

School Plan for Student Achievement

Cesar Chavez Ravenswood Middle School

School Year	County-District-School Code	School Site Council Approval Date	Local Board Approval Date <i>Revised Version</i>
2023-2024	41-68999-0136093	January 18, 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

- Inequities were identified by referencing the Alliance for Resource Equity Diagnostic tools, adapted and applied at the school site level as appropriate. We learnt that the areas that contribute to low performance / problem areas in our school include: School funding between district schools is equitable, transparent, and flexible, however challenges in four specific areas were identified:
 - Attracting and retaining diverse and high-quality teachers and administrators
 - Positive and Inviting school climate
 - Learning-Ready Facilities

What did your needs assessment show?

- Attracting and retaining diverse and high-quality teachers and administrators:
 - The needs assessment shows that there have been several classroom teaching, support and administrative positions that have gone unfilled at CCRMS for at least the past two years. It has been a challenge to attract and retain diverse and high quality school leadership (assistant principals in particular) over the past 3 years. With a student population that is 79% Hispanic/Latino, 11% Pacific Islander and 7% African American and 1% White, attracting and retaining staff that reflect the diversity of the student population is an ongoing challenge.
 - Root cause analysis has shown us that staff shortages and lack of diversity is a national and state issue. In addition, our school and district compete with larger districts in the area that have advantages which we do not, such as economies of scale, within district mobility and lesser concentration of student need, factors which likely affect the ability to attract and retain staff.
 - The district and CCRMS are leveraging resources to support and develop teachers, as well as to retain high quality teachers in several ways. Site based strategies include: additional student support (with a counselor, campus relations specialist and assistant principal for each grade level/cohort), content-area coaching and paid collaboration time almost daily, and opportunities for teachers to earn additional money through extra duty assignments for extended learning and enrichment for students.
- Positive and Inviting school climate:
 - The needs assessments/data show that 62% of CCRMS students report feeling safe at school, suspension rates as of March 23 were 5% overall (26/529), 6% for students with IEP's (9/275), and 24% for African American students (9/37). There was a single incident this year which resulted in the suspension of 7 African-American students.
 - Attendance and absenteeism data as of spring 2023 show that 27% of students have attended 95% or more of the school year, 32% have attended 90-94% and 40% of students are considered chronically absent having attended less than 80% of the school year. In the winter survey, 51% of students reported that they are happy to be at school all or most of the time.
 - The school and district have been engaging in a number of strategies to identify root cause(s) and respond where possible. A unique condition that continues at CCRMS is ongoing site construction that results in a number of physical conditions that are not conducive to an inviting school climate.
 - The investment in "Positive school climate teams (VP, Counselor and Campus Relations trio for each grade level) along with ongoing training and support of these teams and classroom teachers in positive behavior and restorative practices, are anticipated to result in creating more positive school and classroom climates in the coming year.
- Learning Ready Facilities
 - As the CCRMS campus has been under construction for more than a year, there have been a number of barriers to learning ready facilities. We hope that these will be resolved as construction is completed. One issue that was cited by P.E. teachers, is the need to have a locker room (and supervision of female students if there is not a female P.E. teacher), so that students can change into P.E. uniforms. Currently, the P.E. locker rooms are used for storage and there is not a female staff member assigned to supervise the girls locker room for changing.

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: <ul style="list-style-type: none"> • English Language Arts • English Language Development • Science and Engineering (NGSS) • Mathematics • Social Studies • Physical Education • Visual and Performing Arts
School-site SPSA Goals
<ol style="list-style-type: none"> 1. Students are powerful readers and writers who use literacy across content areas to make meaning and share their ideas 2. Students see themselves as mathematicians and use their skills, a deep understanding of content, and strong practices in their learning and work 3. Students learning English as a second or additional language will develop their English proficiency to effectively communicate in English, comprehend academic content and use English to achieve their personal and academic goals.
Identified Need (Why do we need these goals? What data prompted this goal? How were educational partners included in the data analysis?)
<p>There is a wide variation in student achievement in ELA and Math, and in ELD for English learners. 2021-2022 CAASPP data indicates that less than 15% of our students met the grade level standard in ELA, and less than 5% met the grade level standard in Math.</p> <p>2021-2022 ELPAC data indicate that fewer than 50% of English learners made sufficient annual progress towards reclassification.</p> <p>At the start of the 2022-2023 school year, 57% of CCRMS students were identified as “English Learners”, with 20.6% percent of EL students being dual-identified as both English learners and students with IEPs.</p> <p>Leadership teams, coaches, and the SSC/ELAC were all included in the data analysis, which demonstrated the need to focus support on multilingual and dually identified students across all content areas, especially in both integrated and designated English Language Development (ELD).</p>

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 standard, disaggregated by required student groups: <ul style="list-style-type: none"> • All students • English Learner • Hispanic • Homeless 	2021-22 CAASPP: <ul style="list-style-type: none"> • All students - 12.6% • English Learner - 1.9% • Hispanic - 11.2% • Homeless - 12.5% • Socioeconomically Disadvantaged - 11% 	2022-23 CAASPP: <ul style="list-style-type: none"> • All students - 46% • English Learner - 10.9% • Hispanic - 36% • Homeless - 25.8% • Socioeconomically Disadvantaged - 35.3% 	2023-24 CAASPP: <ul style="list-style-type: none"> • All students - 60% • English Learner - 20% • Hispanic - 40% • Homeless - 35% • Socioeconomically Disadvantaged - 45%

