

School Plan for Student Achievement Los Robles - Ronald McNair Academy

School Year	County-District-School Code	School Site Council Approval Date	Local Board Approval Date <i>Revised Version</i>
2023-2024	41-68999-0126649	October 17, 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

The school's needs assessment shows that our students are underperforming academically. Further analysis revealed that students have a wide range of academic needs that vary widely and can only be addressed by a high quality teaching staff. One unique factor at Los Robles-Ronald McNair Academy (LRRM) is that teachers, unlike the rest of the school district, each need to hold a BCLAD (Bilingual, Cross-Cultural, Language and Academic Development) authorization. This is because Los Robles-Ronald McNair Academy is a Dual-Language Immersion (Two-Way Immersion) school, which provides language learning and academic instruction in both English and Spanish. This additional requirement often presents challenges in hiring highly qualified teachers. LRRM is also the smallest school in the district, presenting challenges when balancing the fixed costs of operating and maintaining a campus, and the variable costs related to having fewer students enrolled.

Goals, Strategies, and Proposed Expenditures

Goal 1

District LCAP Goal

Engage students with relevant, rigorous and standards-aligned instruction, supports and materials across all subjects:

- English Language Arts
- English Language Development
- Science and Engineering (NGSS)
- Mathematics
- Social Studies
- Physical Education
- Visual and Performing Arts

School-site SPSA Goals

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

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

Using various assessments and measures of student achievement, it is clear that many of our students are underperforming academically in reading, writing, math, and science. Student assessments are one indication of how well our students are receiving and retaining high quality instruction. Students are assessed with the same system multiple times per year, which provides an opportunity to understand student growth within a content area, and allows us to review interventions and resources to ensure that students are provided with the support they need. By using the language of instruction for testing, we can try to limit the impact that language proficiency may have on student success.

Annual Measurable Outcomes

Category	Metric or Indicator	Baseline Data (2021-22)	Baseline Data (2022-23)	Expected Outcome
ELA	Percentage of students meeting or exceeding grade level expectations, disaggregated by required student groups:	2021-22 CAASPP: <ul style="list-style-type: none"> • All students - 7% • English Learner - 5% • Hispanic - % 	2022-23 CAASPP: <ul style="list-style-type: none"> • All students - 46.6% • English Learner - 10.9% • Hispanic - 36% 	2023-24 CAASPP: <ul style="list-style-type: none"> • All students - 60% • English Learner - 20% • Hispanic - 40%

	<ul style="list-style-type: none"> All students English Learner Hispanic Homeless Socioeconomically Disadvantaged Pacific Islander Students with Disabilities Black / African American 	<ul style="list-style-type: none"> Homeless - % Socioeconomically Disadvantaged - % Pacific Islander - % Students with Disabilities - 0% Black / African American - % 	<ul style="list-style-type: none"> Homeless - 25.8% Socioeconomically Disadvantaged - 35.3% Pacific Islander - 38.5% Students with Disabilities - 15.7% Black / African American - 29.8% 	<ul style="list-style-type: none"> Homeless - 35% Socioeconomically Disadvantaged - 45% 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: 33% of English Learners made progress towards proficiency on ELPAC based on ELPI levels	2022-2023 ELPAC: 51.9% 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 - 8% English Learner - 9% Hispanic - % Homeless - % Socioeconomically Disadvantaged - % Pacific Islander - % Students with Disabilities - 0% Black / African American - % 	2022-23 CAASPP: <ul style="list-style-type: none"> All students - 34.6% English Learner - 9.9% Hispanic - 22.7% Homeless - 16.1% Socioeconomically Disadvantaged - 22.9% Pacific Islander - 25.5% Students with Disabilities - 12.2% Black / African American - 16.9% 	2023-24 CAASPP: <ul style="list-style-type: none"> All students - 50% English Learner - 20% Hispanic - 30% Homeless - 20% Socioeconomically Disadvantaged - 30% Pacific Islander - 35% Students with Disabilities - 20% 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: <ul style="list-style-type: none"> All students - 7% AA students - % EL students - 4% SPED students - 0% 	2022-23 CAST: <ul style="list-style-type: none"> All students - 3.6% AA students - n/a EL students - 0% SPED students - n/a 	2023-24 CAST: <ul style="list-style-type: none"> All students - 10% AA students - 10% EL students - 10% SPED students - 10%

