School Plan for Student Achievement
Belle Haven Elementary

School Year	County-District-School Code	Schoolsite Council Approval Date	Local Board Approval Date
2021-2022	41-68999-6044309	October 21, 2021	October 28, 2021

Reviewed and Revised on	Reviewed and Revised on	Local Board Approval Date

Purpose, Stakeholder Involvement and Processes

What is the School Plan for Student Achievement (SPSA)?

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

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. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups.

The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF). LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

The Every Student Succeeds Act (ESSA) also requires state educational agencies to determine school eligibility for comprehensive support and improvement (CSI). Local educational agencies (LEAs) with schools that meet the criteria for CSI must partner with stakeholders to locally develop and implement a plan to improve student outcomes. AB716, signed by the Governor on September 18, 2018, allows the SPSA to meet ESSA requirements for comprehensive or targeted support and improvement planning

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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.

Comprehensive Support and Improvement - The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for comprehensive support and improvement (CSI). Local educational agencies (LEAs) with schools that meet the criteria for CSI must partner with stakeholders to locally develop and implement a plan to improve student outcomes. The SPSA, and the LEA Local Control and Accountability Plan (LCAP) will be used to meet CSI planning requirements. Improvement interventions and strategies must align to the goals, actions, and services identified in the LEA LCAP.

How will this plan meet ESSA requirements *(in alignment with the 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 21-22, the LCAP has 4 Broad Goals (3-year timeline), and 4 Focus Goals (1-year timeline).

Broad Goal 1	Engage students with relevant, rigorous and standards-aligned instruction, supports and materials across all subjects
Broad Goal 2	Provide safe, joyful and productive learning environments with the proper social-emotional supports
Broad Goal 3	Recruit and retain highly effective and diverse team members
Broad Goal 4	Partner with families and the community to support the whole child
Focus Goal 1	By June 2022, Ravenswood students with an IEP will increase their reading levels on local assessments to meet their reading goals as identified on their IEP
Focus Goal 2	By June 2022, Ravenswood middle school students will demonstrate growth in two key Common Core Standards for Mathematical Practices: *SMP 1 (making sense of problems and persevering in solving them), and* *SMP 3 (constructing viable arguments and critiquing the reasoning of other).*
Focus Goal 3	By June 2022, 50% of our students who are English Learners at Level 4 on the ELPAC will be reclassified.
Focus Goal 4	For the school year 2021-2022, Decrease chronic absenteeism by 10 percentage points

All schools will include Broad Goals 1, 2, 4, and Focus Goals 1, 3, 4 in their SPSA, while Cesar Chavez Ravenswood Middle School will also include Focus Goal 2. Schools have also had the opportunity to add site-specific goal descriptions based on feedback and discussion from parents, families, and staff through SSC/ELAC meetings.

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) are invited to attend SSC/ELAC meetings.
The first SSC/ELAC meeting of the year was on September 16, 2021. Meetings occur almost monthly, taking into account the holidays and school breaks.

At the first meeting, our needs assessment was discussed and completed. This is especially important this year as we align the new LCAP with our SPSA processes and goals. At the meeting on October 21, 2021, we completed the annual review of last year's SPSA activities, and developed the final draft of the 2021-2022 SPSA, which was approved by all attendees.

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. Stakeholder 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. Because we use the SPSA as the integrated CSI plan, the stakeholder engagement requirements of the CSI processes are embedded in our SPSA development process. Just as we discuss with the SSC/ELAC how the Title I Part A funds can be used in the SPSA, we also discuss the CSI funds.

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 1800 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 diverse student population make-up, with 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.

Over the past few years, we have been working to improve student outcomes through concentrated effort on the following initiatives: Professional Development and Coaching for teachers, Literacy, teacher collaboration across grades and content areas, summer learning opportunities, parent engagement activities, comprehensive and consistent student access to supplemental programs, and high school transition support. We have also been building a comprehensive middle school and consolidating elementary schools to right-size our district with declining enrollment. We endeavor to meet the wide ranging needs of our students, although teacher turnover has hindered our ability to improve student achievement. For the past several years teachers have moved out of the area due to the high cost of living in our area. In our LCAP, we include both strategies to work on improving student learning and attendance, and recruit and retain highly qualified staff.

Resource Inequities - School Level

- Our students have had a particularly difficult time transitioning back to in-person learning, while the COVID-19 pandemic is still ongoing. Just prior to the pandemic we had a school merger, and our two school communities were not able to fully integrate before having to stay at home and participate in extended distance learning. The complexities of our situation simply added to the challenges of establishing and maintaining our school community throughout 20-21, and the transition back to on-campus instruction for most students.
- We have a high concentration of higher needs students with disabilities (on IEPs and 504s), and a limited number of staff and resources, which means that the higher levels of intervention and support are not always able to be provided immediately.
- We have many English Learners who are considered to have emergent English language and literacy skills, scoring at levels 1-2 on the ELPAC. These students require a high level of intervention and support in order to successfully accelerate their proficiency in understanding and using academic English in the classroom.
- Compared to other schools in the Ravenswood District, Belle Haven also has more teachers who are yet to clear their credential. This means we need to invest more time and resources in supporting these less-experienced teachers, to ensure that students continue to receive a consistent level of high-quality instruction.
- Belle Haven is currently the only Ravenswood school to receive Comprehensive Support and Improvement (CSI) funds because it has been identified as a "low-performing Title I school" on the 2019 California Dashboard, as a significant majority of our students have not been meeting their grade level expectations.
- 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 through school or district-based initiatives and community partnerships.

