

# School Plan for Student Achievement

## Costaño School of the Arts

School Year	County-District-School Code	School Site Council Approval Date	Local Board Approval Date <i>Revised Version</i>
2023-2024	41-68999-6044325	November 29, 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**

Costaño students are vibrant, caring, exciting, and tenacious. Isolation and lack of social interaction with peers due to COVID has resulted in academic achievement challenges across all content areas, current social emotional and behavioral issues exist because students need more trauma informed support. In addition, pre and post-pandemic Inequities faced by students include oppression, racism, financial hardships, food insecurities, trauma plus more that plague schools across the nation and, in particular, schools serving marginalized populations.

Our needs assessments show that we need more support around engaging students and families, emotional supports, and basic living necessities. This year we have continued our previous initiatives designed to help to solidify our identity such as setting a mission statement and identifying core values, PBIS and Restorative Practices, increasing the use of technology to provide academic supports to students, and establishing intervention systems of support. Lastly, we are continually working to increase the capacity of teachers by providing professional development that will ensure their ability to teach at high levels. SSC/ELAC families have also recommended that we consider providing incentives for families, having more consistent cafecitos, increasing the number of field trips for students, and providing transportation after the afterschool program or evening events. They appreciated the discussion of i-Ready data assessing student performance, noting improvements in 2nd, 4th, and 5th grade.

## 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 engaged readers and writers who use literacy across content areas to make meaning, share, and articulate 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?*)

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

## Annual Measurable Outcomes

Category	Metric or Indicator	Baseline Data (2021-22)	Baseline Data (2022-23)	Expected Outcome
ELA	<p>Percentage of students meeting or exceeding grade level expectations, disaggregated by required student groups:</p> <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>	<p>Spring 2022 CAASPP:</p> <ul style="list-style-type: none"> <li>All students - 14%</li> <li>AA students - 8%</li> <li>EL students - 6%</li> <li>SPED students - 6%</li> </ul>	<p>2022-23 CAASPP:</p> <ul style="list-style-type: none"> <li>All students - 46.6%</li> <li>English Learner - 10.8%</li> <li>Hispanic - 36%</li> <li>Homeless - 25.8%</li> <li>Socioeconomically Disadvantaged - 35.3%</li> <li>Pacific Islander - 38.5%</li> <li>Students with Disabilities - 15.7%</li> <li>Black / African American - 29.8%</li> </ul>	<p>2023-24 CAASPP:</p> <ul style="list-style-type: none"> <li>All students - 60%</li> <li>English Learner - 30%</li> <li>Hispanic - 50%</li> <li>Homeless - 40%</li> <li>Socioeconomically Disadvantaged - 45%</li> <li>Pacific Islander - 45%</li> <li>Students with Disabilities - 25%</li> <li>Black / African American - 35%</li> </ul>
ELD	<p>Progress of English Learner students towards proficiency on ELPAC based on ELPI levels</p>	<p>Spring 2022: 43% of English Learners increased their ELPAC Level</p>	<p>2022-2023 ELPAC: 29.1% of English Learners made progress towards proficiency on ELPAC based on ELPI levels</p>	<p>2023-2024 ELPAC: 50% of English Learners will make progress towards proficiency on ELPAC based on ELPI levels</p>
Math	<p>Percentage of students meeting or exceeding grade level expectations, disaggregated by required student groups:</p> <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>	<p>Spring 2022 CAASPP:</p> <ul style="list-style-type: none"> <li>All students - 3%</li> <li>AA students - 0%</li> <li>EL students - 3%</li> <li>SPED students - 3%</li> </ul>	<p>2022-23 CAASPP:</p> <ul style="list-style-type: none"> <li>All students - 34.6%</li> <li>English Learner - 9.9%</li> <li>Hispanic - 22.7%</li> <li>Homeless - 16.2%</li> <li>Socioeconomically Disadvantaged - 22.3%</li> <li>Pacific Islander - 25.5%</li> <li>Students with Disabilities - 12.2%</li> <li>Black / African American - 16.9%</li> </ul>	<p>2023-24 CAASPP:</p> <ul style="list-style-type: none"> <li>All students - 45%</li> <li>English Learner - 25%</li> <li>Hispanic - 45%</li> <li>Homeless - 35%</li> <li>Socioeconomically Disadvantaged - 35%</li> <li>Pacific Islander - 35%</li> <li>Students with Disabilities - 25%</li> <li>Black / African American - 35%</li> </ul>
Science	<p>Percentage of students meeting or exceeding grade level expectations, disaggregated by targeted student groups</p>	<p>Spring 2022 CAST Grade 5:</p> <ul style="list-style-type: none"> <li>All students - 3%</li> <li>AA students - 0%</li> <li>EL students - 2%</li> <li>SPED students - 0%</li> </ul>	<p>2022-23 CAST:</p> <ul style="list-style-type: none"> <li>All students - 3.8%</li> <li>AA students - n/a</li> <li>EL students - 0%</li> <li>SPED students - n/a</li> </ul>	<p>2023-24 CAST:</p> <ul style="list-style-type: none"> <li>All students - 10%</li> <li>AA students - 10%</li> <li>EL students - 10%</li> <li>SPED students - 10%</li> </ul>

