

# School Plan for Student Achievement

## Belle Haven

School Year	County-District-School Code	School Site Council Approval Date	Local Board Approval Date <i>Revised Version</i>
2023-2024	41-68999-6044309	October 19, 2023	May 23, 2024

### 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 additional targeted support and improvement (ATSI), and as per AB716, the SPSA meets the ESSA planning requirements for CSI and/or ATSI. Schools that meet the criteria for CSI or ATSI 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.

**Additional Targeted Support and Improvement** - ESSA requires that states determine which schools are eligible for Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI), based on student group performance. Districts with schools that meet the criteria for ATSI must collaborate with educational partners to locally develop and implement an ATSI plan to improve student outcomes. The SPSA, and the Local Control and Accountability Plan (LCAP) will be used to meet ATSI planning requirements. This plan will address ways to improve our school and student outcomes for all students, especially those identified below, based on a needs assessment and identifying our resource inequities.

*Based on data from the 2022 California School Dashboard, the following Ravenswood schools were identified for each of the specified student subgroups:*

- *Los Robles-Ronald McNair Academy - English Learner, Hispanic, Homeless, Socioeconomically Disadvantaged students*

- *Belle Haven Elementary - English Learner, Hispanic, Homeless, Socioeconomically Disadvantaged, Pacific Islander, Students with Disabilities*
- *Costano School of the Arts - English Learner, Hispanic, Homeless, Socioeconomically Disadvantaged, Pacific Islander, Students with Disabilities, Black/African American students*
- *Cesar Chavez Ravenswood Middle School - English Learner, Hispanic, Homeless, Socioeconomically Disadvantaged, Pacific Islander, Students with Disabilities, Black/African American students*

**How will this plan meet ESSA requirements in alignment with the Local Control and Accountability Plan (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 the school year 2023-24, the LCAP will have 7 Goals, as listed below:

Goal 1	Engage students with relevant, rigorous and standards-aligned instruction, supports and materials across all subjects
Goal 2	Provide safe, joyful and productive learning environments with the proper social-emotional supports
Goal 3	Recruit and retain highly effective and diverse team members
Goal 4	Partner with families and the community to support the whole child
Goal 5	By June 2024, Ravenswood students with an IEP will increase their reading levels on local assessments to meet their reading goals as identified on their IEP
Goal 6	[Discontinued]
Goal 7	By June 2024, 95% of our students who are English Learners at Level 4 on the ELPAC will be reclassified
Goal 8	[Discontinued]
Goal 9	Ravenswood will improve student achievement in ELA and Mathematics (as measured by “Distance from grade level standard” on the CAASPP), and decrease Chronic Absenteeism (as reported on the CA Dashboard), through improving the sense of belonging amongst African American Students

**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. Site coaches, the Instructional Leadership team, and other staff are also provided with opportunities for their input and feedback to influence the development of the school budget and SPSA at various staff meetings.

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 SPSA. This SPSA was preliminarily approved by both the SSC/ELAC and district Board by the end of the school year. The SSC/ELAC will review the SPSA again at the beginning of the next school year, to make any adjustments, as 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**

Resource inequities were identified through a review of data - including attendance/absenteeism, i-Ready assessments and other local assessments, and parent input. Inequities generally include funding compared with other communities outside of the Ravenswood district, the constant struggle to increase the diversity of our workforce, and the challenges of maintaining high levels of parent engagement in school decision-making processes. Our needs assessment and root cause analyses showed that all students need increased support in ELA and Math, and that there is a significant lack of phonics knowledge among students of all grade levels. There is evidence that our school resources are being leveraged to address these inequities, through the piloting of “Universal Tier 2 Time” (UT2T), which meant a significant adjustment to scheduling to allow for all students to participate in a dedicated period of time within each day to participate in intervention activities targeted towards the areas where each student needs the most support.