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 Goal

1. By June 2022, Ravenswood students with an IEP will increase their reading levels on local assessments to meet their reading goals as identified on their IEP
2. By June 2022, all students, including English language learners will increase their reading levels by at least 1 grade as measured by the Fountas and Pinnell assessment.

Identified Need

Only 15% of all students met or exceeded grade level expectations in their reading assessment last year, with even fewer English Learners and Students with Disabilities achieving success in this area. This means that a significant majority of our students are reading below grade level. Many of our English Learner students are scoring at Levels 1-2 on the ELPAC, which indicates that their level of English proficiency is likely to limit their access to the core curriculum and that they need additional intervention and support to learn the necessary English language literacy skills to achieve success. Since students with IEPs have different reading goals, it has been difficult to track where they should be as their reading levels are usually not as high as the typical grade level expectations. The district Special Education department has been working on ways to address the difficulty in tracking student's progress toward their individual goals.

Annual Measurable Outcomes

Category	Metric or Indicator	Baseline or Actual Data	Expected Outcome
ELA	Percentage of SPED students meeting reading levels on IEPs	This is a new goal that we have not collected data on in the past. Data in this specific area will be collected for the first time on October 20th.	85% of students with special needs will meet their goals as identified on their IEPs.
ELA	Percentage of students meeting or exceeding grade level expectations • All students • AA students • EL students • SPED students	F&P Reading Assessment EOY in May 2021: • All students - 15% • AA students - 23% • EL students - 5% • SPED students 2%	• All students - 25% • AA students - 50% • EL students - 25% • SPED students - 25%

ELA	Average years growth for students, from beginning to end of year assessment ● All students ● AA students ● EL students ● SPED students	F&P Reading Assessment from BOY 2020 to EOY 2021 ● All students - 0.6 ● AA students - 0.5 ● EL students - 0.6 ● SPED students - 0.6	● All students - 1.2 ● AA students - 1.0 ● EL students - 1.2 ● SPED students - 1.2
ELD	Progress of EL students (increase in ELPAC level)	Spring 2021: 14% of English Learners increased their ELPAC level	25% of English Learners will increase their ELPAC level
Mathematics	Percentage of students meeting or exceeding grade level expectations ● All students ● AA students ● EL students ● SPED students	BOY in Fall 2021: ● All students - 35% ● AA students - 30% ● EL students - 20% ● SPED students - 14%	● All students - 50% ● AA students - 35% ● EL students - 25% ● SPED students - 25%
Science	Percentage of students meeting or exceeding grade level expectations ● All students ● AA students ● EL students ● SPED students	2020-2021 CAST was not viable due to the impacts of COVID-19. Students are expected to complete the 2021-2022 CAST in Spring 2021.	● All students - 25% ● AA students - 25% ● EL students - 25% ● SPED students - 25%

How will measuring these specific indicators help to monitor our progress towards achieving the goal and help to address the identified need?
By assessing student achievement levels, these indicators will show if students are receiving and retaining high quality instruction. Students are assessed with the same system at the beginning (BOY), middle, (MOY), and end (EOY) of the year, which provides an opportunity to understand student growth within a content area. We can use these assessments to review interventions and resources to ensure that students are provided with the support they need.

Planned Strategies/Activities

Narrative Descriptions, Definitions, and Reasoning for the Proposed Strategies/Activities	
1	Instructional and Coaching Staff: ● Reading Intervention Teachers - Additional instructional positions focused on providing targeted intervention to students are a priority. Reading Specialists are certificated teachers who will use Leveled Literacy Intervention (LLI) kits and other research based strategies to provide high quality instruction and support to students who are reading significantly below grade level. Students will be assigned to small groups that receive regular, individualized support from the Reading Intervention Teacher. ● Literacy Coach/Reading Specialist - These staff members support the Site Administrator in planning and implementing professional development plans, and provide direct coaching to teachers with the aim of improving instructional practices. They also provide targeted reading intervention to students in need. ● Newcomer / ELD Teacher - We will have a Newcomer/ELD specialist teacher on site, which will allow us to provide more targeted intervention support to more students. The ELD teacher will provide designated English Language Development (ELD) instruction for students who need additional support and intervention in developing their English language skills, including Newcomers, short-term English Learners, and students at risk of becoming long-term English Learners.