	<ul style="list-style-type: none"> Socioeconomically Disadvantaged Pacific Islander Students with Disabilities Black / African American 	<ul style="list-style-type: none"> Pacific Islander - 11.5% Students with Disabilities - 6.3% Black / African American - 11% 	<ul style="list-style-type: none"> Pacific Islander - 38.5% Students with Disabilities - 15.75% Black / African American - 29.8% 	<ul style="list-style-type: none"> Pacific Islander - 45% Students with Disabilities - 25% Black / African American - 35%
ELD	Progress of English Learner students towards proficiency on ELPAC based on ELPI levels	2021-2022 ELPAC: 44.1% of English Learners made progress towards proficiency on ELPAC based on ELPI levels	2022-2023 ELPAC: 50% 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"> All students English Learner Hispanic Homeless Socioeconomically Disadvantaged Pacific Islander Students with Disabilities Black / African American 	2021-22 CAASPP: <ul style="list-style-type: none"> All students - 4.2 % English Learner - 0.7% Hispanic - 3.9% Homeless - 3.2% Socioeconomically Disadvantaged - 3.8% Pacific Islander - 5.7% Students with Disabilities - 2.5% Black / African American - 0% 	2022-23 CAASPP: <ul style="list-style-type: none"> All students - 34.6% English Learner - 9.9% Hispanic - 22.7% Homeless - 16.2% Socioeconomically Disadvantaged - 22.9% Pacific Islander - 25.5% Students with Disabilities - 12.26% Black / African American - 16.9% 	2023-24 CAASPP: <ul style="list-style-type: none"> All students - 45% English Learner - 15% Hispanic - 35% Homeless - 25% Socioeconomically Disadvantaged - 25% Pacific Islander - 35% Students with Disabilities - 25% Black / African American - 25%
Science	Percentage of students meeting or exceeding grade level expectations, disaggregated by targeted student groups <ul style="list-style-type: none"> All students AA students EL students SPED students 	2021-22 CAST Grade 8: <ul style="list-style-type: none"> All students - 1.7% AA students - 0% EL students - 2.2% SPED students - 3.3 % 	2022-23 CAST: <ul style="list-style-type: none"> All students - 6% AA students - n/a EL students - 0% SPED students - 0% 	2023-24 CAST: <ul style="list-style-type: none"> All students - 10% AA students - 10% EL students - 10% SPED students - 10%
Site Chosen Metrics				
Math	Percentage of students on-track to meet annual growth goal on mid-year local assessment	Not Applicable	2022-2023 MOY i-Ready <ul style="list-style-type: none"> All students - 60% English Learner - 57% Students with Disabilities - 60% Black / African American - 66% 	2023-2024 MOY i-Ready <ul style="list-style-type: none"> All students - 70% English Learner - 70% Students with Disabilities - 70% Black / African American - 70%

Math	Average number of “points below standard” (Distance from Level 3), disaggregated by required student group	<p>2021-22 CAASPP: Points below standard</p> <ul style="list-style-type: none"> All students: 141.7 English Learner: 154.5 Students with Disabilities: 174.9 Black / African American: 151.7 	<p>2022-23 CAASPP: Points below standard</p> <ul style="list-style-type: none"> All students 152.3 English Learner 168.2 Students with Disabilities 197.2 Black / African American 190.9 	<p>Reduction in points below standard (Distance from Level 3)</p> <p>2022-23 CAASPP: Points below standard</p> <ul style="list-style-type: none"> All students 120 English Learner 130 Students with Disabilities 140 Black / African American 140
ELA	Percentage of students on-track to meet growth goal on mid-year local Reading assessment (i-Ready)	Not Applicable	<p>2023 MOY i-Ready, on-track to meet growth goal</p> <ul style="list-style-type: none"> All students - 88% English Learner - 84% Students with Disabilities - 86% Black / African American - 75% 	<p>2024 MOY i-Ready</p> <ul style="list-style-type: none"> All students - 90% English Learner - 90% Students with Disabilities - 90% Black / African American - 90%
ELA	Average number of “points below standard” (Distance from Level 3), disaggregated by required student group	<p>2021-22 CAASPP: Points below standard</p> <ul style="list-style-type: none"> All students: 97.3 English Learner: 113.2 Students with Disabilities: 142.8 Black / African American: 117.2 	<p>2022-23 CAASPP: Points below standard</p> <ul style="list-style-type: none"> All students 112.2 English Learner 134.7 Students with Disabilities 159.3 Black / African American 135 	<p>2023-23 CAASPP: Points below standard</p> <ul style="list-style-type: none"> All students 80 English Learner 100 Students with Disabilities 125 Black / African American 100
ELPAC	Progress of English Learner students as evidenced by students achieving or maintaining overall Level 4 on the ELPAC	<p>2021-2022 ELPAC:</p> <p>8.6% achieved or maintained Level 4/proficient on ELPAC</p>	<p>2022-2023 ELPAC:</p> <p>16.5% achieved Level 4 on ELPAC</p>	<p>2023-2024 ELPAC:</p> <p>20% will achieve Level 4 on ELPAC</p>

Planned Strategies/Activities

1 - Academic Coaches	
<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</p>	<p>Academic Coaches and Site Leadership will provide job embedded professional development with a focus on student engagement and culturally responsive strategies in ELA/ELD and Math. PD will include follow-up observations, modeling and elbow teaching with teachers in their classrooms. Based on various data points, including classroom observations and school and district leadership input, CCRMS site coaches will plan and implement regular job-embedded site PD. Coaches, vice-principals and the principal will provide follow-up to ensure and support continuous improvement in the classroom.</p>