## Goals, Strategies, and Proposed Expenditures

### Goal 1

#### District LCAP Goal

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

#### School-site SPSA Goals

1. By June 2024, 95% of our students who are English Learners at Level 4 on the ELPAC will be reclassified
2. Students are powerful readers and writers who use literacy across content areas to make meaning and share their ideas
3. Students see themselves as mathematicians and use their skills, a deep understanding of content, and strong practices in their learning and work

#### Identified Need *(Why do we need these goals? What data prompted this goal? How were educational partners included in the data analysis?)*

The data reported on the California Dashboard, and our local data assessment results have continued to identify the need to focus on these areas of student achievement, and this aligns with feedback from and discussions with our school community and families.

### Annual Measurable Outcomes

Category	Metric or Indicator	Baseline Data (2021-22)	Baseline Data (2022-23)	Expected Outcome
ELA	Percentage of students meeting or exceeding grade level expectations, disaggregated by required student groups: <ul style="list-style-type: none"> <li>● All students</li> <li>● English Learner</li> </ul>	2021-22 CAASPP: <ul style="list-style-type: none"> <li>● All students - 12%</li> <li>● English Learner - 48.7%</li> <li>● Hispanic - 79.1%</li> <li>● Homeless - 43.5%</li> </ul>	2022-23 CAASPP: <ul style="list-style-type: none"> <li>● All students - 14.5%</li> <li>● English Learner - 57%</li> <li>● Hispanic - 79%</li> <li>● Homeless - 47.6%</li> </ul>	2023-24 CAASPP: <ul style="list-style-type: none"> <li>● All students - 17%</li> <li>● English Learner - 60%</li> <li>● Hispanic - 80%</li> <li>● Homeless - 50%</li> </ul>

	<ul style="list-style-type: none"> <li>Hispanic</li> <li>Homeless</li> <li>Socioeconomically Disadvantaged</li> <li>Pacific Islander</li> <li>Students with Disabilities</li> <li>Black / African American</li> </ul>	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged - 94.8%</li> <li>Pacific Islander - 9%</li> <li>Students with Disabilities - 13.4%</li> <li>Black / African American - 7.7 %</li> </ul>	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged - 85.4%</li> <li>Pacific Islander - 10%</li> <li>Students with Disabilities - 12.3%</li> <li>Black / African American - 6.9%</li> </ul>	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged - 90%</li> <li>Pacific Islander - 30%</li> <li>Students with Disabilities - 20%</li> <li>Black / African American - 15%</li> </ul>
ELD	Progress of English Learner students towards proficiency on ELPAC based on ELPI levels	2021-2022 ELPAC: 56.6% of English Learners made progress towards proficiency on ELPAC based on ELPI levels	2022-2023 ELPAC: 42.4% of English Learners made progress towards proficiency on ELPAC based on ELPI levels	2023-2024 ELPAC: 60% of English Learners will make progress towards proficiency on ELPAC based on ELPI levels
Math	Percentage of students meeting or exceeding grade level expectations, disaggregated by required student groups: <ul style="list-style-type: none"> <li>All students</li> <li>English Learner</li> <li>Hispanic</li> <li>Homeless</li> <li>Socioeconomically Disadvantaged</li> <li>Pacific Islander</li> <li>Students with Disabilities</li> <li>Black / African American</li> </ul>	2021-22 CAASPP: <ul style="list-style-type: none"> <li>All students - 6.5%</li> <li>English Learner - 9.4%</li> <li>Hispanic - 10.3%</li> <li>Homeless - 11.8%</li> <li>Socioeconomically Disadvantaged - 11.4%</li> <li>Pacific Islander - 25%</li> <li>Students with Disabilities - 16%</li> <li>Black / African American - 0%</li> </ul>	2022-23 CAASPP: <ul style="list-style-type: none"> <li>All students - 6.5%</li> <li>English Learner - 3.8%</li> <li>Hispanic - 6.5%</li> <li>Homeless - 7%</li> <li>Socioeconomically Disadvantaged - 6%</li> <li>Pacific Islander - 0%</li> <li>Students with Disabilities - 0%</li> <li>Black / African American - n/a</li> </ul>	2023-24 CAASPP: <ul style="list-style-type: none"> <li>All students - 12%</li> <li>English Learner - 10%</li> <li>Hispanic - 15%</li> <li>Homeless - 15%</li> <li>Socioeconomically Disadvantaged - 15%</li> <li>Pacific Islander - 40%</li> <li>Students with Disabilities - 20%</li> <li>Black / African American - 15%</li> </ul>
Science	Percentage of students meeting or exceeding grade level expectations, disaggregated by targeted student groups <ul style="list-style-type: none"> <li>All students</li> <li>AA students</li> <li>EL students</li> <li>SPED students</li> </ul>	2021-22 CAST: <ul style="list-style-type: none"> <li>All students - 29.5%</li> <li>AA students - 13.7%</li> <li>EL students - 2.6%</li> <li>SPED students - 8.4%</li> </ul>	2022-23 CAST: <ul style="list-style-type: none"> <li>All students - 30%</li> <li>AA students - 14.2%</li> <li>EL students - 2.3%</li> <li>SPED students - 8.7%</li> </ul>	2023-24 CAST: <ul style="list-style-type: none"> <li>All students - 35%</li> <li>AA students - 25%</li> <li>EL students - 10%</li> <li>SPED students - 15%</li> </ul>

