

# School Plan for Student Achievement

## Cesar Chavez Ravenswood Middle School

School Year	County-District-School Code	School Site Council Approval Date	Local Board Approval Date
2024-2025	41-68999-0136093	April 20, 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.

We continue to see a need to support our students' progress in ELA and Math even though we have seen growth this year due to the implementation of our flex intervention period. The 7th period flex intervention time supports accelerated learning through targeted intervention. This intervention period will continue moving forward, and we will continue to need to support the cost of resources for these classes such as curricular materials, supplemental materials, and tutorial partnerships.

We need to lower our student suspension rates. In order to continue to support lowering our suspension rates, which also improved based on our most recent MOY data, we will need to continue our investment in PBIS initiatives, restorative training opportunities for staff, SEL programs like Second Step and Ripple Effects, as well as community partnerships that support building our culture and sense of belonging at the school site for all students.

## 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	Reported in Dec 2022: All Students "Very Low" - 97.3 points below standard	Reported in Dec 2023: All Students "Red" - 112.2 points below standard	All Students "Orange" - 96 points below standard
	African American Students "Very Low" - 117.2 points below standard	African American Students "Red" - 135 points below standard	African American Students "Orange" - 119 points below standard
	Students with Disabilities "Very Low" - 142.8 points below standard	Students with Disabilities "Red" - 159.3 points below standard	Students with Disabilities "Orange" - 143 points below standard

Mathematics as reported on the CA Dashboard	Reported in Dec 2022: All Students "Very Low" - 141.7 points below standard	Reported in Dec 2023: All Students "Red" - 152.3 points below standard	All Students "Orange" - 135 points below standard
	African American Students "Very Low" - 151.7 points below standard	African American Students "Red" - 190.9 points below standard	African American Students "Orange" - 173 points below standard
	Students with Disabilities "Very Low" - 174.9 points below standard	Students with Disabilities "Red" - 197.2 points below standard	Students with Disabilities "Orange" - 180 points below standard
English Learner Progress as reported on the CA Dashboard	Reported in Dec 2022: "Low" - 44.1% making progress towards English language proficiency	Reported in Dec 2023: "Green" - 50% making progress towards English language proficiency	"Green" - 55% making progress towards English language proficiency

### 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>Teacher Collaboration:</p> <ul style="list-style-type: none"> <li>Continue to support grade level and department collaboration time through the use of extended day <ul style="list-style-type: none"> <li>weekly grade level and department meetings will be set aside as stipends for teachers to opt into, 2 days per week.</li> <li>ad hoc additional hours for specific collaboration opportunities may also be available. These will primarily be led by grade level and department leads, so agendas, sign-in sheets and deliverables will be required to be provided to site admin.</li> </ul> </li> </ul>	All Students	<p>General Fund \$10,000</p> <p>LREBG \$60,000</p>
2	<p>Professional Development:</p> <ul style="list-style-type: none"> <li>Focus on strategies to build writing skills and oral communication for students (typically occurring during Site-PD opportunity time)</li> <li>Additional opportunities to build staff knowledge around the iReady program usage, to support the lexile growth of students, and to build student's problem solving and numerical fluency skills</li> <li>Encourage mathematics teachers to pursue integrating technology tools, and utilizing the REF PD fund for additional specific training</li> </ul>	All Students	EEF Block Grant \$15,000
3	<p>Language and Literacy:</p> <ul style="list-style-type: none"> <li>We expect to continue to see growth in students proficiency levels, as evidenced by iReady testing, and the support provided by staff during the flex intervention period.</li> <li>We want to build a culture of reading throughout the school, through the development of our Media Center, a Teacher Poster Campaign, and other similar activities to inspire and reward meeting student's individual reading targets</li> <li>We will continue to provide support and intervention targeted towards the needs of our English Learner / Multilingual Students</li> </ul>	Black/African American Students, Students with Disabilities, English Learners, and All Students	<p>General Fund \$318,491</p> <p>AMIM \$12,000</p>

	<ul style="list-style-type: none"> <li>By incorporating literature and texts from African American authors, our African American students will see greater relevance and representation in their curriculum which will help foster engagement and a deeper understanding of perspectives and experiences.</li> <li>By incorporating literature and texts that are age appropriate but also at the current level of the reader, students with disabilities will have greater opportunity to build reading fluency, vocabulary, background knowledge, and interest in reading. We also seek to include high-interest content that is inclusive of many abilities and disabilities.</li> </ul> <p><i>This strategy will specifically help to address the resource inequities that exist regarding our student population who needs additional academic interventions and support</i></p>		
4	<p>Mathematics:</p> <ul style="list-style-type: none"> <li>We expect to continue to see growth in students proficiency levels, as evidenced by iReady testing and the support provided during the flex intervention period.</li> <li>By incorporating targeted math tutoring, including afterschool programs, we will create quality personalized instruction plans for our African American students that will assist in building confidence and a positive attitude towards mathematics.</li> <li>By incorporating targeted math tutoring, including afterschool programs, we will create quality personalized instruction plans for our students with disabilities that will assist in building confidence and a positive attitude towards mathematics. Additionally, creating opportunities for small group tutoring during the school day as well as after school, we will support students in their ability to internalize and advance their math skills, taking into account any additional supports these students may need.</li> </ul> <p><i>This strategy will specifically help to address the resource inequities that exist regarding our student population who needs additional academic interventions and support</i></p>	Black/African American Students, Students with Disabilities, and All Students	<p>General Fund *\$318,491 <i>(duplicated expense - Action 1.3)</i></p> <p>AMIM *\$12,000 <i>(duplicated expense - Action 1.3)</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