What specific need prompted this action? And which students will benefit the most from this strategy?	Student assessment results and observations during the 22-23 school year-including student shadowing days-prompted this action. Multilingual/English learners and dual-identified (EL with IEP) students will benefit most from this strategy.
How does this address a resource inequity that was identified in the needs assessment?	CCRMS continues to struggle to attract and retain high quality teachers, especially those who share the background and experiences, or successful teaching experience with students similar to those who attend CCRMS. For this reason, it is critical to maintain a high quality and experienced team of coaches and administrators who support the growth and development of classroom teachers.
How, and to what extent, does this strategy directly impact student learning and increase academic achievement?	Job-embedded PD and coaching indirectly impacts students by investing in teacher growth and development, as well as retention. The retention of high quality, engaging, and culturally responsive teachers positively impacts student learning and is expected to increase student achievement.
What level of Evidence-Based Intervention does this strategy meet?	Job-embedded PD and coaching is considered to be a Tier 2 (Moderate Evidence) Intervention
Why is this specific strategy a good use of limited funds?	Strategies which invest primarily in people (vs. products) are expected to have the greatest and lasting impact on students.
2 - Teacher Collaboration for Analysis of Student Data and to support Content-integrated ELD	
Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)	This activity is “Teacher Collaboration for Analysis of Student Data and to support Content-integrated ELD (including i-Ready and other academic assessment results)”. During weekly, paid collaboration/articulation time, department leads facilitate vertical articulation which is focused on data. This includes the analysis of student work and their i-Ready results, disaggregated by student group.
What specific need prompted this action? And which students will benefit the most from this strategy?	The wide variation in student achievement as evidenced by i-Ready, CAASPP and ELPAC results prompted this action. All students will benefit from this strategy, however, the emphasis is on ensuring support for students who are not meeting grade level standard or academic growth goals.
How does this address a resource inequity that was identified in the needs assessment?	Identifying and compensating department leaders (experienced, effective teachers) and compensating all teachers for an identified period of time for data analysis and collaboration helps to address the resource inequity/need to attract and retain high quality teachers.
How, and to what extent, does this strategy directly impact student learning and increase academic achievement?	This strategy directly impacts student learning and should increase academic achievement as instructional decisions are made and student support is provided based on regularly looking at student work/data.
What level of Evidence-Based Intervention does this strategy meet?	Teacher collaboration for analysis of student data and in support of content-integrated ELD would be considered to be a Tier 2 (Moderate Evidence Intervention).
Why is this strategy a good use of limited funds?	The investment in effective/experienced teachers as department leads, as well as compensating all teachers during dedicated collaboration/articulation time is a

	good use of funds with the goal of attracting and especially retaining high quality teachers.
3 - Designated ELD through implementation of the D-ELD High School Readiness(HSR) Period with partner support	
Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)	Designated ELD, through a D-ELD/High School Readiness (HSR)period, allows the grouping of English learners according to their specific needs and levels for a specific period of time per day and for non-English learners to be grouped according to need. The Designated ELD/HSR period provides level and typology-appropriate ELD to English learners at the same time that RFEP, IFEP and EO students participate in academic support, study skills and other high school readiness activities. Because this period will be at the end of the school day, community partners (such as EPATT and/or BGCP) are able to be utilized to provide support to maximize differentiation during this period. The intent is for groupings in this period to be flexible throughout the school year. It is expected that teachers, VP's and counselors will review the groupings every 6-8 weeks in order to move students based on ELD progress for English learners, or the specific needs of non-English learners that can be supported during at this time.
What specific need prompted this action? And which students will benefit the most from this strategy?	Designated ELD is required for English learner students which constitute more than 50% of CCRMS students. While English learners will benefit most from this strategy, implementing a D-ELD/HSRperiod also addresses the needs of non-EL students who will receive additional support, during this period.
How does this address a resource inequity that was identified in the needs assessment?	An emphasis on teacher planning for I-ELD and a dedicated class period for D-ELD both address the fact that CCRMS has over 50% English learners, with the majority of those learners being Long-Term EL's or at-risk of being Long-Term EL's.
How, and to what extent, does this strategy directly impact student learning and increase academic achievement?	This strategy directly impacts student learning by supporting teachers to plan for I-ELD and by implementing a properly leveled and flexible period each day for D-ELD.
What level of Evidence-Based Intervention does this strategy meet?	The implementation of Designated ELD at the middle school level through a Flex period would be considered at least a Tier 2 Intervention under ESSA. While the research base for a designated ELD period for English learners has been well-researched (Tier 1), scheduling D-ELD at the middle school level during a "Flex Period" combines D-ELD with a well-researched (Tier 2) aspect of RTI/MTSS-to provide a common time during the day when students can be grouped for specific academic (or social-emotional) needs.
Why is this strategy a good use of limited funds?	Dedicating a full period each day to highly differentiated instruction, intervention or enrichment, and supporting flexibility of student movement throughout the year is expected to result in significant progress for all students, and especially those learning English as a second language. The availability of EPATT and BGCP partners during the Flex period to further differentiate and support students makes this an excellent use of limited funds.
4 - Newcomers and Spanish Dual Immersion	