## Planned Strategies/Activities

1 -Strengthen our ELA/ELD Program, including Phonics Instruction, and Mathematics Program	
<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</p>	<p>Professional Development and Collaboration</p> <ul style="list-style-type: none"> <li>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</li> </ul>

	<p>pay. These sessions may also include additional training or support, to ensure that our programs, materials and resources are used effectively.</p> <ul style="list-style-type: none"> <li>• Teachers will explore EL typologies, learning environments supportive to ELs, and strategies to meet the varied needs of ELs in integrated and designated ELD instruction. We will also include sessions focused on planning for and using supplemental curriculum materials effectively to implement the necessary programs and interventions that our students need, the effective implementation of guided reading groups, and using small group instruction to support individual student growth.</li> <li>• Teachers who attended the Standards Institute Training over the summer will be communicating and sharing that knowledge with staff throughout the year, as we work to ensure that all teachers are effectively using standards-aligned practices.</li> <li>• There will be regular classroom observations, by site administrators and coaches, to support these PD sessions, as we focus on maintaining a high quality and consistency of grade-level standards-aligned instruction across all classrooms.</li> </ul> <p>Staffing</p> <ul style="list-style-type: none"> <li>• In addition to Reading Specialist/Literacy Coaches, and Reading Intervention Teachers, we also have a Newcomer/ELD specialist teacher onsite, which allows us to provide more targeted intervention support to more students. The ELD teacher will provide designated English Language Development (ELD) instruction for students who need additional support and intervention in developing their English language skills, including Newcomers, short-term English Learners, and students at risk of becoming long-term English Learners.</li> </ul> <p>Supplemental Materials and Additional Programs</p> <ul style="list-style-type: none"> <li>• Starfall - This resource is targeted towards our TK-1st grade students that provides them with an encouraging environment to explore and practice their letters and sounds, word recognition, and other foundational skills for learning to read with confidence and fluency.</li> <li>• Heidisongs - This is a database of songs to support kindergarten students in practicing their letter names, letter sounds, and sight words.</li> <li>• 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.</li> <li>• LETRS training - This is a training to teach teachers how to teach reading using the science of reading.</li> </ul>
<p>What specific need prompted this action? And which students will benefit the most from this strategy?</p>	<p>As a school site, we have found this strategy useful over the past year in identifying the specific foundational skills that each student still needs in order to succeed in their grade level, in each content area. It also allows for more consistency across different teachers as they collaborate. This systematic approach to data review and analysis will especially benefit those students whose needs are in the minority, and not severe.</p>