## Planned Strategies/Activities

1 - Coaches / Student Culture Coordinator	
Narrative Description ( <i>What does this action consist of? What will you actually be doing?</i> )	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, CO site coaches will plan and implement regular site PD. Coaches, the Student Culture Coordinator vice-principal and the principal will provide follow-up to ensure and support continuous improvement in the classroom.
What specific need prompted this action? And which students will benefit the most from this strategy?	Only a small percentage of students are meeting the grade level expectations. We also want to ensure that student data is reviewed regularly and systematically. By regularly monitoring student assessment and achievement data, we can adjust the interventions and supports offered to students, to better support individual student needs. Students who are reading significantly below grade level will benefit most from the implementation of this strategy.
How does this address a resource inequity that was identified in the needs assessment?	Focusing on assessment and achievement data will help in addressing resource inequities by providing valuable insights into the educational outcomes and performance of different groups or communities. By analyzing this data, admin and coaches can identify disparities in academic achievement and educational opportunities for our students.
How, and to what extent, does this strategy directly impact student learning and increase academic achievement?	A tiered approach to supporting students and providing reading intervention is designed to directly impact student learning and accelerate student achievement. We expect that by providing more individualized feedback and intervention, we will see significant successes from students.
What level of Evidence-Based Intervention does this strategy meet?	This strategy supports students in accessing other aspects of the academic content curriculum, by ensuring that students are learning the fundamental skills needed to improve in all educational endeavors. This is an important strategy to support with our limited funds, as we seek to develop student's linguistics around critical thinking skills, and provide access to small groups or individual support in order to help students develop phonemic awareness.
Why is this strategy a good use of limited funds?	This strategy supports students in accessing other aspects of the academic content curriculum, by ensuring that students are learning the fundamental skills needed to improve in all educational endeavors. This is an important strategy to support with our limited funds, as we seek to develop student's linguistics around critical thinking skills, and provide access to small groups or individual support in order to help students develop phonemic awareness.  Assessment and achievement data provide valuable insights into the performance of our students and our instruction. Analyzing this data helps education stakeholders make informed decisions about resource allocation, curriculum development, and instructional strategies. By investing in data analysis, limited funds can be utilized more effectively and efficiently, ensuring that interventions and initiatives are targeted where they are most needed.

<b>2 - Reading Intervention, and Newcomer Support</b>	
<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</p>	<p>ELD/Newcomer Teachers and Intervention Teachers play vital roles in supporting students' academic, language, and personal growth by providing specialized instruction, personalized interventions, and access to resources and support services.</p> <p>Literacy Coach/Reading Specialist TOSAs support the Site Administrator in planning and implementing professional development plans, and provide direct coaching to teachers with the aim of improving instructional practices. They also provide targeted reading intervention to students in need.</p> <p>LIMS curate a diverse collection of books, digital resources, and educational materials that align with the curriculum and cater to students' interests and reading levels. They collaborate with teachers to integrate library resources into classroom instruction and help students develop information literacy and research skills.</p> <p>In addition to specific instructional staff, partnerships with community organizations (including but not limited to Reading Partners, and Ravenswood Classroom Partners) allow us to provide reading support to more students.</p>
<p>What specific need prompted this action? And which students will benefit the most from this strategy?</p>	<p>Based on our reading assessments, only a small percentage of students are meeting the grade level expectations. We also want to ensure that student data is reviewed regularly and systematically. By regularly monitoring student assessment and achievement data, we can adjust the interventions and supports offered to students, to better support individual student needs. Students who are reading significantly below grade level will benefit most from the implementation of this strategy.</p>
<p>How does this address a resource inequity that was identified in the needs assessment?</p>	<p>A tiered approach to supporting students and providing reading intervention is designed to directly impact student learning and accelerate student achievement. We expect that by providing more individualized feedback and intervention, we will see significant successes from students.</p>
<p>How, and to what extent, does this strategy directly impact student learning and increase academic achievement?</p>	<p>This strategy supports students in accessing other aspects of the academic content curriculum, by ensuring that students are learning the fundamental skills needed to improve in all educational endeavors. This is an important strategy to support with our limited funds, as we seek to develop student's linguistics around critical thinking skills, and provide access to small groups or individual support in order to help students develop phonemic awareness.</p>
<p>Why is this strategy a good use of limited funds?</p>	<p>This strategy supports students in accessing other aspects of the academic content curriculum, by ensuring that students are learning the fundamental skills needed to improve in all educational endeavors. This is an important strategy to support with our limited funds, as we seek to develop student's linguistics around critical thinking skills, and provide access to small groups or individual support in order to help students develop phonemic awareness.</p>