<p>Narrative Description <i>(What does this action consist of? What will you actually be doing?)</i></p>	<p>Newcomer and Spanish Dual-Immersion programs provide additional language and literacy support as well as continued Spanish content knowledge and vocabulary enrichment.</p> <p>Newcomer support will include a dedicated non-core teacher to provide support based on the typology/needs of English learners who have been in U.S. schools for under 3 years.</p> <p>The Dual Immersion Program is provided to students who are continuing from Los Robles Ronald McNair Academy DI program, or upon request/qualification of students newly enrolled at CCRMS.</p>
<p>What specific need prompted this action? And which students will benefit the most from this strategy?</p>	<p>There are 20-30 students who matriculate from LRRMA whose parents request for them to continue in Spanish/English Dual Immersion middle school. There are 15-20 students each year who either matriculate or transfer into CCRMS who have been in U.S. schools for 3 or fewer years and speak little to no English. The vast majority of these students are native Spanish speaking and have widely varying school experiences.</p>
<p>How does this address a resource inequity that was identified in the needs assessment?</p>	<p>As previously stated, CCRMS has over 50% enrollment of English learner students. Providing a continuation of the Dual-Immersion program, along with additional instructional support for Newcomer students addresses the identified needs of these students.</p>
<p>How, and to what extent, does this strategy directly impact student learning and increase academic achievement?</p>	<p>Having identified, high quality teachers and a master schedule that supports these programs directly impacts student learning and achievement of the students who participate in these programs and/or receive the support of these teachers.</p>
<p>What level of Evidence-Based Intervention does this strategy meet?</p>	<p>The research base for Dual-Immersion programs as effective for English learners meets the Tier 1 definition under ESSA, while the research base for Newcomer programs meets at least Tier 3.</p>
<p>Why is this strategy a good use of limited funds?</p>	<p>Due to the high percentage of English learners and the number of students/families which request Dual Immersion and/or require Newcomer support, the funding of these strategies supports a majority of students enrolled at CCRMS.</p>
<p>5 - Small Group Instructors</p>	
<p>Narrative Description <i>(What does this action consist of? What will you actually be doing?)</i></p>	<p>Small group instructors are trained to support effective student use of i-Ready as well as to mediate student use of AI or individual tutoring in various subject areas (which may include experimenting with the use of programs and software such as ChatGPT, Khanmigo or other future AI software)</p>
<p>What specific need prompted this action? And which students will benefit the most from this strategy?</p>	<p>Although all students have the potential to benefit from the assistance of small group instructors, students who are significantly below grade level in reading and math will benefit most from the small group and 1:1 tutoring assistance.</p>
<p>How does this address a resource inequity that was identified in the needs assessment?</p>	<p>Small group instruction / 1:1 tutoring provides an opportunity for us to work towards addressing the needs of our students (with 80-90% below the grade level standard as measured by CAASPP).</p>
<p>How, and to what extent, does this strategy directly impact student</p>	<p>The use of small groups or 1:1 tutoring directly impacts students, and evidence has demonstrated that this may help to increase academic achievement.</p>

learning and increase academic achievement?	
What level of Evidence-Based Intervention does this strategy meet?	Small groups, and especially 1:1 tutoring is considered to meet the requirements for Tier 1 level of evidence for intervention under ESSA.
Why is this strategy a good use of limited funds?	Small group instruction is an effective method for supporting student achievement and directly benefits many students at the same time. This allows for our limited funds to be used efficiently while still providing high value.

#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1	Academic Coaches	\$303,746	REF
2	Teacher Collaboration (Stipends for Leadership)	\$24,500	General Fund
3	Designated ELD Training	\$15,000	General Fund
4	Newcomer and Spanish Dual Immersion Teachers	\$269,530	Federal Stimulus Funds
5	Small Group Instructors	\$187,269	State Stimulus Funds
Total Proposed Expenditures for the Goal		\$800,045	

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?
<p>Professional development and collaboration took place throughout the school year as planned and described. Site-based PD was embedded into teacher contractual time. The opt-in afternoon collaboration times were well-attended by the majority of teachers. The “Lesson Internalization GLEAM Tool” was used as a reference for reflection and lesson planning during the collaboration time. While there was some evidence of elective projects being connected to the core curriculum, there will be continued effort to strengthen the connection between core curriculum, ELD and electives in 23-24.</p> <p>Coaches worked primarily with new teachers to improve their practice. Classroom observations contributed to the planning of PD sessions and feedback from PD sessions informed coaches' continuous improvement. Observation and PD feedback indicates that there is a need to continue to support teachers in planning and facilitating grade-level standards-aligned instruction across all classrooms. Along with the continuing this focus, there will be increased focus and PD on improving lesson planning for, and instruction of integrated English Language Development, particularly in Social Studies and Science classes.</p> <p>The Sustained Silent Reading was implemented as part of the Literacy Initiative, but it was decided that this time would be better utilized in the coming year to increase the Designated ELD/High School Readiness (HSR) period to 40 minutes, 4 days per week. The after school time of 45 minutes, two days per week for students to work on supplemental programs with EPATT partners will continue. The percent of students who made above typical growth on i-Ready in both reading and math was significantly greater than those students who did not work. The primary purpose of scheduling the D-ELD/HSR time at 7th period-the end of the regular school day-is to have partner/tutors available to support individual</p>

and small groups of students during that time. This structure is intended to strengthen the partnership connection to both the regular school day program, and to the students who stay after school and participate in partner programs.

State data which could indicate how effective the activities for Goal 1 were, will be available summer/fall of 2023.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major differences were primarily in the staffing of the math coaching position – two math teachers were hired into one full coaching position, so each teachers’ time was split between both coaching and teaching. In the coming year, there will be a full-time STEAM coach which will allow for a greater coaching focus on specific content areas, including mathematics. This was one of the part-time coaches from this past year who is a very experienced and successful math teacher. She will continue to teach one period of Algebra per day.

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 several additions to metrics and additional strategies described to achieve the goals for 23-24. The 22-23 SPSA described one strategy (Increased Classroom Observation) to achieve all of the academic goals. For 23-24 there are 5 specific strategies that are described.

