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
2024-2025	41-68999-6044325	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.

- ELD - Inconsistent designated ELD across grade levels which has led to stagnant ELPAC scores and limited student redesignation.
    - This will be addressed in the 24-25 school year by creating protected 30 minute time blocks in each grade level for DELD, in which students will be taught in small groups based on typology.
    - ELPAC practice assessments will be embedded in DELD, and shared with parents.
- ELA - According to our dashboard we are 95.1 points below standard. On our MOY district benchmark, we are 89% below grade level in reading. We are seeing gains in district benchmark from BOY assessments, which had our students at 96% below.
    - This will be addressed in the 24-25 school year through continued use of Tier one pedagogy based in the Science of Reading (CKLA), and protected 30 minute time blocks in each grade level for universal tier two intervention using SIPPS and SEEDS curriculums
    - Use of instructional coaching to support ELA instruction though protected common collaboration time for all grade levels
- Math - According to our dashboard we are 124.5 points below standard. On our MOY district benchmark, we are 97% below grade level in Math. We are seeing gains in district benchmark from BOY assessments, which had our students at 99% below.
    - Use of instructional STEAM coach to support math instruction though protected common collaboration time for all grade levels
    - Inclusion of at least three teachers to pilot new math curriculum for proposed 25-26 adoption.
- Chronic Absenteeism - According to our dashboard we are at 54.2 percent chronic absent as of 12/23, with an average daily attendance of 87.8 percent as of 3/24..
    - This will be addressed through an increase use of monthly SART meetings, and the regular referral of tracked students to RCSD's SARB fair
- Suspension Rate - As of March 2024, we have suspended 1.4 percent of students. Of those suspended, 40 percent were African American, 20 percent Latino, 40 percent Polynesian.
    - This will be addressed through the inclusion of a School Culture Coordinator position focusing on mentoring students of color
    - Revamped SST process with efficient tracking, and use of COST team to provide additional behavioral and emotional interventions.

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 academic self-concept, 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.

We will provide explicit and systematic instruction in foundational literacy, writing and math skills.

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

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" - 104.6 points below standard English Learners "Very Low" - 111.5 points below standard	Reported in Dec 2023: All Students "Orange" - 95.1 points below standard English Learners "Orange" - 104 points below standard	All Students "Orange" - 89 points below standard English Learners "Orange" - 97 points below standard
Mathematics as reported on the CA Dashboard	Reported in Dec 2022: All Students "Very Low" - 131.6 points below standard English Learners "Very Low" - 137.4 points below standard	Reported in Dec 2023: All Students "Orange" - 124.5 points below standard English Learners "Orange" - 132.8 points below standard	All Students "Orange" - 118 points below standard English Learners "Orange" - 126 points below standard
English Learner Progress as reported on the CA Dashboard	Reported in Dec 2022: "Low" - 50.4% making progress towards English language proficiency	Reported in Dec 2023: "Red" - 29.1% making progress towards English language proficiency	"Orange" - 34% making progress towards English language proficiency

Planned Strategies / Activities

Strategy #	Description *Describe the action, the need that this action will address, and how this action supports improved student outcomes*	Students to be Served	Proposed Expenditure(s) and Funding Source(s)
1	Science of Reading for Tier 1 Instruction: ● Continued use of the CKLA pedagogy ● Literacy Coach will co-plan, observe, and co-teach CKLA lessons with teachers in a variety of grade levels. All teachers will meet regularly with grade level partners and instructional coach. ● Provide access to Professional Development opportunities	All Students	REF $286,003 Title I, Part A $20,000
2	Universal Tier 2 Time: ● Set aside time for all teachers to focus on leading designated ELD ● Continued use of SIPPS as a Tier 2 literacy intervention curriculum in grades K-5, and the use of SEEDS curriculum in grades Tk-K. ● Intervention specialists will support the organization of student groups based on data ● City Year Americorps members will support small group intervention throughout the day.	English Learners and All Students	REF $276,630 Title III EL $138,315 Title I, Part A $9,000

3	Mathematics for Tier 1 Instruction: ● STEAM Coach will co-plan, observe, and co-teach lessons with teachers in a variety of grade levels. All teachers will meet regularly with grade level partners and the instructional coach. ● Encourage at least 3 teachers to pilot new math curriculum for the proposed 2025-26 adoption cycle	All Students	REF *$286,003 *(duplicated expense - Action 1.1)*