2	**Professional Development:** Teachers will participate in a regular schedule of professional development to improve their teaching practice. We will have a recurring focus on ELD in our site professional development this year with support from our county EL Coordinator who is part of the EL RISE statewide initiative. Teachers will explore EL typologies, learning environments supportive to ELs, and strategies to meet the varied needs of ELs in integrated and designated ELD instruction. We will also include sessions focused on planning for and using supplemental curriculum materials effectively to implement the necessary programs and interventions that our students need, the effective implementation of guided reading groups, and using small group instruction to support individual student growth. The Literacy and Language Collaborative consultants help to facilitate and expand teacher learning in these areas. Some of the professional development provided will occur within contract hours, during the time set aside for "Site-based PD" for example, while other sessions will be available after-school on an opt-in basis, where teachers are compensated with an hourly rate of pay.
3	**Data Review and Analysis:** Teachers will work with the Vice-Principal to regularly review and track student data. By monitoring student growth and achievement data, we can ensure that all students are provided with appropriate interventions as needed. Adjustments to individual student interventions will be made according to their progress.

4	**Programs and Online Resources:**
	Each program or resource serves a different function, purpose, or student group. We have focused on resources that supplement our ELA, and ELD curriculums, especially supporting our Newcomer and English Learner students. Mathematics, and digital literacy are also important and we have found a couple of resources to purchase that will support our students in these areas. When considering these programs and resources, we prioritized online or blended learning programs to ensure students can still access these instructional resources in the case they have to isolate, or that we temporarily return to a hybrid or distance learning style of schooling due to the ongoing COVID-19 pandemic. To ensure that the programs and resources are used effectively, training will be offered to teachers as needed.
	Programs and Resources selected to support student academic achievement include:
	● Lexia:
	    ○ Students will utilize Lexia Core5 daily, to build their phonics skills. Lexia Core5 is an adaptive blended learning program that provides students with extra support and practice with components of literacy, which will help to develop their abilities in the reading and writing domains. This is particularly important for English Learners, who may not have had much exposure to English language and literacy structures. It provides differentiated support to students depending on their needs, as identified by the diagnostic assessment within the program.
	● MyOn
	    ○ This was purchased in response to distance learning, to provide our Grade 1-5 students with more opportunities and access to books and reading material during the global pandemic, and is continued into this year because of the wide range of high-interest books that students can access. They are authentic fiction and nonfiction books in English (90%) and Spanish (10%), just like you could access in a library. Specific title suggestions are provided to students based on their individual interests, grade, and reading level, and the program has optional embedded reading support tools for students who just need a little assistance.
	● RAZ-Kids
	    ○ All our students can access the Raz-Kids website to read books at their level, and practice their comprehension skills with the associated quiz. Students can also listen to books, and record themselves reading to practice their fluency. This website provides our K-5 students with more online options for learning at home, or in the classroom, to practice their reading skills with texts and content specifically created to support students at their individual reading levels.

- Starfall
  - This resource is targeted towards our TK-1st grade students that provides them with an encouraging environment to explore and practice their letters and sounds, word recognition, and other foundational skills for learning to read with confidence and fluency.
- NewsELA
  - Our grade 4-5 students primarily use this as a real-world nonfiction reading and information resource, with highly engaging content that is relevant to our students' lives and the topics they care about. Each text is aligned to ELA standards, and is often used during research units, compare and contrast studies, and as examples of different writing styles such as persuasive or argumentative essays. Students are also able to approach the challenging texts with confidence, as each article is published at multiple reading levels, supporting students with real-time differentiation.

- Reflex Math
  - This is an online, evidence-based system that covers the complete process of basic facts from initial acquisition through to mastery. Our students in grades 1-5 practice their mathematics fluency with the game-based activities, and are able to make visible continuous growth. Both effort and progress are recognized and celebrated. Teachers are also able to monitor their students progress with the help of their summary dashboard.
- Kami
  - Kami is a very useful tool for our 3rd-5th grade students, helping to increase their digital literacy. Its key feature is allowing students to interact with existing documents (including pdfs) with text, handwriting or drawing, audio or video comments, and screen capture. This means that students can learn and engage in their preferred communication style, providing a platform for student expression and investment in their learning. Text-to-speech, and other accessibility tools also help cater to individual student needs.

5	Trial and Evaluation of Phonics Support: Our current phonics program is for students in grades TK-2, and does not target phonemic awareness. Many of our upper grade teachers have also found that students come into their grade without the sufficient phonics background and knowledge needed. All of our students at all grade levels, especially our English Learners, need additional practice and support in learning phonics. In response, we are exploring two programs that will help address these issues. Both of these programs are research-based, and by trailing them in classrooms, we will be able to determine if they are suitable and effective for our students. We wanted to ensure that students at all grade levels have access to an effective phonics program, to develop phonemic awareness, and help them to succeed academically. Teachers using these programs will be supported with additional training and professional development in using these resources effectively. - SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) - to be used in our Grade 2-5 classrooms, particularly for students reading significantly below grade level and English Learners who have not yet acquired the necessary skills. - Heggerty - a structured, scaffolded program to be used in our Grade K-1 classrooms, particularly with students struggling with foundational reading skills, and English Learners who need additional support in this area.
6	Supplemental Instructional Materials: We aim to provide students with instructional materials that reflect their diverse cultural backgrounds and experiences. In order to support the overall lifting of student achievement, students need to be provided with the resources to experiment and learn. Some examples of items in this category include expanding our range of Literacy Footprints kits, replenishing the Leveled Literacy Intervention kits, and any associated additional training for teachers to ensure the resources are used most effectively.