Goal 2

District LCAP Goal

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

School-site SPSA Goals

1. Students feel safe at, connected to, and trust the school community
2. Students and families receive the support they need for student success and are prepared to successfully transition to high school.
3. Students have agency and feel a sense of belonging both inside and outside of the classroom
4. Students are motivated to attend school and have opportunities to participate in experiences (enrichment, trips, etc) that are provided to peers in surrounding districts.

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

The ongoing challenge of increasing the daily attendance rate, and decreasing chronic absenteeism for all student groups, was well documented even prior to the COVID-19 pandemic. Attendance and chronic absenteeism have presented an even greater challenge since returning to full-time in-school learning. Challenging student behavior also seems to have increased since the return from distance learning. A variety of data was reviewed by different educational partners (including at staff meetings, SSC/ELAC meetings, and through the vital signs report at the district Board meetings). Some of that data included student and family survey results, specific attendance and suspension data, behavioral referrals and COST/SST documentation.

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): %	2022-23 as of end of T2 (all students): %	2023-24 (all students): 96%

Attendance	<p>Chronic Absenteeism as a percentage, disaggregated by required student groups:</p> <ul style="list-style-type: none"> All students English Learner Hispanic Homeless Socioeconomically Disadvantaged Pacific Islander Students with Disabilities Black / African American 	<p>2021-22:</p> <ul style="list-style-type: none"> All students - 48.3% English Learner - 47.4 % Hispanic - 44.8% Homeless - 48.7 % Socioeconomically Disadvantaged - 49.6% Pacific Islander - 60% Students with Disabilities - 58.5% Black / African American - 66.7% 	<p>2022-23 as of end of T2:</p> <ul style="list-style-type: none"> All students - 44% English Learner - 43% Hispanic - 45% Pacific Islander - 38% Students with Disabilities - 48% Black / African American - 50% 	<p>We will reduce chronic absenteeism down to</p> <ul style="list-style-type: none"> All students - 1% English Learner - 1% Hispanic - 1% Homeless - 1% Socioeconomically Disadvantaged - 1% Pacific Islander - 1% Students with Disabilities - 1% Black / African American - 1%
Suspension	<p>Suspension rates as a percentage, disaggregated by required student groups:</p> <ul style="list-style-type: none"> All students English Learner Hispanic Homeless Socioeconomically Disadvantaged Pacific Islander Students with Disabilities Black / African American 	<p>2021-22:</p> <ul style="list-style-type: none"> All students - 9.1% English Learner - *% Hispanic - 8.6% Homeless - *% Socioeconomically Disadvantaged - *% Pacific Islander - 5.1% Students with Disabilities - *% Black / African American - 25.6% 	<p>2022-23 as of end of T2:</p> <ul style="list-style-type: none"> All students - 5% English Learner - 5% Hispanic - 3.8% Pacific Islander - 2% Students with Disabilities - 6% Black / African American - 24% 	<p>2023-24:</p> <ul style="list-style-type: none"> All students - 0% English Learner - 0% Hispanic - 0% Homeless - 0% Socioeconomically Disadvantaged - 0% Pacific Islander - 0% Students with Disabilities - 0% Black / African American - 0%

Planned Strategies/Activities

1 - Grade Level Wrap-Around Teams

Narrative Description (*What does this action consist of? What will you actually be doing?*)

We are establishing specific teams per grade level: Vice Principal, Counselor and Campus Relations Coordinator will work together as “wrap around” support to each student. In addition to each adult supporting students within the scope of their defined role, the grade level/cohort wrap-around team ensures that every student can identify one of the members of the team as a trusted adult on campus. Ideally, the wrap-around team will follow a cohort of students through their three years at CCRMS, but at the very least, the teams will provide wrap-around support for each year and a thorough “warm hand off” to the following year’s team. The wrap-around team supports teachers to implement consistent positive classroom practices that are culturally responsive and maximize students’ in-class engagement and learning time. Wrap around team members work with teachers and partners to communicate with families in support of student social-emotional and academic success.

<p>What specific need prompted this action? And which students will benefit the most from this strategy?</p>	<p>A desire to decrease out of class referrals (ODR's), and suspensions (both in and out of school) prompted this action. All students will benefit from this strategy, particularly students and student groups who seem to be disproportionately identified as having high numbers of ODRs and suspensions compared to "all students".</p>
<p>How does this address a resource inequity that was identified in the needs assessment?</p>	<p>This action, at a minimum, is intended to address the need to increase attendance and reduce chronic absenteeism and suspensions.</p>
<p>How, and to what extent, does this strategy directly impact student learning and increase academic achievement?</p>	<p>It is expected that a closer relationship between identified adults and their "assigned" students will positively affect student attendance, behavior and engagement which will have a positive effect on student academic achievement. Wrap-around supports which include culturally responsive teaching and actions, and additional student engagement practices is expected to support an increase student academic achievement</p>
<p>What level of Evidence-Based Intervention does this strategy meet?</p>	<p>The primary purpose of organizing these non-teaching adults is for coherence and accountability in supporting SEL and the whole child at CCRMS. Social-emotional learning (SEL) supports are generally considered to fall under Tier 2 or 3 evidence under ESSA.</p>
<p>Why is this strategy a good use of limited funds?</p>	<p>Given the complex social-emotional and academic needs of the majority of CCRMS students, in addition to the "normal" needs of middle school aged students, dedicating funding to three adults per grade level, each with an area of expertise to support students (and families) inside and outside of the classroom, should significantly assist with preparing students for success through and beyond middle school.</p>
<p>2 - TOSA (Tier 2+/High School Readiness Support Teacher)</p>	
<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</p>	<p>The Tier 2+/High School Readiness Support TOSA coaches teachers across the middle school in Tier 2+/High school readiness supports and strategies to ensure that: diverse learners meet the demands of adopted Common Core State Standards; and that teachers, with a specific focus on new teachers, are proficient in implementing effective classroom management and student relationship strategies.</p>
<p>What specific need prompted this action? And which students will benefit the most from this strategy?</p>	<p>All academic data points to the need for all classroom teachers to be able to effectively implement Tier 2+ strategies in the classroom. In addition, the data shows a need to reduce Office Discipline Referrals and Suspensions, for which teacher/student relationship and classroom management strategies have been shown to be a potential root cause.</p>
<p>How does this address a resource inequity that was identified in the needs assessment?</p>	<p>The support of an experienced teacher and administrator in this TOSA position addresses the resource inequities that are presented by the high percentage of students with one or more identified risk factors to academic success that are often being taught by teachers with less than 5 years of experience.</p>
<p>How, and to what extent, does this strategy directly impact student learning and increase academic achievement?</p>	<p>This position directly impacts student learning in that part of the responsibility of this position is to coordinate services and support for all identified Tier 2+ students. In addition, the classroom coaching indirectly impacts students in that</p>