Planned Strategies/Activities

1 - Professional Learning and ELA/ELD Program	
Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)	As led by the ELA/ELD Coach, teachers will participate in a regular schedule of professional development to improve their teaching practice. Some professional development will occur within contract hours during the time set aside for "Site-based PD", while other sessions may be available after-school on an opt-in basis, where teachers are compensated with an hourly rate of pay. These

	<p>sessions may include any additional training or support, to ensure that our programs, materials and resources (eg. Estrellita) are used effectively. Teachers will also target ELD strategies and instructional practices that support ELs with intensity..</p>
<p>What specific need prompted this action? And which students will benefit the most from this strategy?</p>	<p>Many of our students are not meeting grade level expectations in ELA, even when assessed in their home language. We want to celebrate multilingualism and multiculturalism, by supporting students to develop the foundational literacy skills they need in both Spanish and English. The students that will benefit the most from these strategies/actions are students who are early emergent and emergent readers.</p>
<p>How, and to what extent, does this strategy directly impact student learning and increase academic achievement?</p>	<p>A key area of development for our teachers in English Language Arts (ELA) instruction is around guided reading and the related instructional practices. It is important that we have vertical and lateral alignment amongst staff to ensure we all work collaboratively. In order to accelerate academic gains for students, the instructional practices, including effective intervention, need to be effective each year and in every classroom as the student progresses through each grade level. By focusing our efforts on improving staff instruction, and student access to materials, we hope students will find enjoyment and success in reading and learning.</p>
<p>Why is this strategy a good use of limited funds?</p>	<p>The early emergent and emergent reader stages are vital in a student's journey in becoming successful readers and writers. Based on the most current reading level assessments of our students, we have many students across different grades that will benefit from our reading intervention support and guided reading practices in the classroom. The goal of this strategy is to help move students from the early emergent and emergent stages to the early fluent reader stage, using our limited funds efficiently and strategically.</p>

2 - Enrichment (Electives, Environmental Changemaker)

<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</p>	<p>Enrichment teachers (e.g art, music, dance, environmental changemaker) support the school's vision to provide high quality enrichment activities to students. Enrichment classes offer opportunities for students to collaborate and connect with their peers in a positive and supportive environment.</p>
<p>How does this address a resource inequity that was identified in the needs assessment?</p>	<p>By participating in group activities, such as performances or collaborative art projects, students can develop social skills, build friendships, and cultivate a sense of belonging within the school community. This sense of belonging is particularly important for students from immigrant backgrounds, as it helps them feel valued and accepted within their new environment. In addition, engaging in artistic and creative activities can have a calming and therapeutic effect on students, helping to reduce stress and anxiety. For children who have experienced trauma or come from underprivileged backgrounds, the opportunity to immerse themselves in music, art, or theater can provide much-needed moments of respite from the challenges they may face outside of school. Additionally, these classes can serve as safe spaces where students feel supported and cared for by their teachers and peers.</p>

3 - Intervention

<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</p>	<p>We have 2 Reading Intervention teachers who are focused on providing targeted ELA/ELD support to students. These instructional staff are certificated teachers who will use Soliday kits and other research based strategies to provide high quality instruction and individualized support to students who are reading significantly below grade level, either in small groups or individually, depending on the level of student need.</p> <p>We are also piloting a restructuring of the master schedule, known as “Universal Tier 2 Time” (UT2T), to allow for all students to participate in a dedicated period of time within each day to participate in intervention activities targeted towards the areas where each student needs the most support. The scheduling of this time may also allow for more individualized interventions to be provided to students in other content areas too.</p>
<p>How, and to what extent, does this strategy directly impact student learning and increase academic achievement?</p>	<p>In order to accelerate academic gains for students, the instructional practices, including effective intervention, need to be effective each year and in every classroom as the student progresses through each grade level. Dedicated staff who are also provided with ongoing training to improve their instructional practices, are an effective way to increase student academic achievement.</p>