7	Ongoing Coordination of Volunteers:

Partnerships with volunteer organizations allow us to provide reading support to students who are reading below their grade level. There is an extensive amount of coordination that goes into maintaining these partnerships and providing students with this level of support, so it is critical that we recognize the value that these volunteers have in supporting our students. As we have a high number of students needing additional intervention, our partnerships with these organizations target specific student groups.
- Reading Partners - provides intervention support focused on students who are reading 12 months below grade level, and attending the after-school program.
- East Palo Alto Tennis and Tutoring - provides intervention support focused on 5th grade students, to provide them with additional opportunities for learning and success before entering Middle School. There are typically wait lists for our on-site after school programs (in partnership with the Boys and Girls Club of the Peninsula), so this partnership with EPATT opens up more spaces to after-school academic support, opportunities for even more students, and exposure to tennis.

#	Students to be Served	Specific Strategy / Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1a	English Learners, Newcomers, and students reading below grade level	Instructional and Coaching Staff: Reading Intervention Teachers	$58,410	Title I Part A: School Allocation
1b	English Learners, Newcomers, and students reading below grade level	Instructional and Coaching Staff: Reading Intervention Teachers	$167,358	Stimulus Funds
1c	English Learners, Newcomers, and students reading below grade level	Instructional and Coaching Staff: Literacy Coach/Reading Specialist	$220,936	REF
1d	English Learners and Newcomers	Instructional and Coaching Staff: Newcomer/ELD Teacher	$115,000	Title III EL
2a	All Students, especially English Learners	Professional Development: EL RISE with SMCOE	$5,000	Title III EL
2b	All Students	Professional Development: Literacy and Language Collaborative	$47,200	Title II Part A
3	All Students	Data Review and Analysis	$0	Within contract hours
4a	All students, especially English Learners	Programs and Online Resources: Lexia	$30,000	Title III EL
4b	All Students	Programs and Online Resources: MyOn	$5,000	CSI
4c	All Students	Programs and Online Resources: Raz-Kids	$2,400	CSI
4d	All Students	Programs and Online Resources: Starfall	$100	CSI
4e	All Students	Programs and Online Resources: NewsELA	$15,000	Title I Part A: District Set-Aside

4f	All Students	Programs and Online Resources: Reflex Math	$3,795	CSI
4g	All Students	Programs and Online Resources: Kami	$2,500	CSI
5a	All Students	Trial and Evaluation of Phonics Support: SIPPS	$9,000	CSI
5b	All Students	Trial and Evaluation of Phonics Support: Heggerty	$1,800	CSI
5c	All Students	Trial and Evaluation of Phonics Support: Teacher Hourly	$5,625	CSI
6a	All Students	Supplemental Instructional Materials: Literacy Footprints Kits and associated teacher training	$20,000	CSI
6b	All Students	Supplemental Instructional Materials: Unspecified	$90,000	CSI
7a	All Students	Ongoing Coordination of Volunteers: Reading Partners	$15,000	Stimulus Funds
7b	All Students	Ongoing Coordination of Volunteers: EPATT	$35,000	Stimulus Funds
Total Proposed Expenditures for the Goal			$849,124	

Annual Review Relative to this Goal

SPSA Year: 2020-2021

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal
The school is in the first year of implementing the stated goal, and therefore an analysis is not required.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
The school is in the first year of implementing the stated goal, and therefore an analysis is not required.
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.):
The school is in the first year of implementing the stated goal, and therefore an analysis is not required.

Goal 2

District LCAP Goal
Provide safe, joyful and productive learning environments with the proper social-emotional and behavior supports
School-site SPSA Goal
1. For the school year 2021-2022, chronic absenteeism will decrease by 10 percentage points as compared to the 20-21 school year based on reports from Infinite Campus 2. By June 2022 all Teachers will be trained to be aware of the counseling referral process and refer eligible students as measured by training agendas and sign in sheets and counseling referral documents, respectively.   a. By June 2022 all who have been referred to counseling will be receiving services as measured by the number of referrals as compared to the number of students counselors have on their caseload
Identified Need
Attendance rates have been low over the past few years, and the impacts of the COVID-19 pandemic and long-term distance learning have only exacerbated these challenges. 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. Students should also feel welcomed, safe, and enjoy attending school. We have also selected goals to focus on ensuring that students' mental wellbeing is supported, and that students have trusted adults on campus who they can turn to if there are any concerns. It is important that we take the time and effort to acknowledge the cultures and languages of students, parents, and families, as this can also sometimes impact attendance rates.