	it is expected to result in improved relationship and teaching practice of teachers.
What level of Evidence-Based Intervention does this strategy meet?	As with academic coaches, the coaching component of this strategy meets Tier 2 of evidenced-based intervention under ESSA. The Coordination of Services (COST) part of this position falls under the umbrella of MTSS implementation. MTSS is an evidence-based framework for effectively integrating multiple systems and services to address students' academic achievement, behavior and social-emotional well-being. ESSA prioritizes the need for students' expanded access to comprehensive school services within multi-tiered systems of support (MTSS).
Why is this strategy a good use of limited funds?	Given the high level of need at CCRMS and the number of new and inexperienced teachers, as well as the myriad supports and services, the position of a TOSA as both coach and coordinator of services is a critical strategy for student success.
3 - Elective Opportunities	
Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)	Elective teachers model and provide opportunities for real life application of content area skills and knowledge through their specific areas of expertise. Students are introduced to elective/enrichment options in 6th grade and choose their electives for 7th and 8th grade. Students have the option to participate in additional enrichment/electives in the optional extended day program.
What specific need prompted this action? And which students will benefit the most from this strategy?	Historically, RCSD schools were K-8 and provided limited enrichment/elective opportunities for 6-8 students. One of the primary reasons for moving to a K-5 elementary model with one comprehensive middle school was to be able to provide RCSD 6-8 students with the opportunities that middle school students in the surrounding area districts receive. All students benefit from having at least one elective choice during the regular school day.
How does this address a resource inequity that was identified in the needs assessment?	Elective and enrichment opportunities have been identified by the community and especially by parents and students as being a primary motivator for enrollment and attendance at CCRMS.
How, and to what extent, does this strategy directly impact student learning and increase academic achievement?	Student's selection of and their participation in elective/enrichment activities directly impacts student learning, because when students are interested in their content and classes, they are more likely to maintain their engagement over time.
What level of Evidence-Based Intervention does this strategy meet?	There are several components of the elective program that could be tied to Tier 2 or Tier 3 of Evidence-Based strategies: The development of student agency through elective selection, application of academic skills in the elective context, and parent and community involvement through attendance at performances and competitions, are all factors of research-based student success.
Why is this strategy a good use of limited funds?	Elective and enrichment activities are considered part of base or core instruction at the middle school level and the creation of the comprehensive middle school was predicated on implementing a full elective program at the 6-8 level.
4 - Experiential Field Study	

<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</p>	<p>Annual grade level trips (Outdoor Ed, Yosemite, DC) provide experiences for CCRMS students equal to those of their peers in surrounding districts and little to no cost to families.</p>
<p>What specific need prompted this action? And which students will benefit the most from this strategy?</p>	<p>All students have the potential to benefit from experiential field study each year. The majority of CCRMS students whose families would not otherwise be able to provide these kinds of experiences will benefit most from these trips.</p>
<p>How does this address a resource inequity that was identified in the needs assessment?</p>	<p>Because the vast majority of CCRMS families are identified as low-income households, they do not often have the means to provide or contribute to fundraising which other areas schools engage in, in order to provide the experiential trips that middle school students in surrounding communities are provided.</p>
<p>How, and to what extent, does this strategy directly impact student learning and increase academic achievement?</p>	<p>Providing experiential field study trips directly impacts student learning by providing them the opportunity to apply academic and social skills to real life experiences. While the impact to academic achievement may not be immediately shown by state or local testing data, several studies have found that experiential field study trips can have a lasting impact on students' academic and personal development.</p>
<p>What level of Evidence-Based Intervention does this strategy meet?</p>	<p>Effectiveness of experiential field study trips are influenced by factors such as trip design, pre-trip preparation, post-trip reflection, and teacher facilitation. A specific tier of evidence has not been assigned to this strategy.</p>
<p>Why is this strategy a good use of limited funds?</p>	<p>Students, families and the school community have cited the annual field study trips as a primary factor in motivation for enrollment and continued attendance at CCRMS. The ability for any student to participate in an annual field study trip regardless of ability to pay is a distinguishing characteristic of CCRMS and provides students and families with access to experiences that students in surrounding districts are afforded.</p>

5 - Positive Behavioral Intervention and Supports (PBIS) and Restorative Practices