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

Goal 2

Goal Description *What is the school seeking to achieve, and how does the school plan to accomplish this goal?*
In the 24-25 school year all students will feel a sense of belonging and feel safe at school and parents will feel welcome to engage in their child's education. 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 "Very Low" - 0.4% suspended at least one day	Reported in Dec 2023: All Students "Orange" - 2.2% suspended at least one day	All Students "Orange" - 1% suspended at least one day
Chronic Absenteeism as reported on the CA Dashboard	Reported in Dec 2022: All Students "Very High" - 56% chronically absent	Reported in Dec 2023: All Students "Orange" - 54.2% chronically absent	All Students "Orange" - 50% chronically absent
Average Daily Attendance	All Students: 87.5%	Year to date (March 2024) All Students: 87.8%	95%
Family Engagement - Attendance at Events	Data not available	As of March 2024, we have had two family art nights that have been widely attended, a community fair spotlighting six local organizations, and two parent education nights (one on learning about Ravenswood and the other about mental health).	Increased family engagement present at each family art night to 50 percent. Increased new family participation to each of our family art nights to 30 percent.

Planned Strategies / Activities

Strategy #	Description *Describe the action, the need that this action will address, and how this action supports improved student outcomes*	Students to be Served	Proposed Expenditure(s) and Funding Source(s)
1	Improve School Culture through the development of policies, programs and activities that support student connection, including: ● School Culture Coordinator will support a ChangeMakers (AAMA) program, support with a structured and supportive school environment, and focus on community building ● Hold monthly assemblies focused on different topics based around our essential practices	All Students	CCSPP $104,620
2	Support students with emotional growth and trauma related issues through: ● The use of site-based mental health therapists, and CASSY therapists to support students as needed ● Emphasize and embed Social-Emotional Learning (SEL) and Growth Mindsets into our school community	All Students	CCSPP $217,206 Title I, Part A $85,000
3	Provide holistic and wraparound student supports through a clear and data-driven process ● Meet every other week with Coordination of Services Team (COST) containing family outreach coordinator, therapists, school psychologist and administration to review student academic and behavioral needs to determine best supports ● Rework our SST process to ensure that all students who are struggling academically , emotionally, behaviorally, are supported and data tracked so they can receive appropriate supports, and create an efficient tracking system that follows students in need from year to year..	All Students	$0 *Uses existing staff time*

4	Improve Family Engagement: ● Family Outreach Coordinator will continue to organize monthly cafecitos, and parent education nights ● Have three Family Art Nights that are specifically themed based on time of year. ● Hold monthly parent education nights/family fun nights (movie night, bingo, etc). The education nights are based on topics such as SEL/Mental Health, Social media and bullying, etc. ● Create partnership with the local basketball organization to put on clinics for our students. ● Use Family United (Familias Unidas) to offer free classes to Spanish speaking parents on strategies to support student learning at home.	All Students	CCSPP $103,329 Title I, Part A $2,000 General Fund $10,000
5	Family resource fair that brings in 10-15 outside providers to share resources and opportunities to equip and inform our families and support our students with wraparound services	All Students	Title I, Part A *$2,000 *(duplicated expense - Action 2.4)*
6	Meet with community leaders, families, school neighbors, city officials, and staff to partner with the Safe Routes to school program to design measures to create a safe community.	All Students	$0 *Uses existing staff time*
7	Meet monthly with our SSC/ELAC to discuss budget expenditures and program quality assessments.	All Students	Title I, Part A *$2,000 *(duplicated expense - Action 2.4)*

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

Goal 3

Goal Description
Focus on Arts Integration: Reimagining how the arts program can be designed and implemented to enhance student learning
How is this goal and associated actions aligned to the LCAP?
While there may be similarities or alignment to various actions in the district LCAP, this goal has been developed by the school site and associated advisory councils, based on the needs of this school and student population.
Identified Need
In 2016-2017 Costano became a Turnaround Arts school, working directly with the organization to provide additional training to teachers and administration on the importance of and how to use arts integration to improve student learning outcomes. Over the last 4 years, due to turnover of staff, administration, and school consolidation, COVID, we need to reimagine and rebuild our foundation.