Annual Measurable Outcomes

Category	Metric or Indicator	Baseline or Actual Data	Expected Outcome
Attendance	Attendance Rate as a percentage	2020-2021 (all students): 88%	2020-2021 (all students): 96%
Attendance	Chronic Absenteeism as a percentage • All students • AA students • EL students • SPED students	• All students - 34% • AA students - 39% • EL students - 33% • SPED students - 42%	We will reduce chronic absenteeism down to • All students - 20% • AA students - 20% • EL students - 20% • SPED students - 20%
School Climate	Percentage of office discipline referrals for students of African Americans	2019-2020 data (due to COVID-19): 29% of all ODR were given to African American students	15% of all ODR given to African American students
Counseling	Percentage of students on waiting list to receive counseling	0% of students are currently waiting to receive services	0% of students are waiting to receive services
Cultural Relevance	Percentage of teachers who participate in professional development around cultural awareness and restorative practices	5% of teachers have participated in professional development	100% of teachers participate in professional development

How will measuring these specific indicators help to monitor our progress towards achieving the goal and help to address the identified need?
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. We think it is very important for all students to have access to counselling services as they need them. If there are many students waiting to receive services then we will need to address this by providing more access and resources. ODRs are a communication tool to track behaviors that are considered problematic within the school environment. If African American students are disproportionately given ODRs, then it indicates that there may be biases or a lack of cultural awareness that needs to be addressed.

Planned Strategies/Activities

Narrative Descriptions, Definitions, and Reasoning for the Proposed Strategies/Activities	
1	CASSY: CASSY will provide school-based mental health counseling for students who are referred by school staff or parents. This partnership allows our students to access these supports on school campuses, in individual or group sessions. Their mission is to de-stigmatize mental health services and make supporting students' social and emotional well-being the norm in schools.
2	Playworks: 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.
3	Second Step Program: This is a social and emotional learning program for all Ravenswood students. The goal of the Second Step program is to help students be successful in school, through the development of social skills and self-regulation. Lessons are provided to students regularly, and training is provided to teachers in order to help them use the resources well.
4	PBIS, ODRs, Restorative Justice Practices, and Culturally Responsive Teaching: These tools and practices are most effective when combined for a comprehensive and coordinated approach towards improving student behavior and strengthening campus culture. We will ensure that the teacher's use of PBIS (Positive Behavior Intervention Systems), ODRs (Office Discipline Referrals), and Restorative Practices work together to support and grow student behavior. Teachers will attend professional development on effectively and consistently implementing these approaches, and we will purchase the necessary materials and resources to successfully implement these strategies. PBIS: PBIS is a series of practices and systems to encourage students positively, while also discouraging unwanted behaviors. This proactive approach allows us to use a wider range of tools to support students, and limits the focus on punishment or punitive measures of behavior management. Our "school currency" (Panther Paws) is used as a PBIS reinforcement and incentive, for students to use at a special school Panther Paws Store. Students can earn this currency through gathering class, group, or individual points within their classroom, or when recognized by a staff member. Students also have a monthly opportunity to be recognized schoolwide with an award. ODRs: These are a communication tool that are used to track behaviors that are considered problematic within the school environment. ODRs will be reviewed on a monthly basis to monitor and ensure that there is no significant

disproportionality identified between different student groups receiving ODRs, and also to identify which students may need extra support.

Restorative Justice Practices:
These are practices that target student's emotions, and their emotional growth and development, teaching both empathy and sympathy for each other, and focusing on restoration instead of punishment. Studies have shown that students who are punished or suspended often do not recover from this trauma, and it does not prevent the actions that prompted the punishment in the first place anyway. It is beneficial to address these issues in a more supportive and inclusive way. We want to reduce the number of ODRs and suspensions handed out to students, but we also want to ensure that the reasons behind those ODRs and suspensions are also being addressed. Restorative Circles are one strategy we are using in classes, in response to different situations and student behaviors, to develop a greater understanding of student behavior, how we can support students in the future, and working towards developing student's own awareness of how their actions affect more than just a single individual but also the wider class, social group, and school. We are also focused on supporting teachers through training and peer support to employ these Restorative Justice practices effectively.

Culturally Responsive Teaching:
These are practices that embrace and acknowledge the diversity of our school community, and the depth and breadth of cultures our students experience. It is important that we provide students with the opportunities to share their cultural backgrounds, as well as see those varying backgrounds reflected in the school environment and instructional materials provided. We are trying to incorporate more training for teachers and other staff, as well as including more parent input in the wider educational experience. We will also work on providing curriculum materials in different languages and with content that reflect the variety of cultural backgrounds that students may be part of, or encounter.

Staff will continue to develop their understanding of each of these practices and strategies, also acknowledging that their own actions and reactions can significantly impact students' educational experience.

#	Students to be Served	Specific Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1	All Students	CASSY	$46,350	Title I Part A: School Allocation
2	All Students	Playworks	$30,000	Title I Part A: School Allocation
3	All Students	Second Step Program	$0	SMCOE MHSSA Grant
4	All Students	PBIS, ODRs, Restorative Justice Practices, and Culturally Responsive Teaching: Materials and Resources	$1,500	REF
Total Proposed Expenditures for the Goal			$77,850	

Annual Review Relative to this Goal

SPSA Year: 2020-2021

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal
The school is in the first year of implementing the stated goal, and therefore an analysis is not required.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
The school is in the first year of implementing the stated goal, and therefore an analysis is not required.
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.):
The school is in the first year of implementing the stated goal, and therefore an analysis is not required.

