

School Plan for Student Achievement

Belle Haven Elementary

School Year	County-District-School Code	School Site Council Approval Date	Local Board Approval Date
2024-2025	41-68999-6044309	March 21, 2024	April 23, 2024

Reviewed and Revised on	Reviewed and Revised on	Reviewed and Revised on

Plan Description

Describe your school’s plan for effectively meeting the Every Student Succeeds Act (ESSA) requirements, in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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.

This SPSA is consistent with Ravenswood City School District LCAP, and will also be used to meet federal CSI/ATSI planning requirements (if applicable). For more information, and how you can get involved, please contact your school principal.

Educational Partner Involvement

How, when, and with whom did your school consult as part of the planning process for this SPSA?

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups (English Learner Advisory committee, student advisory groups etc.) and seek input from these advisory groups in the development of the SPSA. The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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 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

Briefly identify and describe any resource inequities identified at your school as a result of the required needs assessment, and summarize how the identified resource inequities are addressed in the SPSA.

Schools eligible for CSI/ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment. Identified resource inequities must be addressed through implementation of the CSI/ATSI plan.

A significant majority of our Belle Haven students have not been meeting their grade level expectations, as shown through the data reviewed by educational partner/engagement meetings and at the district's Board meetings. We also have a high concentration of higher needs students with disabilities, and English Learners who are considered to have emergent English language and literacy skills, scoring at levels 1-2 on the ELPAC, with a limited number of staff and resources, which means that higher levels of intervention and support are necessary in order to successfully accelerate their academic achievement. Many students in neighboring communities are often able to access a much wider variety of academic, social-emotional, and enrichment activities, resources, and opportunities due to their financial means, than the students attending schools in the Ravenswood district - we hope to provide access for our students to a similar array of opportunities.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Referring to the California School Dashboard (Dashboard), identify:

- (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND
- (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes. Describe the steps that will be taken to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Identify any state indicator for which overall performance was in the “Red” or “Orange” performance category:

- **Belle Haven:** "Red" on Suspension Rate, English Learner Progress, English Language Arts, and Mathematics
- **Costano:** "Red" for English Learner Progress; "Orange" for Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics
- **Los Robles Ronald McNair:** "Red" on Chronic Absenteeism, English Language Arts, and Mathematics
- **Cesar Chavez Ravenswood Middle:** "Red" on English Language Arts, and Mathematics; "Orange" for Suspension Rate

We also have locally collected data which demonstrates student need and student growth in a range of different areas, known as “Vital Signs” that are regularly reviewed. This review and analysis of specific Vital Signs is one of the ways that the district supports schools in addressing areas of low performance, or performance gaps amongst their students.

The actions identified in this SPSA are aligned with the actions and goals of the LCAP, in order to provide a cohesive approach towards improving student outcomes.

Goals, Strategies, and Proposed Expenditures

Goal 1

Goal Description

What is the school seeking to achieve, and how does the school plan to accomplish this goal?

Improve student self-perception and accelerate academic growth in Language and Literacy, and Mathematics:

- Students are powerful readers and writers who use literacy across content areas to make meaning and share their ideas.
- Students see themselves as mathematicians and use their skills, a deep understanding of content, and strong practices in their learning and work.

How is this goal and associated actions aligned to the LCAP?

Goal 1 of our LCAP also addresses student academic growth, particularly in Language and Literacy, and in Mathematics across the district.

Identified Need

Describe the basis for establishing the goal - this should be based upon an analysis of verifiable data, including local and state indicator data from the Dashboard and/or data from the School Accountability Report Card and/or local data collected by districts to measure pupil achievement.

With reference to both the California Dashboard, and our local assessment data, it is clear that we need to continue to focus on supporting student growth in English Language Arts, and Mathematics. There have been some significant successes for English Learner Progress, but this also continues to be an area of focus.

Annual Measurable Outcomes

Metric / Indicator	Actual Outcome (SY22-23)	Actual Outcome (SY23-24)	Expected Outcome (SY24-25)
English Language Arts as reported on the CA Dashboard	<p>Reported in Dec 2022: All Students "Very Low" - 86.2 points below standard</p> <p>English Learners "Very Low" - 100.7 points below standard</p>	<p>Reported in Dec 2023: All Students "Red" - 92.7 points below standard</p> <p>English Learners "Red" - 106.4 points below standard</p>	<p>All Students "Orange" - points below standard</p> <p>English Learners "Orange" - points below standard</p>
Mathematics as reported on the CA Dashboard	<p>Reported in Dec 2022: All Students "Very Low" - 98.3 points below standard</p> <p>English Learners "Very Low" - 106.4 points below standard</p>	<p>Reported in Dec 2022: All Students "Red" - 117.9 points below standard</p> <p>English Learners "Red" - 133.3 points below standard</p>	<p>All Students "Orange" - points below standard</p> <p>English Learners "Orange" - points below standard</p>
English Learner Progress as reported on the CA Dashboard	<p>Reported in Dec 2022: "Low" - 56.6% making progress towards English language proficiency</p>	<p>Reported in Dec 2023: "Red" - 42.4% making progress towards English language proficiency</p>	<p>"Orange" - % making progress towards English language proficiency</p>