#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1a	ELA/ELD Coach	\$151,085	Literacy Coaches and Reading Specialist (LCRS) Grant Program
1b	Professional Development Opportunities	\$10,000	Title I, Part A
1c	Supplemental Instructional Materials	\$10,000	Learning Recovery Emergency Block Grant
2	Elective Teachers (Art, Music, Dance), and Environmental Changemaker	\$487,977	REF
3	Intervention Teachers	\$269,530	Stimulus Funds (\$134,765); REF (\$134,765)
Total Proposed Expenditures for the Goal		\$928,592	

Annual Review Relative to this Goal

SPSA Year: 2022-2023

<p>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>
<p>The majority of these actions were implemented as intended. There has been some growth demonstrated in student academic results.</p>
<p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>
<p>There were no major differences.</p>

Describe any changes to goals for the upcoming year (annual outcomes, metrics, strategies/activities) and where those changes can be found in this SPSA (refer to Section #, Goal #, Strategy # etc.):

There are limited changes, as these goals and actions align with the existing LCAP and approved school budget.

Goal 2

District LCAP Goal

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

School-site SPSA Goal

Students feel safe at, connected to, and trust the school community, providing them with agency and a sense of belonging

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

We want all students to have the opportunity to learn to the best of their abilities, and at a fundamental level this means that they need to attend school without significant absenteeism. Attendance has been shown to correlate to a student's academic growth, so it is very important for us to track the percentages of our students who are missing out on the opportunity to learn each day, and consider how we can address the barriers to attendance for our students. Students should also feel welcomed, safe, and enjoy attending school. Based on observational data, we have also determined that students need additional social-emotional and behavior support during recess times.

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): 91%	2022-23 (all students): 91%	2023-24 (all students): 96%
Attendance	Chronic Absenteeism as a percentage, 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: <ul style="list-style-type: none"> All students - 9% English Learner - 35% Students with Disabilities - 47% Black / African American - 50% 	2022-23: <ul style="list-style-type: none"> All students - 37% English Learner - 35% Students with Disabilities - 54% Black / African American - n/a 	We will reduce chronic absenteeism down to <ul style="list-style-type: none"> All students - 5% English Learner - 5% Hispanic - 5% Homeless - 5% Socioeconomically Disadvantaged - 5% Pacific Islander - 5% Students with Disabilities - 5% Black / African American - 5%
Suspension	Suspension rates as a percentage, disaggregated by required student groups: <ul style="list-style-type: none"> All students English Learner 	2021-22 (year to date): <ul style="list-style-type: none"> All students - 0% English Learner - 0% Hispanic - 0% 	2022-23: <ul style="list-style-type: none"> All students - 0% English Learner - 0% Hispanic - 0% 	2023-24: <ul style="list-style-type: none"> All students - 0% English Learner - 0% Hispanic - 0%

<ul style="list-style-type: none"> • Hispanic • Homeless • Socioeconomically Disadvantaged • Pacific Islander • Students with Disabilities • Black / African American 	<ul style="list-style-type: none"> • Homeless - 0% • Socioeconomically Disadvantaged - 0% • Pacific Islander - 0% • Students with Disabilities - 0% • Black / African American - 0% 	<ul style="list-style-type: none"> • Homeless - 0% • Socioeconomically Disadvantaged - 0% • Pacific Islander - 0% • Students with Disabilities - 0% • Black / African American - 0% 	<ul style="list-style-type: none"> • Homeless - 0% • Socioeconomically Disadvantaged - 0% • Pacific Islander - 0% • Students with Disabilities - 0% • Black / African American - 0%
---	--	--	--