<p>How, and to what extent, does this strategy directly impact student learning and increase academic achievement?</p>	<p>By assessing student achievement levels, these indicators will show if students are receiving and retaining high quality instruction. Students are assessed with the same system multiple times throughout the year, which provides an opportunity to understand student growth within a content area. We can use these assessments to review interventions and resources to ensure that students are provided with the support they need.</p>
<p><b>2 - Data Analysis</b></p>	
<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</p>	<p>Teachers will work together with a site administrator to regularly review and track student data. By monitoring student growth and achievement data, we can ensure that all students are provided with appropriate interventions as needed. Adjustments to individual student interventions will be made according to their progress. We also have specific collaboration time set aside for different groups of teachers to work together (such as grade level teams or specials teachers). We also want to facilitate additional communication during these times, between our special education teachers and general education teachers to plan for individual students' goals.</p>
<p>What specific need prompted this action? And which students will benefit the most from this strategy? How does this address a resource inequity that was identified in the needs assessment?</p>	<p>As a school site, we have found this strategy useful over the past year in identifying the specific foundational skills that each student still needs in order to succeed in their grade level, in each content area. It also allows for more consistency across different teachers as they collaborate. This systematic approach to data review and analysis will especially benefit those students whose needs are in the minority, and not severe. By assessing student achievement levels, these indicators will show if students are receiving and retaining high quality instruction. Students are assessed with the same system multiple times throughout the year, which provides an opportunity to understand student growth within a content area. We can use these assessments to review interventions and resources to ensure that students are provided with the support they need.</p>

#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1a	Coaches, Intervention Teachers, ELD/Newcomer Teacher	\$859,914	REF (\$438,511); Stimulus Funds (\$236,638); Title III EL (\$134,765)
1b	LETRS training	\$55,000	CSI (until fully expended), then Stimulus Funds
1c	Starfall, Heidisongs, STMath	\$11,000	General Fund
Total Proposed Expenditures for the Goal		\$925,914	

**Annual Review Relative to this Goal**

SPSA Year: 2022-2023

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal. How successful were you over the past year in accomplishing your outcomes? How do you know?

The majority of these actions were implemented as intended. There has been some growth demonstrated in student academic results.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
There were no major differences.
Describe any changes to goals for the upcoming year (annual outcomes, metrics, strategies/activities) and where those changes can be found in this SPSA (refer to Section #, Goal #, Strategy # etc.):
There are limited changes, as these goals and actions align with the existing LCAP and approved school budget.

## Goal 2

<b>District LCAP Goal</b>
Provide safe, joyful and productive learning environments with the proper social-emotional and behavior supports
<b>School-site SPSA Goal</b>
Students feel safe at, connected to, and trust the school community, providing them with agency and a sense of belonging
<b>Identified Need (Why do we need these goals? What data prompted this goal? How were educational partners included in the data analysis?)</b>
Through interviews, students had reported that they don't have friends and don't feel like they belong. Based on the referrals received, there was a trend in students not being able to regulate their emotions and lashing out.