Planned Strategies / Activities

Strategy #	Description <i>Describe the action, the need that this action will address, and how this action supports improved student outcomes</i>	Students to be Served	Proposed Expenditure(s) and Funding Source(s)
1	<p>Instructional Coaching and Professional Development</p> <ul style="list-style-type: none"> Literacy and STEAM Coaches will continue to support teachers, including helping them to better understand new curriculum adoptions. All teachers will have the opportunity to receive coaching, based on their specific needs and classroom situation Support the development of Professional Learning Communities (PLCs) for our teachers around literacy, instruction, and/or mathematics Encourage the use of REF's PD fund to provide access to attend highly regarded conferences and workshops, specifically around mathematics. Continue to develop the Instructional Leadership Team (ILT) and build teacher leader capacities <p><i>This strategy will help to address the inequities around highly effective instruction with limited staff and resources</i></p>	All students	<p>REF \$286,002</p> <p>Title I, Part A \$10,000</p>

2	<p>Intervention Strategies:</p> <ul style="list-style-type: none"> Continued use of SIPPS as a Tier 2 literacy intervention curriculum in all grades, specifically for students showing low scores in phonics Intervention specialists and the Newcomer/ELD teacher will provide targeted supports based on data-driven student grouping Effectively use supplemental materials (Starfall, Heidi's Songs etc.) to support student learning Provide an opportunity for students to participate in designated math interventions. We also intend to work on developing processes to quickly identify student needs in different areas of mathematics, for targeted attention during "Universal Tier II Time". This may involve the purchase of Mathematics intervention kits or diagnostic assessment services. <p><i>This strategy will help to address the resource inequities that exist regarding our student population who needs additional academic interventions and support</i></p>	English Learners, and All students scoring 3 and below on CAASPP	<p>CSI \$138,315</p> <p>General Fund \$14,735</p>
3	<p>English Learners:</p> <ul style="list-style-type: none"> Provide high-intensity targeted support to students who are very close to meeting the reclassification requirements Continue to monitor students who have been reclassified to ensure that they continue to make progress as expected Provide support in all areas of English Language Development to ensure that students are continuing to make progress <p><i>This strategy will help to provide specific additional supports to English learners, as identified in the resource inequities</i></p>	English Learners	<p>Title III EL \$138,315</p> <p>General Fund *\$14,735 <i>(duplicated expense - Action 1.2)</i></p>

Annual Review Relative to this Goal

SPSA Year: 2023-2024

<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? Use actual outcome data (ie. from the Dashboard) where possible.</p>
<p>This year's goals and actions have been restructured to more closely align with the new three-year LCAP beginning from the 2024-25 school year. Therefore this is the first year of implementing this goal in this way.</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>This year's goals and actions have been restructured to more closely align with the new three-year LCAP beginning from the 2024-25 school year. Therefore this is the first year of implementing this goal in this way.</p>
<p>Describe any changes to goals for the upcoming year (annual outcomes, metrics, strategies/activities) and where those changes can be found in this SPSA (refer to Section #, Goal #, Strategy # etc.):</p>
<p>This year's goals and actions have been restructured to more closely align with the new three-year LCAP beginning from the 2024-25 school year. Therefore this is the first year of implementing this goal in this way.</p>

Goal 2

Goal Description

What is the school seeking to achieve, and how does the school plan to accomplish this goal?

Strengthen student belonging, and encourage increased family engagement to support student outcomes:

- Students feel safe at, connected to, and trust the school community, providing them with agency and a sense of belonging
- Partner with families and the community to support the whole child

How is this goal and associated actions aligned to the LCAP?

Goal 2 of our LCAP also addresses belonging and engagement across the district.

Identified Need

With reference to both the California Dashboard, and our locally collected data, we can see some improvement in student outcomes, however student belonging and family engagement have been identified by our educational partners as needing some specific actions directed towards supporting these areas.