*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 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 "High" - 9.1% suspended at least one day	Reported in Dec 2023: All Students "Orange" - 10.7% suspended at least one day	All Students "Yellow" - 8% suspended at least one day
	African American Students "Very High" - 25.6% suspended at least one day	African American Students "Red" - 26.8% suspended at least one day	African American Students "Yellow" - 20% suspended at least one day
	Students with Disabilities "High" - 10.3% suspended at least one day	Students with Disabilities "Red" - 12.2% suspended at least one day	Students with Disabilities "Yellow" - 9% suspended at least one day
Chronic Absenteeism as reported on the CA Dashboard	Reported in Dec 2022: All Students "Very High" - 48.3% chronically absent	Reported in Dec 2023: All Students "Yellow" - 39.4% chronically absent	All Students "Yellow" - 34% chronically absent
	African American Students "Very High" - 66.7% chronically absent	African American Students "Orange" - 48.7% chronically absent	African American Students "Yellow" - 40% chronically absent
	Students with Disabilities "Very High" - 58.5% chronically absent	Students with Disabilities "Orange" - 45.8% chronically absent	Students with Disabilities "Yellow" - 40% chronically absent

Average Daily Attendance	All Students: 90.6%  African American Students: 86.4%  Students with Disabilities: 90%	Year to date (March 2024): All Students: 91.2%  African American Students: 92.2%  Students with Disabilities: 90%	All students: 95%
Family Engagement	Data not available	Year to date (March 2024): 3+ school events held (not including back to school night, and parent teacher conferences).	Host a minimum of 5 school events providing families multiple opportunities to attend and engage (not including back to school night, and parent teacher conferences).

### 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>Foster an inclusive school climate and develop student culture:</p> <ul style="list-style-type: none"> <li>• Our Culture Coordinator helps to create a structured and supportive school environment, with a focus on empowering student voice and agency</li> <li>• Provide Social-Emotional Learning and mindfulness opportunities (eg. Second Step, Ripple Effects), and opportunities for students to participate in other related programs through the use of research-based curriculums to support students sense of belonging</li> <li>• Continue to pursue partnerships with local community agencies and organizations that support building school culture and a sense of belonging for all students.</li> <li>• Provide access to mental health resources (eg. CASSY)</li> <li>• Students with disabilities will also be provided with SEL, counseling services, and opportunities to increase their sense of belonging. By providing supports that meet students where they're at, we can support all students, especially those with disabilities.</li> </ul> <p><i>This strategy will specifically help to address the the needs and resource inequities around suspension and student belonging</i></p>	Black/African American Students, Students with Disabilities, and All Students	<p>CCSPP \$104,620</p> <p>Title I, Part A \$255,000</p> <p>REF \$155,078</p>
2	<p>Build family and community engagement:</p> <ul style="list-style-type: none"> <li>• Our Outreach Coordinator will also help to build the capacities for parent volunteers to support with school led activities</li> <li>• Provide many opportunities for family engagement in in school-based activities such as Cena Con El Director, Family math game night, Cultural Celebrations, Student performances, and Athletics</li> <li>• Continue to seek local partnerships with community partners such as Live in Peace and Anamatangi, who provide a direct connection to our local community as they are located in EPA, and they are directly connected to specific student ethnic groups.</li> </ul>	All Students	<p>CCSPP \$103,329</p> <p>Title I, Part A \$3,000</p> <p>General Fund \$31,000</p>

3	<p>Student clubs and leadership opportunities:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to participate in clubs and club activities, and student-driven leadership opportunities. Our clubs and activities more deeply connect our students to our school in ways that go beyond the academic classroom.</li> <li>• Additionally, our Polynesian, Latino, and Black Student Union clubs provide safe spaces for deeper connections to student ethnic cultures, as well as a means by which those students have an active and connected voice to their sense of belonging and connectedness at school. These clubs also provide an outlet for students to have fun at school and explore non-academic interests.</li> </ul> <p><i>This strategy will specifically help to address the the needs and resource inequities around suspension and student belonging</i></p>	Black/African American Students, Students with Disabilities, Latino Students, and All Students	REF \$25,000
4	Continue to seek out opportunities for students to participate in productive, engaging, and culturally connected field trips. These experiences provide students with the opportunity to apply academic and social skills to real life experiences, while also creating culturally affirming opportunities for students to experience during their learning.	All Students	REF \$420,000

## Annual Review Relative to this Goal

SPSA Year: 2023-2024

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# Budget Summary

## Federal Funds

Title I, Part A: School Allocation	\$255,000
Title I, Part A: School Parent and Family Engagement Reservation	\$3,000
<b>Total Funds provided through Federal Programs</b>	<b>\$258,000</b>
Federal Funds Allocated Directly as indicated on the Consolidated Application <i>(Title I Part A Allocation, and Parent and Family Engagement)</i>	<b>\$258,000</b>

## State or Local Funds

Ravenswood Education Foundation (REF)	\$600,078
General Fund (including Supplemental and Concentration)	\$359,491
Stimulus Funds (EEF - Educator Effectiveness Block Grant, LREBG - Learning Recovery Emergency Block Grant)	\$75,000
Other Grant (CCSPP - California Community Schools Partnership Program, AMIM - Arts, Music, and Instructional Materials Block Grant)	\$219,949
<b>Total Funds provided through State or Local Programs</b>	<b>\$1,254,518</b>

## Budgeted Funds

Total Proposed Expenditures for Goal 1	\$415,491
Total Proposed Expenditures for Goal 2	\$1,097,027
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	<b>\$1,512,518</b>