<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</p>	<p>PBIS at the middle school level is a complex and ever-evolving set of practices. At CCRMS we have been implementing strategies intended to motivate students' positive feelings/behavior at school (Wednesday Clubs/Affinity groups; Student Store); preventative strategies (Second Step Curriculum, the use of Yondr pouches to limit student cell phone access during the day); and ongoing professional development in PBIS and Restorative Practices for all adults on campus to ensure that the adults use a consistent approach, common language, etc. when working with students.</p>
<p>What specific need prompted this action? And which students will benefit the most from this strategy?</p>	<p>All students benefit by feeling seen, safe and supported at school and by adults at school who share a common approach, language and behavioral expectations both in and out of the classroom. CCRMS continues to experience the challenge of high suspension rates and over-representation of African-American students being suspended. These factors have prompted the need to refine and redouble the efforts to build and maintain positive relationships and consistent behavioral expectations.</p>

How does this address a resource inequity that was identified in the needs assessment?	Both student and adult perception of “feeling safe at school” is well below 80% positive response rate, based on the history of survey results. We are still waiting for the most recent data to become available.
How, and to what extent, does this strategy directly impact student learning and increase academic achievement?	A positive school climate consisting of positive behavior and feeling safe at school, has been shown to not only have the most direct impact on student learning and academic achievement, but is also a <i>prerequisite</i> for learning and achievement in schools.
What level of Evidence-Based Intervention does this strategy meet?	PBIS and Restorative Practices are well-researched strategies and meet at least the Tier 2 level of evidence-based intervention.
Why is this strategy a good use of limited funds?	For all of the reasons cited above, PBIS, Restorative Practices and strategies which increase student and teachers’ sense of safety and belonging on campus are a good use of limited funds.

#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1	Grade Level wrap-around Teams - Vice Principals, Counselors, Campus Relations Coordinators	\$1,315,653	REF (\$216,864) General Fund (\$607,993) Federal Stimulus Funds (\$490,796)
2	TOSA (Tier 2+/High School Readiness Support Teacher)	\$151,873	General Fund
3	Elective Opportunities	\$960,613	REF
4	Experiential Field Study	\$646,097	REF
5a	Second-Step Curriculum	\$0	Not Applicable
5b	Staff PD for PBIS and Restorative Practices	Using existing time	Not Applicable
5c	Wednesday Clubs	\$25,000	REF
5d	Student Store/Student Incentives (PBIS)	\$18,958	General Fund
5e	Student cell phone management/mitigation	\$9,000	General Fund
Total Proposed Expenditures for the Goal		\$3,127,194	

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 22-23 articulated goals were not as specific for the school site as the 23-24 goals are; however attendance, chronic absenteeism and suspension all continue to be metrics for which CCRMS has significant opportunity for growth and improvement.
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 between the intended implementation/budgeted expenditures and what took place in 23-24.
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.):
Additional metrics have been added and more specific strategies described in this year's SPSA under Goal 2.

Goal 3

District LCAP Goal
Partner with families and the community to support the whole child
School-site SPSA Goal
No change to district goal
Identified Need (Why do we need these goals? What data prompted this goal? How were educational partners included in the data analysis?)
Parent attendance continues to be consistently low when it comes to school “business-related” meetings, and continues to be much higher when parents are invited to competitions, performances and celebrations. With a complete change in administration in 23-24 (Principal and 3 new VP’s), there is a need and an opportunity to re-dedicate school staff and leadership to engaging parents and guardians in all of the ways that support student wellness and social-emotional and academic success.

Annual Measurable Outcomes

Category	Metric or Indicator	Baseline Data (2021-22)	Baseline Data (2022-23)	Expected Outcome
Parent Engagement	Response to annual school-wide survey	20% of families regularly respond	Approx 40% of families responded to the school/district survey	80% of families will respond to school or district surveys.
SSC/ELAC	Number of parents (voting/non-voting) who attend SSC/ELAC meetings	2-3 elected (voting) parent members attended every meeting (which meets the quorum requirement).	No elected ELAC parents attended SSC/ELAC this year. There was a quorum present at the last 2 meetings of the year.	There will be 5 elected parents, with a majority who are parents of current English learner students. There will be a quorum at every meeting
Parent Engagement	Number / percent of parents who attend teacher-requested / scheduled individual family conferences	About 45% of families are usually involved in this process.	5 teachers who met with over 56 families, submitted for parent conference stipend.	80% of families will attend teacher-requested conferences.
Parent engagement	Attendance at parent academy and/or celebration nights	Data was not systematically tracked in this school year	Attendance at events ranged from 250 to 500 people. Attendance was estimated based on the number of food tickets that were used at the event.	Tracking and reporting of attendance at family events will be formalized this year, along with analysis of parent input on the value of these events (from parent survey).

Partnership	Completion rate of partnership evaluation meetings	Partnership evaluation meetings were not formalized in this school year, but all partners were regularly communicated with.	100% of partnership evaluation meetings were completed	100% of partnership evaluation meetings will be completed.
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Planned Strategies/Activities