Goal 3

District LCAP Goal
Partner with families and the community to support the whole child
School-site SPSA Goal
1. We will acknowledge and address the need for embedding a variety of cultural practices and create an environment where all input is valued   a. By June 2022 we will value a variety of cultural practices and create an environment where all input is valued as measured by meeting agendas that illustrate an open space for input and teacher surveys indicating they feel that their voice is heard and valued
Identified Need
Many of our families are not strong participants in the school environment. We want families to know about their child's educational experience, how to support their child, and how to continue to extend their child's learning at home. We also want to hear from families, acknowledging their knowledge, cultural background, and languages. A closer relationship between staff and families will encourage and support more two-way communications, which will benefit our ability to support students at school.

Annual Measurable Outcomes

Category	Metric or Indicator	Baseline or Actual Data	Expected Outcome
Parent Engagement	Percentage of Parent Attendance at Conferences	25% of parents attend parent conferences	80% of parents attend parent conferences
Parent Engagement	Parent Attendance at parent university	Limited attendance online during 2020-2021, impacted by the COVID-19 pandemic	More than 30 families to regularly attend
SSC/ELAC	Parent voting member attendance at SSC/ELACs	2020-2021: 2-3 parent voting members attend every meeting	All parent voting members attend every meeting

How will measuring these specific indicators help to monitor our progress towards achieving the goal and help to address the identified need?
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 parent attendance at school-wide events, conferences, and SSC/ELAC 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. Attendance is the first step towards a school-family partnership that works together for student success.

Planned Strategies/Activities

	Narrative Descriptions, Definitions, and Reasoning for the Proposed Strategies/Activities
1	Family Outreach Coordinator: This is a new position, 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.
2	Communications: There are a number of initiatives that support our family communication efforts, including the use of Parentsquare for two-way communications between families and school staff. We can use this platform to promote school activities, share notices, and receive responses and feedback from families about different topics. We also publicize the SSC/ELAC meetings, and invite all community members and families to attend - it is not just for the voting members, it is a space for discussion and collaboration. As many of our families communicate primarily in Spanish, all meetings and conferences have translation services available for parents and families, to support their continued engagement in their student's learning.
3	Incentives and Services: To encourage parents and families to attend school meetings, we offer services such as babysitting, and incentives such as food, or gift cards. This is important because parents should be acknowledged for their attendance. We try to provide the supports needed to allow parents to attend without barriers or concern for food or childcare.
4	Family Events: - Large school-wide events such as Back to School Night, VAPA Showcase, and a School Concert, showcase the school and student work to their parents and families. It allows students an opportunity to share their learning and successes while also encouraging families to become more involved with their child's learning and the school environment. Parents and family members are key partners in achieving student academic growth and success. We want to increase parent engagement, provide access to resources to support their children, and get consistent input from parents about student learning and how the school can continue to support students. Activities such as Parent University, and Cafecito will support inclusive classroom environments, and increased understanding between teachers and families. - Parent University will be held at least once per trimester. We want to use the first event as an opportunity to share about community resources that families can access, introduce our local cross-district DEI coordinator, and share how she will be supporting efforts to improve cultural relevancy in our schools. - Cafecito will be held on a monthly basis. It provides us with an opportunity to share information such as "how to support your child's learning at home" while also providing a forum for families to ask questions and

	provide feedback about school activities and decisions. Holding these in the morning / at a different time helps to provide access to a different group of parents with different schedules and availability.

#	Students to be Served	Specific Strategy / Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1	All Students	Family Outreach Coordinator	$70,000	Stimulus Funds
2a	All Students	Communications: Parentsquare	$5,700	Title I Part A: District Set-Aside
2b	All Students	Communications: Translation	$2,400	Title I Part A: Parent and Family Engagement
3	All Students	Incentives and Services	$4,500	REF
4	All Students	Family Events	$5,000	Comprehensive Support and Improvement (CSI)
Total Proposed Expenditures for the Goal			$87,600	

Annual Review Relative to this Goal

SPSA Year: 2020-2021

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal
The school is in the first year of implementing the stated goal, and therefore an analysis is not required.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
The school is in the first year of implementing the stated goal, and therefore an analysis is not required.
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.):
The school is in the first year of implementing the stated goal, and therefore an analysis is not required.

Goal 4

District LCAP Goal
By June 2022, 50% of our students who are English Learners at Level 4 on the ELPAC will be reclassified as measured by reclassification data
School-site SPSA Goal
No changes to the LCAP goal description
Identified Need
We have English Learners who are scoring at level 4 on the ELPAC, who have not been reclassified yet, and we have a number of students scoring at level 3 who are soon likely to be eligible for reclassification. We want to determine why these students have not been reclassified, and how we can support students to achieve this.