## Annual Measurable Outcomes

Category	Metric or Indicator	Baseline Data (2021-22)	Baseline Data (2022-23)	Expected Outcome
Attendance	Attendance Rate as a percentage	2021-22 (all students): 85%	2022-23 (all students): 90%	2023-24 (all students): 96%
Attendance	Chronic Absenteeism as a percentage, disaggregated by student groups: <ul style="list-style-type: none"> <li>All students</li> <li>English Learner</li> <li>Hispanic</li> <li>Pacific Islander</li> <li>Students with Disabilities</li> <li>Black / African American</li> </ul>	2021-22 (districtwide): <ul style="list-style-type: none"> <li>All students - 51%</li> <li>English Learner - 48%</li> <li>Hispanic - 48%</li> <li>Pacific Islander - 68%</li> <li>Students with Disabilities - 60%</li> <li>Black / African American - 64%</li> </ul>	2022-23 (districtwide): <ul style="list-style-type: none"> <li>All students - 40%</li> <li>English Learner - 38%</li> <li>Hispanic - 37%</li> <li>Pacific Islander - 49%</li> <li>Students with Disabilities - 44%</li> <li>Black / African American - 45%</li> </ul>	We will reduce chronic absenteeism down to <ul style="list-style-type: none"> <li>All students - 30%</li> <li>English Learner - 30%</li> <li>Hispanic - 30%</li> <li>Pacific Islander - 30%</li> <li>Students with Disabilities - 30%</li> <li>Black / African American - 30%</li> </ul>
Suspension	Suspension rates as a percentage, disaggregated by student groups: <ul style="list-style-type: none"> <li>All students</li> <li>English Learner</li> <li>Hispanic</li> </ul>	2021-22 (districtwide): <ul style="list-style-type: none"> <li>All students - 4.4%</li> <li>English Learner - 3%</li> <li>Hispanic - 4%</li> </ul>	2022-23: <ul style="list-style-type: none"> <li>All students - 0.8%</li> <li>English Learner - 0%</li> <li>Hispanic - 2%</li> </ul>	2023-24: <ul style="list-style-type: none"> <li>All students - 0%</li> <li>English Learner - 0%</li> <li>Hispanic - 0%</li> </ul>



	<ul style="list-style-type: none"> <li>• Pacific Islander</li> <li>• Students with Disabilities</li> <li>• Black / African American</li> </ul>	<ul style="list-style-type: none"> <li>• Pacific Islander - 0.7%</li> <li>• Students with Disabilities - 6.6%</li> <li>• Black / African American - 16.5%</li> </ul>	<ul style="list-style-type: none"> <li>• Pacific Islander - 0%</li> <li>• Students with Disabilities - 2%</li> <li>• Black / African American - 0%</li> </ul>	<ul style="list-style-type: none"> <li>• Pacific Islander - 0%</li> <li>• Students with Disabilities - 0%</li> <li>• Black / African American - 0%</li> </ul>
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## Planned Strategies/Activities

<b>1 - CASSY</b>	
Narrative Description ( <i>What does this action consist of? What will you actually be doing?</i> )	CASSY will provide school-based mental health counseling for students who are referred by school staff or parents. 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. Despite the passage of a few years, it is evident that these impacts are chronic and will impact our students for many years.
How, and to what extent, does this strategy directly impact student learning and increase academic achievement?	There is significant evidence to suggest that mental health can impact a student's general and socio-emotional health and wellbeing, their academic outcomes, and overall quality of life. By using our limited funds strategically to support students in this area, we expect that over time students will also demonstrate improved academic achievement.
<b>2 - Playworks</b>	
Narrative Description ( <i>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?	Research suggests that physical activity and play during recess is linked to improvements in both academic and social behaviors. Structured play is important to provide our students with an outlet for their energy in a constructive manner, which ultimately supports students to have more focus and attention during class time. There is some evidence that experienced Playworks Coaches have more impact than if a teacher or other staff person was to implement the Playworks program - we are using our limited funds to provide our students with the best opportunity for the most effective implementation of this program.

#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1	CASSY	\$65,000	Title I, Part A
2	Playworks	\$56,200	Title I, Part A
Total Proposed Expenditures for the Goal		\$121,200	

### Annual Review Relative to this Goal

SPSA Year: 2022-2023

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal. How successful were you over the past year in accomplishing your outcomes? How do you know?
The majority of these actions were implemented as intended. We saw small improvements in the number of disciplinary reports that were generated.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
There were no major differences.
Describe any changes to goals for the upcoming year (annual outcomes, metrics, strategies/activities) and where those changes can be found in this SPSA (refer to Section #, Goal #, Strategy # etc.):
There are limited changes, as these goals and actions align with the existing LCAP and approved school budget.