3 - Arts Integration Activities	
<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</p>	<p>Teachers have been trained in Visual Thinking Strategies (VTS), and will continue to improve and increase their implementation of arts integrated strategies within the classroom. We intend to develop “PLCs” (Professional Learning Communities) for our staff to work together and continue growing in their understanding and implementation of these strategies. Research indicates that schools that use arts integration strategies significantly increase equitable access to programs, supports, services, and resources, because arts strategies directly impact achievement and engagement.</p> <p>Additionally, arts strategies are aligned to culturally responsive teaching methodologies, supporting our efforts to ensure all students have equitable access to high-quality instruction. Teachers will participate in additional training and professional development on how to create arts-integrated lessons that support student success through using these strategies.</p> <p>Supplemental materials and other expenditures to support the implementation of these arts integrated activities for students may include a school musical, artist residencies, field trips to places like Stanford Live, etc.</p> <p>Artist residencies, art experiences, and supplies, VTS (turnaround arts), musicals/shows will all occur</p>
<p>What specific need prompted this action? And which students will benefit the most from this strategy?</p>	<p>An inquiry into student’s academic scores formed the basic need that prompted this action. Student’s results were consistently in decline, so the investment in arts integration strategies was leveraged as a tool to develop student’s literacy skills, critical thinking skills and academic language. We believe this to be an effective strategy to continue, with the limited funds available to us, as students are exposed to creative learning and thinking, encouraging the development of global citizens and community members. These strategies provide the foundation of skills valued in today’s careers (creativity, imagination, design thinking, problem solving). All students benefit from this strategy, especially students who are multilingual learners.</p>
<p>How does this address a resource inequity that was identified in the needs assessment?</p>	<p>Arts strategies are aligned to culturally responsive teaching methodologies, supporting our efforts to ensure all students have equitable access to high-quality instruction and have a sense of belonging. Teachers will participate in additional training and professional development on how to create arts-integrated lessons that support student success through using these strategies.</p>
<p>How, and to what extent, does this strategy directly impact student learning and increase academic achievement?</p>	<p>Arts integration provides students with opportunities to engage in creative and expressive activities that can foster a sense of belonging and identity. By incorporating their unique perspectives, talents, and cultural backgrounds into their work, students feel valued and included in the learning community. This sense of belonging can enhance their overall well-being and motivation to participate in academic activities. Arts integration can enhance academic achievement by providing alternative pathways for students to understand and apply knowledge. When arts are integrated into other subjects, such as science, math, or history, students can approach complex concepts in a hands-on and</p>



experiential manner. This multi-sensory engagement stimulates cognitive processes and promotes deeper understanding, critical thinking, and problem-solving skills. Assessing student success levels, these indicators will inform us if students are being serviced and retaining high quality arts instruction. Students are assessed with the same system multiple times throughout the year, which provides educators with an opportunity to understand student growth within specific content areas. We can utilize these assessments to gauge which interventions and supports are needed to ensure that students are provided with effective curriculum tools.