Planned Strategies/Activities

1 - Mental Health Supports	
Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)	Our site-based mental health therapist will provide mental health counseling for students. This allows our students to access these supports on school campuses, in individual or group sessions. Their mission is to de-stigmatize mental health services and make supporting students' social and emotional well-being the norm in schools.
What specific need prompted this action? And which students will benefit the most from this strategy?	The impacts of the COVID-19 pandemic and long-term distance learning have exacerbated any challenges that our students are facing, and we need to ensure that there is sufficient mental health support, and resources available for those who need it.
How, and to what extent, does this strategy directly impact student learning and increase academic achievement?	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 - Campus Relations Coordinators, School Support Staff	
Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)	The high cost of living in San Mateo County, and the lack of affordable and safe housing negatively impacts the well-being and educational outcomes of LRRM students and families. Campus Relations Coordinators, and School Support Staff help to build a structured, welcoming, and supportive school environment.
What specific need prompted this action? And which students will benefit the most from this strategy?	Supporting students with social and emotional development (including the "habits of success") through relationship building with students, a trauma-informed lens, and restorative practices will help students to develop self-regulation and self-advocacy skills.
3 - 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, and to what extent, does this strategy directly impact student learning and increase academic achievement?	Research suggests that physical activity and play during recess is linked to improvements in both academic and social behaviors. Structured play is important to provide our students with an outlet for their energy in a constructive manner, which ultimately supports students to have more focus and attention during class time.
Why is this strategy a good use of limited funds?	There is some evidence that experienced Playworks Coaches have more impact than if a teacher or other staff person was to implement the Playworks program - we are using our limited funds to provide our students with the best opportunity for the most effective implementation of this program.

#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1	Mental Health Therapist	\$160,739	Stimulus Funds
2a	Campus Relations Coordinators	\$171,635	Stimulus Funds
2b	School Support Staff	\$49,783	General Fund
3	Playworks	\$52,500	Title I, Part A
Total Proposed Expenditures for the Goal		\$434,657	

Annual Review Relative to this Goal

SPSA Year: 2022-2023

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal. How successful were you over the past year in accomplishing your outcomes? How do you know?
The majority of these actions were implemented as intended. We saw small improvements in the levels of student absenteeism.
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

District LCAP Goal
Partner with families and the community to support the whole child
School-site SPSA Goal
All staff will focus on learning about our student’s families, developing understanding of their different needs and goals, and encouraging family engagement in all aspects of the school experience.
Identified Need (<i>Why do we need these goals? What data prompted this goal? How were educational partners included in the data analysis?</i>)
Each of our families have different challenges and barriers. By focusing on the specific needs of each family, we can develop multiple pathways to provide support, and improve academic achievement. We want families to be able to support their child’s learning outside of the school environment, as well as understand and participate in what they are learning at school. By measuring, tracking, and increasing family attendance at different school events and meetings, it provides us with more opportunities to communicate with and hear from families. It will also help us to identify what is effective and ineffective in attracting parent engagement, and we can use this information to make adjustments to our strategies.

Annual Measurable Outcomes

Category	Metric or Indicator	Baseline Data (2021-22)	Baseline Data (2022-23)	Expected Outcome
Parent Engagement	Response to our annual school-wide survey	60% of families regularly respond	60% of families regularly respond	100% of families will respond to the annual survey
Parent Engagement	Percentage of families attending school events as recorded on the "Family Attendance" spreadsheet	Estimated at 50%	Estimated at 55%	60% of families will attend school events