Annual Measurable Outcomes

Metric / Indicator	Actual Outcome (SY22-23)	Actual Outcome (SY23-24)	Expected Outcome (SY24-25)
Suspensions as reported on the CA Dashboard	Reported in Dec 2022: All Students "Medium" - 2.5% suspended at least one day	Reported in Dec 2023: All Students "Red" - 4.6% suspended at least one day	All Students "Orange" - 3% suspended at least one day
Chronic Absenteeism as reported on the CA Dashboard	Reported in Dec 2022: All Students "Very High" - 58.3% chronically absent	Reported in Dec 2023: All Students "Yellow" - 42.5% chronically absent	All Students "Yellow" - 38% chronically absent
Average Daily Attendance	All Students: 88.9%	Year to date (March 2024) All Students: 89.7%	95%
Referrals	76	Year to date (March 2024) 59	50

Planned Strategies / Activities

Strategy #	Description <i>Describe the action, the need that this action will address, and how this action supports improved student outcomes</i>	Students to be Served	Proposed Expenditure(s) and Funding Source(s)
1	<p>Improve School Culture through the development of policies, programs and activities that support student connection, including:</p> <ul style="list-style-type: none"> • School Culture Coordinator will help to create a structured and supportive school environment, and focus on community building. They will also help to celebrate student successes and our PBIS strategies • Hold school assemblies focused on different topics of student interest (such as AAPI month, Black History month, or Hispanic Heritage month) <p><i>This strategy will support increased student engagement and seek to reduce chronic absenteeism and suspension rates</i></p>	All Students	CCSPP \$104,620

2	<p>Support students with emotional growth and trauma related issues through:</p> <ul style="list-style-type: none"> • The use of therapists, counselors, and CASSY to support students mental health and social-emotional health as needed • Provide access to resources for students and their families • Campus Relations Coordinators help to build a structured and supportive school environment <p><i>This strategy will support student wellbeing and seek to reduce chronic absenteeism and suspension rates</i></p>	All Students	<p>CCSPP \$217,206</p> <p>Title I, Part A \$85,000</p> <p>General Fund \$72,212</p>
3	<p>Student Enrichment Activities:</p> <ul style="list-style-type: none"> • Specials classes (e.g art, and music) support the school's vision to provide high quality enrichment activities to students. We seek to reduce the opportunity gaps that low-income students have by providing these classes during the school day. Specials classes also support student engagement and belonging, especially for students who excel in these areas of creativity and exploratory learning. • Field Trips are opportunities for students to build background knowledge and vocabulary through great experiences. We seek to align our field trip opportunities for each grade level to core content standards. They also provide an opportunity for our students to see what is outside of the city of Menlo Park/East Palo Alto. Many students have never been to surrounding cities. <p><i>This strategy will support increased student engagement and seek to reduce chronic absenteeism and suspension rates</i></p>	All Students	<p>CSI \$60,000</p> <p>REF \$454,945</p>
4	<p>Improve Family Engagement:</p> <ul style="list-style-type: none"> • Family Outreach Coordinator will continue 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. • Increase “Parent University” evenings. Parents often rely on our staff’s expertise to provide additional support beyond the school day. Providing families 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. • Introduce grade level or classroom activities for families (eg. potluck meals) to support meet and greet opportunities for families to get to know each other and develop informal community support networks <p><i>This strategy will support increased student engagement and academic achievement through family involvement</i></p>	All Students	<p>CCSPP \$103,329</p> <p>REF \$15,000</p> <p>Title I, Part A \$3,000</p>

Annual Review Relative to this Goal

SPSA Year: 2023-2024

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? Use actual outcome data (ie. from the Dashboard) where possible.

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Budget Summary

Federal Funds

Title I, Part A: Comprehensive Support and Improvement (CSI)	\$198,315
Title I, Part A: School Allocation	\$95,000
Title I, Part A: School Parent and Family Engagement Reservation	\$3,000
Title III, English Learners: District Allocation	\$138,315
Total Funds provided through Federal Programs	\$434,630
Federal Funds Allocated Directly as indicated on the Consolidated Application <i>(Title I Part A Allocation, and Parent and Family Engagement)</i>	\$98,000

State or Local Funds

Ravenswood Education Foundation (REF)	\$755,947
General Fund (including Supplemental and Concentration)	\$86,947
Other Grant (CCSPP)	\$425,155
Total Funds provided through State or Local Programs	\$1,268,049

Budgeted Funds

Total Proposed Expenditures for Goal 1	\$587,367
Total Proposed Expenditures for Goal 2	\$1,115,312
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,702,679