#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1	Coaches / Student Culture Coordinator	\$303,746	REF
2	Intervention Teachers, and ELD/Newcomer Teachers	\$404,295	REF (\$269,530); Title III EL (\$134,765)
3a	Professional Development	\$17,000	General Fund
Total Proposed Expenditures for the Goal		\$725,041	

### 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>
<ol style="list-style-type: none"> <li>1. Students feel safe at, connected to, and trust the school community, providing them with agency and a sense of belonging</li> <li>2. Students and families receive the support they need for student success and are prepared to successfully t</li> <li>3. Students have agency and feel a sense of belonging both inside and outside of the classroom</li> </ol>

4. Students are motivated to attend school and have opportunities to participate in experiences (arts enrichment, community engagement events, Arts residencies, PBIS incentives, field trips, etc) t

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

During the 2022-2023 school year, data indicated that more supports are needed to decrease student minor and major behaviors while out on the playground, in the hallways and in the bathrooms. PBIS, Restorative Practices, Family Conferences Mentor Programs, Incentive Programs (Cougar Dollars, etc.) will be utilized to help children learn appropriate procedures, receive incentives to follow procedures and restorative practices to mitigate conflicts.

**Annual Measurable Outcomes**

Category	Metric or Indicator	Baseline Data (2021-22)	Baseline Data (2022-23)	Expected Outcome
Attendance	Attendance Rate as a percentage	2021-22 (all students): 87%	2022-23 as of end of T2 (all students): 91%	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>Homeless</li> <li>Socioeconomically Disadvantaged</li> <li>Pacific Islander</li> <li>Students with Disabilities</li> <li>Black / African American</li> </ul>	2021-22: <ul style="list-style-type: none"> <li>All students - 13%</li> <li>AA students - 74%</li> <li>EL students - 48%</li> <li>SPED students - 57%</li> </ul>	2022-23: <ul style="list-style-type: none"> <li>All students - 54%</li> <li>English Learner - 46%</li> <li>Hispanic - 52%</li> <li>Homeless - 54%</li> <li>Socioeconomically Disadvantaged - 55%</li> <li>Pacific Islander - 59%</li> <li>Students with Disabilities - 53%</li> <li>Black / African American - 66%</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>Homeless - 30%</li> <li>Socioeconomically Disadvantaged - 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> <li>Homeless</li> <li>Socioeconomically Disadvantaged</li> <li>Pacific Islander</li> <li>Students with Disabilities</li> <li>Black / African American</li> </ul>	2021-22: <ul style="list-style-type: none"> <li>All students - 0.4%</li> <li>English Learner - 0.4%</li> <li>Hispanic - 0.6%</li> <li>Homeless - 0.5%</li> <li>Socioeconomically Disadvantaged - 0.5%</li> <li>Pacific Islander - 0%</li> <li>Students with Disabilities - 2.4%</li> <li>Black / African American - 0%</li> </ul>	2022-23: <ul style="list-style-type: none"> <li>All students - 2.2%</li> <li>English Learner - 2%</li> <li>Hispanic - 2.5%</li> <li>Homeless - 3.1%</li> <li>Socioeconomically Disadvantaged - 2.3%</li> <li>Pacific Islander - 1.5%</li> <li>Students with Disabilities - 2.9%</li> <li>Black / African American - 2.9%</li> </ul>	2023-24: <ul style="list-style-type: none"> <li>All students - 0%</li> <li>English Learner - 0%</li> <li>Hispanic - 0%</li> <li>Homeless - 0%</li> <li>Socioeconomically Disadvantaged - 0%</li> <li>Pacific Islander - 0%</li> <li>Students with Disabilities - 0%</li> <li>Black / African American - 0%</li> </ul>

## Planned Strategies/Activities

1 - CASSY	
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. 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?	To continue to address 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, continued PD around trauma informed teaching practices, and resources available for those who need it.
How does this address a resource inequity that was identified in the needs assessment?	Addressing students' mental health can play a crucial role in addressing their sense of belonging and the inequity identified in the needs assessment. By ensuring that all students have equal access to the support they need to thrive academically, socially, and emotionally. <ul style="list-style-type: none"> <li>● Access to Support</li> <li>● Reducing Disparities</li> <li>● Holistic Support</li> <li>● Academic Success</li> <li>● Culturally Responsive Practices</li> </ul> By using our funds strategically to support students in this area, we expect that over time students will also demonstrate improved academic achievement, increased sense of belonging, and increased conflict management skills.
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.
2 - Playworks	
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 does this address a resource inequity that was identified in the needs assessment?	By assessing student achievement levels, these indicators will show if students are receiving and retaining high quality physical education instruction. Students are assessed with the same system once a year via the fitness test, which