1 - Family Outreach Coordinator	
Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)	The Outreach Coordinator will engage in family and community outreach efforts. The Outreach Coordinator will provide support to families and consistent administrative support to plan and implement school-related events, meetings and programming. The Outreach Coordinator will be asked to anchor, drive and support the SSC/ELAC parent membership recruitment, voting, parent training process, with the aim of cultivating and maintaining strong and knowledgeable parent leadership at CCRMS.
What specific need prompted this action? And which students will benefit the most from this strategy?	Given the number of strategies that require parent and community outreach and participation, it is essential to have a position that is dedicated to coordinating these efforts.
How does this address a resource inequity that was identified in the needs assessment?	Having a Spanish/Bilingual adult dedicated to family outreach addresses several needs that were identified, including the need to increase English learner parent participation in nearly every aspect of the CCRMS community and especially in developing and sustaining parent leadership at CCRMS.
How, and to what extent, does this strategy directly impact student learning and increase academic achievement?	The desired impact of having a Parent Outreach Coordinator to increase and sustain parent involvement at CCRMS, especially at the parent leader level, would be expected to have a direct impact on student learning and achievement, as parent involvement is recognized as an important factor in supporting student success.
What level of Evidence-Based Intervention does this strategy meet?	Research has shown that effective parent involvement practices, such as regular communication between parents and teachers, involvement in school activities, parental support at home, and partnerships between schools and families, can contribute to improved student academic achievement, attendance, behavior, and overall school success. These practices are often backed by a combination of research studies, correlational evidence, and logical rationales. While ESSA acknowledges the significance of engaging parents and families in education, there is not a specific tier of evidence assigned to parent involvement as a stand alone practice.
Why is this strategy a good use of limited funds?	The investment in personnel to coordinate parent outreach and involvement makes it much more likely that parent involvement at CCRMS will be systematic, consistent and sustained.
2 - Partnerships	
Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)	The CCRMS community benefits significantly from several community partnerships, including but not limited to CASSY, EPATT, and BGCP, who are all partners which directly serve students. CASSY provides school-based student

	counseling services, while EPATT, BGCP provide tutoring, sports and enrichment activities during and after the school day.
What specific need prompted this action? And which students will benefit the most from this strategy?	CASSY, BGCP and EPATT are all long-standing district partners based upon the ongoing identified needs of families for school based mental health (CASSY) support, as well as extended day tutoring, homework center and enrichment programs. All students have the potential to benefit from the strategies implemented through partnerships. Services to students are prioritized by need when necessary.
How does this address a resource inequity that was identified in the needs assessment?	Mental health services, after school tutoring, homework help and enrichment have all been long-standing needs identified in the community and RCSD.
How, and to what extent, does this strategy directly impact student learning and increase academic achievement?	Access to school based mental health services and after school support and enrichment through partnerships, directly impact student learning and would be expected to significantly increase student achievement.
What level of Evidence-Based Intervention does this strategy meet?	Community-school partnerships (and the services offered to students and families through these partnerships) have been the subject of extensive research and thus meet at least a Tier 2 level of evidence.
Why is this strategy a good use of limited funds?	Supporting partnerships through supplemental or matching funds leverages the services that these partnerships offer to CCRMS and allows us to increase or provide a service that otherwise would not be available.
3 - Family Evenings and Special Events	
Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)	We will hold events throughout the year, which 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 families, partners and the wider community.
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.
How does this address a resource inequity that was identified in the needs assessment?	While all students will benefit, the needs of students performing below grade level, who are the majority of CCRMS students, will be the focus of this strategy to encourage their families to 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?	While the impact of family involvement/attendance at school events is indirect, the preparation for student performances and showcases directly impacts student learning and is expected to have a significant positive effect on student achievement.
What level of Evidence-Based Intervention does this strategy meet?	There is an extensive research base for the impact of family involvement on student learning and meets at least the Tier 2 level of evidence.

Why is this strategy a good use of limited funds?	The broad positive impact of student performance, showcases and family learning nights on students, teachers, the family and community warrants the use of limited funds to support these strategies.
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#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1	Family Outreach Coordinator	\$84,977	REF
2a	CASSY	\$195,000	Title I, Part A (School Choice) Title I, Part A (District Allowable Activities)
2b	BGCP, EPATT and other partnerships	District Cost	Not Applicable
3a	Translators, Additional Hours for Staff, Event Costs	\$128,791	General Fund
3b	Parent and Family Engagement	\$2,500	Title I, Part A
Total Proposed Expenditures for the Goal		\$411,268	

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?
CCRMS family partnerships were negatively affected by losing the Family Outreach Coordinator mid-year and not being able to hire a new coordinator all year. The Outreach Coordinator is a key person/link to support engagement of families at all levels from conference attendance to events to SSC/ELAC leadership. Events, in general, took place as planned, except for the winter Posadas event which had to be canceled.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
The major difference between the intended implementation/budgeted expenditure and what was implemented was in the loss of the Family Outreach Coordinator mid-year.
Describe any changes to goals for the upcoming year (annual outcomes, metrics, strategies/activities) and where those changes can be found in this SPSA (refer to Section #, Goal #, Strategy # etc.):
There are no major changes in 23-24 to Goal 3. The first and most important action will be to hire a new Family Outreach Coordinator to support family engagement activities. There will also be an effort to put a systematic attendance/tracking system in place to better measure attendance for all family activities and events and to gather and analyze feedback on the quality of these events and their effect on overall positive perception of CCRMS.

Budget Summary

Budgeted Funds

Total Proposed Expenditures for Goal 1	\$800,045
Total Proposed Expenditures for Goal 2	\$3,127,194
Total Proposed Expenditures for Goal 3	\$411,268
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$4,338,507

Federal Funds

Title I, Part A (School Choice)	\$165,505
Title I, Part A (District Allowable Activities)	\$29,495
Title I, Part A: Parent and Family Engagement Reservation	\$2,500
Stimulus Funds (ESSER I, GEER I etc.)	\$760,326
Total Funds provided through Federal Programs	\$957,826

State or Local Funds

Ravenswood Education Foundation (REF)	\$2,237,297
General Fund (including Supplemental and Concentration)	\$956,115
Stimulus Funds (IPI, ELO etc.)	\$187,269
Total Funds provided through State or Local Programs	\$3,380,681

Total Funds Summary

Federal Funds Allocated Directly as indicated on the Consolidated Application (23-24 Title I Part A Allocation, and 23-24 Parent and Family Engagement)	\$168,005
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$4,526,276
Total Funds provided through Federal Programs	\$958,326
Total Funds provided through State or Local Programs	\$3,380,681