used as an innovative tool to get students excited about learning, and provide many opportunities for students to feel successful.</p>
<p>3 - Supplemental Materials</p>	
<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</p>	<p>Each program or resource serves a different function, purpose, or student group. In Strategy 1, we have focused on resources that supplement our ELA, and ELD curriculums, especially supporting our Newcomer and English Learner students. Mathematics, and other content areas are also important. We have found a couple of resources to purchase that will support our students in these areas. To ensure that the programs and resources are used effectively, training will be offered to teachers as needed.</p> <ul style="list-style-type: none"> ● Flocabulary is an online program that provides students with access to literacy activities, current events, and helps to spark creativity via hip-hop videos and instructional activities. ● 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. ● 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.

	<ul style="list-style-type: none"> • 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
What specific need prompted this action? And which students will benefit the most from this strategy?	Previous math and reading scores were in decline, and alongside the additional learning loss due to the impacts of the COVID-19 pandemic, and additional difficulties of students with educational plans (eg. IEPs) prompted us to continue exploring supplemental teaching aids. Because we are using multiple learning tools, the benefit of utilizing these strategies allows us to reach all of our students but especially our students that are struggling with the traditional educational practices.
How, and to what extent, does this strategy directly impact student learning and increase academic achievement?	By assessing student success levels, these indicators will inform us if students are being serviced and retaining high quality instruction. Students are assessed with the same system multiple times throughout the year, which provides educators with an opportunity to understand student growth within specific content areas. We can utilize these assessments to gauge which interventions and supports are needed to ensure that students are provided with effective curriculum tools.
Why is this strategy a good use of limited funds?	Having access to these tools ensures that we can utilize these assessments to gauge which interventions and supports are needed to ensure that students. This allows us to provide our students with effective curriculum supports to differentiate instruction, in an effort to meet the needs of our various learners within our school community.

#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1a	Instructional Leadership Team	\$27,000	REF
1b	Newcomer / ELD Teacher	\$120,781	Title III English Learner
1c	Literacy Coach/Reading Specialists (TOSAs)	\$285,182	REF
1d	Reading Intervention Teacher	\$115,111	Stimulus Fund
1e	Leveled Literacy Intervention (LLI) Kits	\$9,000	Title I, Part A (Direct Allocation)
2a	Arts Integration Strategies - VTS	\$500	REF
2b	Arts Integration Strategies - Artist Residency	\$10,000	REF
2c	Arts Integration Strategies - School Musical	\$15,000	REF
3	STMath	\$9,777	Title I, Part A (School Choice)
Total Proposed Expenditures for the Goal		\$592,352	

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 decided to combine a few of the strategies, as they fall underneath the broader umbrella of Strategy 1 - "Develop and Implement the Reading Intervention Support Plan". Additionally, while we will continue to strengthen our other core content areas (including Math and Science), we have removed them from the listed strategies as we want to specifically target our focused strategies on ELA for this year's SPSA.

Goal 2

Description
Provide safe, joyful and productive learning environments with the proper social-emotional and behavior supports
Identified Need
During the 2021-2022 school year, data indicates that more supports are needed to decrease student minor and major behaviors while out on the playground, in the hallways and in the bathrooms. PBIS, Restorative Practices, Family Conferences Mentor Programs, Incentive Programs (Cougar Dollars, etc.) will be utilized to help children learn appropriate procedures, receive incentives to follow procedures and restorative practices to mitigate conflicts.

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): 90%	2021-2022 (all students): 87%	2022-2023 (all students): 96%
Attendance	Chronic Absenteeism as a percentage <ul style="list-style-type: none"> ● All students ● AA students ● EL students ● SPED students 	2020-2021: <ul style="list-style-type: none"> ● All students - 31% ● AA students - 28% ● EL students - 34% ● SPED students - 26% 	2021-2022: <ul style="list-style-type: none"> ● All students - 13% ● AA students - 74% ● EL students - 48% ● SPED students - 57% 	We will reduce chronic absenteeism down to <ul style="list-style-type: none"> ● All students - 8% ● AA students - 50% ● EL students - 25% ● SPED students - 35%

Planned Strategies/Activities

1 - CASSY	
<i>Narrative Description (What does this action consist of? What will you actually be doing?)</i>	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	
<i>Narrative Description (What does this action consist of? What will you actually be doing?)</i>	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. Structured play is important to provide our students with an outlet for their energy in a constructive manner.
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. Experienced Playworks Coaches may have more impact than if a teacher 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	
<i>Narrative Description (What does this action consist of? What will you actually be doing?)</i>	This is a social and emotional learning program for all Ravenswood students. The goal 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.