Annual Measurable Outcomes

Metric / Indicator	Actual Outcome (SY22-23)	Actual Outcome (SY23-24)	Expected Outcome (SY24-25)
Arts Leadership Involvement	Not applicable	Members of the Arts Leadership Team went to two Turnaround Arts in-services, and the Principal attended two Arts leadership summits.	Arts Leadership team members will join Instructional Leadership Team meetings at least once every two months.
Implementing Lesson Labs *with support from the Turnaround Arts resident artist, and our art teacher.*	Not applicable	One grade level (4th grade) took part in one Lesson Lab	Two grade levels will take part in lesson labs through Turnaround Arts, with our own Art teacher supporting the work
Implementing (Visual Teaching Strategy (VTS) Strategies	Not applicable	Staff training occurred (experienced teacher modeling, peer-practice, and beginning to plan upcoming units with VTS in mind).	All grade levels will implement at least one VTS per unit (in any subject area)
Student Performances	Not applicable	Two music concerts and one school musical show	There will be two music concerts and one school musical

Planned Strategies / Activities

Strategy #	Description *Describe the action, the need that this action will address, and how this action supports improved student outcomes*	Students to be Served	Proposed Expenditure(s) and Funding Source(s)
1	Increase arts integration in classrooms: ● Increase staff training for classroom teachers on arts integration ● Increase the time that specials teachers are collaborating and co-planning core lessons with classroom teachers ● Embed more professional arts integration into professional development. ● Use the Turnaround Arts grant to support arts-embedded CKLA Lesson Labs (for ELA)	All Students	REF $414,946

| 2 | The involvement of "Cultural Kaleidoscope" (an art-based inquiry program that brings a teaching artist to your classroom) to enhance the cultural connections in education for our students | All Students | General Fund $9,196 |
| 3 | Encourage at least two grade levels to incorporate a Turnaround Arts "Lesson Lab" into their classes throughout the year. | All Students | $0 *Provided through the Turnaround Arts program, using existing staff time* |

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?
This is the first year of implementing this goal in this way.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
This is the first year of implementing this goal in this way.
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.):
This is the first year of implementing this goal in this way.

Budget Summary

Federal Funds

Title I, Part A: School Allocation	$114,000
Title I, Part A: School Parent and Family Engagement Reservation	$2,000
Title III, English Learners: District Allocation	$138,315
Total Funds provided through Federal Programs	**$254,315**
Federal Funds Allocated Directly as indicated on the Consolidated Application *(Title I Part A Allocation, and Parent and Family Engagement)*	**$116,000**

State or Local Funds

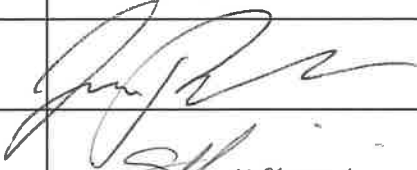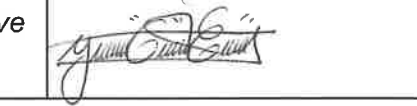| Ravenswood Education Foundation (REF)	$977,579
General Fund (including Supplemental and Concentration)	$19,196
Other Grant (CCSPP - California Community Schools Partnership Program)	$425,155
Total Funds provided through State or Local Programs	**$1,421,930**

Budgeted Funds

Total Proposed Expenditures for Goal 1	$729,948
Total Proposed Expenditures for Goal 2	$522,155
Total Proposed Expenditures for Goal 3	$424,142
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	**$1,676,245**

Recommendations and Assurances

The School Site Council (SSC) and English Language Advisory Committee (ELAC) recommend this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC/ELAC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC/ELAC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC/ELAC sought and considered all recommendations from other school groups or committees as appropriate before adopting this plan, including specifically considering the needs of English Learners.

4. The SSC/ELAC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted or updated by the SSC/ELAC at a public meeting on: _____3/21/24_____ .

Name	Title	Signature	Date
Jeremy Packman	*Principal*		3/21/24
Shiela Munini	*SSC/ELAC Chairperson*		3/21/24
Yesenia Alvarado	*SSC/ELAC Parent Representative to the DAC/DELAC*		3/21/24