	<p>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. We can also look at SWISS data to see if there are noticeable trends. By using our funds strategically to support students in this area, we expect that over time students will also demonstrate improved academic achievement, increased physical activity/fitness, and increased conflict management skills.</p>
<p>How, and to what extent, does this strategy directly impact student learning and increase academic achievement?</p>	<p>Based on the needs assessment and observational data, physical activity and play during recess is linked to improvements in both academic and social behaviors. Structured play is important to provide our students with an outlet for their energy in a constructive manner, which ultimately supports students to have more focus and attention during class time. Experienced Playworks Coaches may have more impact than if a teacher was to implement the Playworks program - we are using our limited funds to provide our students with the best opportunity for the most effective implementation of this program.</p>
<p><b>3 - Student Engagement Strategies</b></p>	
<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</p>	<p>The tools and practices of PBIS, and Restorative Practices are most effective when combined for a comprehensive and coordinated approach towards improving student behavior and strengthening campus culture. We will increase teacher’s use of PBIS (Positive Behavior Intervention Systems) and Restorative Practices to support and grow student behavior, and purchase materials and resources needed to achieve this. Teachers will attend professional development on how to most effectively implement these approaches consistently, and continue to develop their understanding of Culturally Responsive Teaching and Trauma Informed Practices. We are also trialing a number of student engagement strategies, to encourage students to connect more closely with their classes, school, and wider community. One example is our “Random Acts of Kindness” initiative, which helps students to practice empathy and supports their integration back into the school environment. Another example includes an incentive program (Cougar Dollars) that students can use to purchase items from our school store.</p>
<p>What specific need prompted this action? And which students will benefit the most from this strategy?</p>	<p>There are many reasons and causes for student disengagement over the past few years. These are Tier 1 strategies to help reengage students, as well as support students staying in the classroom and being involved in their education. By providing opportunities for students to begin to take ownership of their own success, students are more likely to remain connected. These strategies help us to reframe the western perspective, provide access to material and content for students who have traditionally not seen themselves represented in the curriculum, and observe culturally specific and culturally relevant practices that are different from the “traditional educational practices” that the California educational system is built upon. These strategies will benefit all students, but especially students receiving other intervention supports, and students who have experienced any form of trauma.</p>
<p>How does this address a resource inequity that was identified in the needs assessment?</p>	<p>By assessing student achievement levels, these indicators will show if students are receiving and retaining high quality student engagement. SWIS data will provide an opportunity to understand student growth within a content area. We</p>

	can use these assessments to review interventions and resources to ensure that students are provided with the support they need. We can also look at SWIS data to see if there are noticeable trends. By using our funds strategically to support students in this area, we expect that over time students will also demonstrate improved academic achievement, increased sense of belonging, and increased conflict management skills.
How, and to what extent, does this strategy directly impact student learning and increase academic achievement?	There is significant evidence to suggest that increased student engagement can impact a student's general and socio-emotional health and wellbeing, their academic outcomes, and overall quality of life. We want to ensure that all students have access to the skills they need to succeed both socially and academically.

#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1	CASSY	\$65,000	Title I, Part A
2	Playworks	\$49,400	Title I, Part A
3	Student Engagement Strategies	\$2,000	REF
Total Proposed Expenditures for the Goal		\$116,400	

### 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. Unfortunately we are still experiencing very high levels of chronic absenteeism and suspensions.
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>
When a strong partnership exists between families and schools, students thrive as a result. Family participation at school-wide events like School Site Council meetings, Back to School Night, Family Arts nights, and conferences has increased by over 30%. This increase has strengthened connections between school staff and families.

### Annual Measurable Outcomes

Category	Metric or Indicator	Baseline Data (2021-22)	Baseline Data (2022-23)	Expected Outcome
Parent Engagement	Increase average parent attendance at school wide events	2021-2022: Approximately 18% of families participated in events	2022-2023: Approximately 50% of families participated in events.	2023-2024: Approximately 65% of families will participate in events
SSC/ELAC	Increase the average parent attendance of both voting and non-voting members at SSC / ELAC meetings	2020-2021: Average parent attendance at SSC/ELAC meetings was 2.5 participants	2022-2023: Average parent attendance at SSC/ELAC meetings was 3-4 participants	2023-2024: We hope to increase parent attendance at SSC/ELAC meetings to 10 or more participants to encourage parents to be active in our learning community.