<p>What specific need prompted this action? And which students will benefit the most from this strategy?</p>	<p>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.</p>
<p>How, and to what extent, does this strategy directly impact student learning and increase academic achievement?</p>	<p>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 to succeed both socially and academically.</p>
<p>4 - Student Engagement Strategies</p>	
<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</p>	<p>The tools and practices of PBIS, 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) and Restorative Practices 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. We are also trialing a number of student engagement strategies, to encourage students to connect more closely with their classes, school, and wider community. One example is our “Random Acts of Kindness” initiative, which helps students to practice empathy and supports their integration back into the school environment. Another example includes an incentive program (Cougar Dollars) that students can use to purchase items from our school store.</p>
<p>What specific need prompted this action? And which students will benefit the most from this strategy?</p>	<p>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 reframe the western perspective, 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.</p>

#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1	CASSY	\$65,000	Title I, Part A (School Choice)
2	Playworks	\$20,500	Title I, Part A (School Choice)
3	Second Step Program	\$0	SMCOE MHSSA Grant
4	Student Engagement Strategies	\$2,000	REF
Total Proposed Expenditures for the Goal		\$87,500	

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 4 - "Student Engagement Strategies". There are no other major changes to this goal.

Goal 3

Description
Partner with families and the community to support the whole child
Identified Need
When a strong partnership exists between families and schools, students thrive as a result. Given the ongoing challenges and long-term impacts of the COVID-19 pandemic, family participation at school-wide events like School Site Council meetings, Back to School Night, Family Arts nights, and conferences has been limited.

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	2020-2021: Approximately 18% of families participated in events	2021-2022: Approximately 33% of families participated in events.	2021-2022: Approximately 50% of families will participate in events
SSC/ELAC	Increase the average parent attendance of both voting and non-voting members at SSC / ELAC meetings	2020-2021: Average parent attendance at SSC/ELAC meetings was 2.5 participants	2021-2022: Average parent attendance at SSC/ELAC meetings last year was 5-7 participants	2022-2023: We hope to increase parent attendance at SSC/ELAC meetings to 10 or more participants to encourage parents to be active in our learning community.

Planned Strategies/Activities

1 - Family Engagement Strategies	
<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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, Family Arts Nights, School Musical, 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.</p> <p>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. One example of a community partner is the Hispanic Foundation of Silicon Valley, they provide parenting classes and educational classes.</p>
<p>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?</p>	<p>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.</p>

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.
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#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1a	ParentSquare	\$4,635	Title I, Part A (District)
1b	Family events	\$7,500	REF
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
Total Proposed Expenditures for the Goal		\$92,179	

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 a few of the strategies, 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
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 begin to 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	2020-2021 RFEP / Ever-EL (DataQuest): 15%	2021-2022 RFEP / Ever-EL (DataQuest): 15/198 = 8%	15%
ELD	Reclassification rates of those who previously scored Level 4	75%	Spring 2021 Level 4: 5 students 21-22 Reclassified: 3 students 3/5 as a percentage = 60%	75%
ELA	Percentage of English Learners meeting the Report Card Criteria for Reclassification	26%	64%	85%
ELA	Percentage of English Learners meeting the ELA Local Assessment Criteria for Reclassification	13%	33%	50%

Planned Strategies/Activities

1 - Student Data Analysis and Report Card Calibration	
<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</p>	<p>The renewed focus on data driven decisions and interventions (as described in Goal 1, Strategy 1 - Develop and Implement the Reading Intervention and Support Plan) also supports a greater depth of understanding from teachers about their English Learner students. 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. We also want to ensure that the process is clear, and widely understood by staff, families, and students.</p> <p>Our efforts for system-wide tracking of student growth will 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.</p> <p>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.</p>
<p>What specific need prompted this action? And which students will benefit the most from this strategy?</p>	<p>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.</p>

<p>How, and to what extent, does this strategy directly impact student learning and increase academic achievement?</p>	<p>This strategy allows us to use data more effectively, to accurately pinpoint areas in which to support student growth and academic achievement. By seeing a more differentiated view of the data, we will also be differentiating and providing more individualized interventions and supports for students, based on their specific needs, which directly impacts student learning.</p>
<p>2 - English Language Development Instruction</p>	
<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</p>	<p>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 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.</p>
<p>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?</p>	<p>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. Good implementation of this strategy will support increased language acquisition and development both in the classroom, and throughout the whole school environment, even for students who are monolingual.</p>

#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1	Student Data Analysis and Report Card Calibration	\$0	Within Contract Hours
2	English Language Development Instruction	\$0	Within Contract Hours
Total Proposed Expenditures for the Goal		\$0	

Annual Review Relative to this Goal

SPSA Year: 2021-2022

<p>Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal</p>
<p>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.</p>
<p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>
<p>All of the activities identified last year were implemented as proposed, and there were no major differences between the budgeted and actual expenditures.</p>
<p>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.):</p>
<p>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". There are no other major changes to this goal.</p>

Budget Summary

Budgeted Funds

Total Proposed Expenditures for Goal 1	\$592,352
Total Proposed Expenditures for Goal 2	\$87,500
Total Proposed Expenditures for Goal 3	\$92,179
Total Proposed Expenditures for Goal 4	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$772,030

Federal Funds

Title I, Part A: Direct School Allocation	\$9,000
Title I, Part A: School Choice	\$95,277
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.)	\$193,155
Total Funds provided through Federal Programs	\$424,847

State or Local Funds

Ravenswood Education Foundation (REF)	\$347,183
Total Funds provided through State or Local Programs	\$347,183

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)	\$106,277
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$772,030
Total Funds provided through Federal Programs	\$424,847
Total Funds provided through State or Local Programs	\$347,183