Annual Measurable Outcomes

Category	Metric or Indicator	Baseline or Actual Data	Expected Outcome
ELD	Reclassification rates of English Learners	2021-2022 (DataQuest): 12.40%	15%
ELD	Reclassification rates of those who previously scored Level 4	75%	85%
ELA	Percentage of English Learners meeting the Report Card Criteria for Reclassification	95%	95%
ELA	Percentage of English Learners meeting the ELA Local Assessment Criteria for Reclassification	30%	50%

How will measuring these specific indicators help to monitor our progress towards achieving the goal and help to address the identified need?
By measuring and identifying where students are and are not meeting the criteria for reclassification, we can begin to address the issues that it represents. When we know how many students meet each of the reclassification criteria, we can identify where the barriers are to reclassification, and begin to address these issues.

Planned Strategies/Activities

Narrative Descriptions, Definitions, and Reasoning for the Proposed Strategies/Activities	
1	Student Data Analysis: It is important that our teachers are aware of the ELPAC scores and local assessment data of their students. During Site PD time we will collectively look at the student population of the school, and evaluate where we are and what we need to do to make progress. Teachers will also look individually at the results of students in their classes, and monitor student progress over time. This analysis of student data will allow us to make better-informed decisions about the use of different interventions for different students.
2	Report Card Calibration: During their collaboration meetings with the principal, teachers calibrate their instructional decisions together, including which assessments to include for grading, and the level of understanding students need to display in their work to reflect the varying grade ranges.
3	English Language Development Instruction: Each teacher's daily schedule includes a period of Designated ELD time. Implementation of this area has been inconsistent over the years. We want to ensure that all students are receiving Designated ELD with their regular classroom teacher, so this strategy focuses on monitoring the implementation of Designated ELD school-wide. Site Administrators and Literacy Coaches will provide teachers with additional support, as needed, to use this time effectively.
4	CLAVES: Most of our 3rd-5th grade teachers will be participating in a project with researchers from the Stanford University Graduate School of Education to learn about multimodal ELD instruction, critical discourse, and deepen their understanding of vocabulary, syntax, and morphology. Teachers will establish small groups to work closely with, and rotate through during their Designated ELD time to help these students accelerate their progress.

#	Students to be Served	Specific Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1	English Learners	Student Data Analysis	$0	Within contract hours
2	All students	Report Card Calibration	$0	Within contract hours
3	English Learners	English Language Development Instruction	$0	Within contract hours
4	All students, especially English Learners	CLAVES	$5,070	Title III EL
		Total Proposed Expenditures for the Goal	$5,070	

Annual Review Relative to this Goal

SPSA Year: 2020-2021

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal
The school is in the first year of implementing the stated goal, and therefore an analysis is not required.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
The school is in the first year of implementing the stated goal, and therefore an analysis is not required.
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.):
The school is in the first year of implementing the stated goal, and therefore an analysis is not required.

Budget Summary

Budgeted Funds

Total Proposed Expenditures for Goal 1	$849,124
Total Proposed Expenditures for Goal 2	$77,850
Total Proposed Expenditures for Goal 3	$87,600
Total Proposed Expenditures for Goal 4	$5,070
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	**$1,019,644**

Federal Funds (Title Programs)

Title I, Part A: Comprehensive Support and Improvement (CSI)	$145,220
Title I, Part A: School Allocation	$134,760
Title I, Part A: Parent and Family Engagement Reservation	$2,400
Title I, Part A: District Set-Aside	$20,700
Title II, Part A	$47,200
Title III, English Learners	$155,070
Total Funds provided through Federal Programs	**$505,350**

State, Local, or Stimulus Funds

Ravenswood Education Foundation (REF)	$226,936
Stimulus Funds (ESSER, GEER, IPI, ELO, etc.)	$287,358
Total Funds provided through State or Local Programs	**$514,294**

Total Funds Summary

Federal Funds Allocated to the School as indicated on the Consolidated Application *(21-22 Title I Part A Allocation, and 21-22 Parent and Family Engagement)*	**$136,390**
Federal Funds Allocated for Comprehensive Support and Improvement (CSI)	**$177,547**
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	**$1,019,644**
Total Funds provided through Federal Programs	**$505,350**
Total Funds provided through State, Local, or Stimulus Programs	**$514,294**

Annual Review and Analysis: SPSA 2020-2021

Goal 1

SPSA Goal
All students will receive high quality instruction in Common Core State Standards (CCSS for English Language Arts and Mathematics), Next Generation Science Standards (NGSS) and other California State Standards (ELD, Music, Art, Social Studies, PE) from highly qualified, trained, and professionally supported teachers.

Metric	Baseline Data	Expected Outcome	Actual Outcome	Goal Met?
F&P Reading Assessment from BOY	2020-2021 Kinder Letter names- 1.5% 1st Grade BOY- 3.6% 2nd Grade BOY- 6.3% 3rd Grade BOY- 4.2% 4th Grade BOY- 11.1% 5th Grade BOY- 4.3%	All grade levels will have 45% of their students reading on grade level.	2021-2022 Kinder Letter names- 2.3% 1st Grade BOY- 1.6% 2nd Grade BOY- 5.6% 3rd Grade BOY- 3.7% 4th Grade BOY- 5th Grade BOY- 10.3%	No
BOY math assessment	2020-2021 Kinder- 1% 1st Grade BOY- 55% 2nd Grade BOY- 23% 3rd Grade BOY-% 4th Grade BOY-% 5th Grade BOY-%	All grade levels will have 70% of their students attaining mastery based on the end of year assessment.	2021-2022 Kinder - 0% 1st Grade BOY - 44.4% 2nd Grade BOY - 2.9% 3rd Grade BOY -27% 4th Grade BOY - 32% 5th Grade BOY - 31%	No