### Goal 3

<b>District LCAP Goal</b>
Partner with families and the community to support the whole child
<b>Identified Need (Why do we need these goals? What data prompted this goal? How were educational partners included in the data analysis?)</b>
Many of our families are not strong participants in the school environment. We want families to know about their child’s educational experience, how to support their child, and how to continue to extend their child’s learning at home. We also want to hear from families, acknowledging their knowledge, cultural background, and languages. A closer relationship between staff and families will encourage and support more two-way communications, which will benefit our ability to support students at school.

### Annual Measurable Outcomes

Category	Metric or Indicator	Baseline Data (2021-22)	Baseline Data (2022-23)	Expected Outcome
Parent Engagement	Percentage of Parent Attendance at Conferences	Approx 25% of families attend the family-teacher conferences	Approx 30% of families attend the family-teacher conferences	More than 80% of families attend the the family-teacher conferences
SSC/ELAC	Parent voting member attendance at SSC/ELACs	1-2 parent voting members attend every meeting	1-3 parent voting members attend every meeting	All parent voting members attend every meeting

## Planned Strategies/Activities

1 - Family Outreach Coordinator	
<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</p>	<p>Their 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 can make referrals to services or community partners for families and students experiencing difficulties.</p> <p>They will also support efforts to develop parent leadership and also to reduce any potential barriers families might face towards volunteering in our schools, such as the cost of fingerprinting for background checks.</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>
2 - School-wide Events	
<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</p>	<p>Large school-wide events such as Back to School Night, VAPA Showcase, and a School Concert, 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>Parents and family members are key partners in achieving student academic growth and success. We want to increase parent engagement, provide access to resources to support their children, and get consistent input from parents about student learning and how the school can continue to support students. Activities such as Parent University, and Cafecito will support inclusive classroom environments, and increased understanding between teachers and families.</p>

#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1a	Coordinator	\$84,977	Stimulus Funds
1b	Fingerprinting/volunteering	\$500	Title IV, Part A
2a	Parent and Family Engagement	\$2,000	Title I, Part A
Total Proposed Expenditures for the Goal		\$88,477	

## Annual Review Relative to this Goal

SPSA Year: 2022-2023

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
The majority of these actions were implemented as intended. We saw the importance of a dedicated family outreach coordinator to further engage with families.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures.
There were no major differences.
Describe any changes to goals for the upcoming year:
There are limited changes, as these goals and actions align with the existing LCAP and approved school budget.

## Budget Summary

### Budgeted Funds

Total Proposed Expenditures for Goal 1	\$925,914
Total Proposed Expenditures for Goal 2	\$121,200
Total Proposed Expenditures for Goal 3	\$88,477
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	<b>\$1,135,591</b>

### Federal Funds

Title I, Part A: Comprehensive Support and Improvement (CSI) <i>- Remainder of FY21-22 Grant</i>	\$12,410
Title I, Part A: School Allocation	\$121,200
Title I, Part A: School Parent and Family Engagement Reservation	\$2,000
Title III, English Learners: District Allocation	\$134,765
Title IV, Part A: District Allocation	\$500
Stimulus Funds (ESSER I, GEER I etc.)	\$321,615
<b>Total Funds provided through Federal Programs</b>	<b>\$592,490</b>
Federal Funds Allocated Directly as indicated on the Consolidated Application <i>(23-24 Title I Part A Allocation, and 23-24 Parent and Family Engagement)</i>	\$123,200
Federal Funds Allocated for Comprehensive Support and Improvement (CSI) <i>(Remainder of FY21-22 Grant, with an expenditure deadline of 30 Sept 2023)</i>	\$12,410

### State or Local Funds

Ravenswood Education Foundation (REF)	\$438,511
General Fund (including Supplemental and Concentration)	\$53,590
<b>Total Funds provided through State or Local Programs</b>	<b>\$492,101</b>