### Planned Strategies/Activities

<b>1 - Family Engagement Strategies</b>	
<p>Narrative Description (What does this action consist of? What will you actually be doing?)</p>	<p>We want all families to be involved in their student’s schooling, and we know that there are often many barriers to engagement. Our strategy aims to support families in a more personalized way. It is our intention to connect with every single family. Teachers will meet with families in person, and connect over the phone.</p> <p>There are a number of other initiatives that support our family communication efforts, including the use of Parentsquare for two-way communications between families and school staff. We can use this platform to promote school activities, share notices, and receive responses and feedback from families about different topics. We also publicize the SSC/ELAC meetings, and invite all community members and families to attend - it is not just for the voting members, it is a space for discussion and collaboration.</p> <p>All meetings and conferences are communicated in English and Spanish. This supports access for parents and families and their continued engagement in their student’s learning. We are still investigating how we can support families who have a preferred language that is not English or Spanish.</p>

	<p>We will also hold events throughout the year, which may focus on different academic topics, showcase student work, and celebrate student success. Regular events such as the Welcome back-Ice cream social, Back to School Night, Family Arts Nights, School Musical, and Open House, showcase the school and student work to their parents and families. It allows students an opportunity to share their learning and successes while also encouraging families to become more involved with their child’s learning and the school environment.</p> <p>In support of these plans, we also have an “Outreach Coordinator”, whose role is to provide support to families, and engage in family and community outreach efforts such as planning and implementing events, meetings, and programming. They often serve as the first point of contact for families seeking information, and also can make referrals to services or community partners for families and students experiencing difficulties. One example of a community partner is the Hispanic Foundation of Silicon Valley, they provide parenting classe, Girls Who Code, and educational classes.</p>
<p>What specific need prompted this action? And which students will benefit the most from this strategy?</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.)..</p>
<p>How does this address a resource inequity that was identified in the needs assessment?</p>	<p>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>
<p>How, and to what extent, does this strategy directly impact student learning and increase academic achievement?</p>	<p>These strategies should meet the minimum level of <i>Tier 3 – Promising Evidence</i>: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias). Activities funded through Title I or Title III meet the minimum level of <i>Tier 4 – Demonstrates a Rationale</i>: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.</p>
<p>What level of Evidence-Based Intervention does this strategy meet?</p>	<p>By using our funds strategically to support students and families in this area, we expect that over time students will also demonstrate improved academic achievement, increased sense of belonging, and improved relationship and communication with families.</p>
<p>Why is this strategy a good use of limited funds?</p>	<p>These strategies are a good use of funds, because they help us to connect more effectively with our community, supporting families in understanding more about what is going on in their student’s academic lives. It also supports growing student autonomy and independence to participate in their own educational journey and academic success.</p>

#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1a	Staff Additional Hours (eg. Outreach Coordinator) to support with evening events and/or translation	\$2,000	Title I, Part A (Engagement)
1b	Outreach Coordinator	\$84,977	Stimulus Funds
1c	Family Art Nights / Art Residencies, and Additional Hours for Teachers	\$13,696	General Fund
Total Proposed Expenditures for the Goal		\$183,650	

### 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?
All of the activities implemented last year are considered to be relatively effective. We intend to continue to work on these areas, and have continued many of these activities through to this year.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
All of the activities identified last year were implemented as proposed, and there were no major differences between the budgeted and actual expenditures.
Describe any changes to goals for the upcoming year (annual outcomes, metrics, strategies/activities) and where those changes can be found in this SPSA (refer to Section #, Goal #, Strategy # etc.):
We have decided to combine a few of the strategies, as they fall underneath the broader umbrella of Strategy 1 - "Family Engagement Strategies". There are no other major changes to this goal.



## Budget Summary

### Budgeted Funds

Total Proposed Expenditures for Goal 1	\$725,041
Total Proposed Expenditures for Goal 2	\$116,400
Total Proposed Expenditures for Goal 3	\$183,650
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	<b>\$1,025,091</b>

### Federal Funds

Title I, Part A: School Allocation	\$114,400
Title I, Part A: School Parent and Family Engagement Reservation	\$2,000
Title III, English Learners: District Allocation	\$134,765
Stimulus Funds (ESSER I, GEER I etc.)	\$84,977
<b>Total Funds provided through Federal Programs</b>	<b>\$336,142</b>
Federal Funds Allocated Directly as indicated on the Consolidated Application (23-24 Title I Part A Allocation, and 23-24 Parent and Family Engagement)	\$116,400

### State or Local Funds

Ravenswood Education Foundation (REF)	\$575,276
General Fund (including Supplemental and Concentration)	\$30,696
<b>Total Funds provided through State or Local Programs</b>	<b>\$605,972</b>