Planned Strategies/Activities

1 - Outreach Coordinator	
Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)	This is a relatively new position over the past few years, 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 can make referrals to services or community partners for families and students experiencing difficulties. Our outreach coordinator is also leading a schoolwide effort to maintain up-to-date parent information. We hope to continue to develop capacity for leadership amongst our parents, with the support of our Outreach Coordinator.
What specific need prompted this action? And which students will benefit the most from this strategy?	In order to coordinate school-wide events, monitor family attendance, administer surveys and collect data, etc., we determined that additional staff support is needed. We want all families to be involved in their child’s schooling experience, and we know that there are often many barriers to engagement, which have only been exacerbated by the global pandemic. Parents often rely on our staff’s expertise to provide additional support beyond the school day. Providing families

	<p>with resources, guidance, and tips for supporting their child’s learning experience at home, will complement the work being done at school to improve student academic outcomes.</p> <p>All students will benefit from this strategy. However, students who need additional academic support will particularly benefit, as their families become more involved in participating fully in their student’s learning, including better understanding their child’s needs.</p>
<p>2 - Family Engagement Strategies and Activities</p>	
<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</p>	<p>We want all families to be involved in their student’s schooling, and we know that there are often many barriers to engagement, which have only been exacerbated by the global pandemic. The pandemic has affected the school community in different ways, and it would be a mistake to assume that all families need the same level of support, or that these needs have disappeared now that we have mostly returned to “normality”. It is our intention to connect with every single family. Teachers have met with families in person, and connected over the phone in small groups and individually. We hope to learn more about each family, to better understand their unique needs. In grade level and leadership teams, we are reviewing and discussing our experiences, identifying any patterns or trends, and looking for ways we can support each student and their families. We will also hold events throughout the year, which may focus on different academic topics, showcase student work and celebration, some will be holiday events, or just another touchpoint to connect with and share a meal with our families.</p>
<p>What specific need prompted this action? And which students will benefit the most from this strategy?</p>	<p>These strategies were identified because family engagement and support helps to improve student engagement, which ultimately improves student learning and academic growth. All students will benefit from these strategies, especially those who have experienced or lived in a community that has experienced trauma of any sort (including but not limited to immigration, systemic, housing, inequities etc.). Students who need additional academic supports will also benefit, as their families become more involved in participating fully in their student’s learning, including advocating for their student’s needs. They help us to connect more effectively with our community, supporting families in understanding more about what is going on in their student’s lives. It also supports growing student autonomy and independence to participate in their own educational journey and academic success.</p>

#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1	Outreach Coordinator	\$83,595	Stimulus Funds
2a	KiwiCrates / Additional Activities for Family Events	\$19,500	Title I, Part A (\$18,500); Title I, Part A Engagement (\$1,000)
2b	Additional Staff Hours for engagement activities and events	\$15,000	Title I, Part A
Total Proposed Expenditures for the Goal		\$118,095	

Annual Review Relative to this Goal

SPSA Year: 2022-2023

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal. How successful were you over the past year in accomplishing your outcomes? How do you know?
The majority of these actions were implemented as intended. We saw the importance of a dedicated family outreach coordinator to further engage with families.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures 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.

Budget Summary

Budgeted Funds

Total Proposed Expenditures for Goal 1	\$928,592
Total Proposed Expenditures for Goal 2	\$434,657
Total Proposed Expenditures for Goal 3	\$118,095
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,481,344

Federal Funds

Title I, Part A: School Allocation	\$96,000
Title I, Part A: School Parent and Family Engagement Reservation	\$1,000
Stimulus Funds (ESSER I, GEER I etc.)	\$550,734
Total Funds provided through Federal Programs	\$647,734
Federal Funds Allocated Directly as indicated on the Consolidated Application <i>(23-24 Title I Part A Allocation, and 23-24 Parent and Family Engagement)</i>	\$97,000

State or Local Funds

Ravenswood Education Foundation (REF)	\$622,742
General Fund (including Supplemental and Concentration)	\$49,783
Learning Recovery Emergency Block Grant	\$10,000
Literacy Coaches and Reading Specialist (LCRS) Grant Program	\$151,085
Total Funds provided through State or Local Programs	\$833,610