#	Strategy/Activity Title	Actual Implementation and Effectiveness	Budgeted Expenditure	Actual Expenditure
1	Music Teacher	Implemented as proposed, and considered to be sufficiently effective.	$89,396	$86,468.30
	Art Teacher	Implemented as proposed, and considered to be sufficiently effective.	$91,915	$96,597.03
	Makerspace Tinkerer	Implemented as proposed, and considered to be sufficiently effective.	$61,450	$46,262.29
	Drama Teacher	Implemented as proposed, and considered to be sufficiently effective.	$74,271	$78,365.25
2	Hourly pay for teachers who meet at the ILT meetings after contracted hours	Primarily implemented as proposed, with less sessions outside of contract hours than initially anticipated. Considered to be effective.	$13,286	$6,377.50
3	Distance Learning Supplemental Curriculum items & Student Supplies	Implemented as proposed, and considered to be sufficiently effective.	$20,000	$18,200.95
	Flocabulary	Implemented as proposed. Not as effective as anticipated.	$2,500	$2,500.00

	Heinemann mentor texts for Virtual Units	Implemented as proposed, and considered to be sufficiently effective.	$1,200	$2,067
	Myon Reading program	Implemented as proposed, and considered to be sufficiently effective.	$5,000	$4,607.00
	Booksource books (various levels), School supplies to send home (notebooks, markers, manipulatives, etc.)	Implemented as proposed, and considered to be sufficiently effective.	$36,549	$35,089.92
4a	Up the Ladder	Implemented as proposed, and considered to be sufficiently effective.	$950	$913.33
4b	Supplemental Instructional Materials to support NGSS/CCSS	Implemented as proposed, and considered to be sufficiently effective.	$15,000	$14,975.99
4c	NewsELA	Implemented as proposed, and considered to be sufficiently effective.	$15,000	$13,000.00
5	Instructional Professional Development	Sessions were primarily implemented as proposed and overall are considered to be effective.	$20,000	$14,092.50

Describe any major differences in implementation and expenditures from the proposal, to meet the articulated goal as measured by metric/indicator:
Action 1.1 has minor differences in expenditure because staffing budgets across the district are based on the average salary & benefits for that position, and the amount here reflects actual expenditures. The Makerspace Tinkerer also resigned towards the end of the school year, so the full salary was not expended as expected.   Actions 1.2 and 1.5 have minor differences in expenditure, as there were more opportunities for collaboration or PD to occur within contract hours, due to the extended distance learning as a result of the COVID-19 pandemic.   Actions 1.3 (Heinemann) and 1.4c reflect minor adjustments from the initial quote to the final invoice.
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.)**:**
The 21-22 SPSA has been re-structured to more closely align to the new Ravenswood 21-24 LCAP. Some of these strategies/activities have been continued into the 21-22 SPSA, while others have been discontinued. Because the SPSA goals and actions have been restructured and realigned with district goals, it is not feasible to identify every single change. If you would like more information about a specific action, please contact the Principal or bring your question to the SSC/ELAC meeting.

Goal 2

SPSA Goal
All students, TK through 5th grade, will have equitable access to programs, supports, and services as needed to respond to student attendance,linguistic, and academic needs.

Metric	Baseline Data	Expected Outcome	Actual Outcome	Goal Met?
F&P BOY scores	Student individual scores from BOY (all below grade level)	By EOY each individual student will grow 1.5 years in Fountas and Pinnell scores.	Average student growth of 0.57 years	No
Attendance tracker through Infinite Campus	10.41% of students are chronically absent	5% of students are marked chronically absent	Approximately 11% of students were marked as chronically absent.	No
EL Reclassification	Current number of ELs - 49.5%	15% of our current EL population will be reclassified.	Approximately 2% of our EL population was reclassified - this was significantly impacted by the COVID-19 pandemic.	No
Parent Conference Attendance	50% of parents attend parent conferences	85% of parents attend parent conferences	60% of parents attend parent conferences	No

#	Strategy/Activity Title	Actual Implementation and Effectiveness	Budgeted Expenditure	Actual Expenditure
1	TOSA (Literacy Coach x 3)	Implemented as proposed, and considered to be sufficiently effective.	$285,835	$298,307.96
2	Student incentives and events	Implemented as proposed, and considered to be somewhat effective.	$4,067	$2,528.80
3	Parent and Family evenings, Parent university	Not able to be fully implemented as proposed due to the COVID-19 pandemic. Still considered an effective action.	$6,208	$2,130.21
4	Campus Relations Coordinator - 2 people	Implemented as proposed, and considered to be sufficiently effective.	$112,560	$99,254.94
	School Support - 2.6 FTE	Implemented as proposed, and considered to be sufficiently effective.	$132,677	$124,982.29
5	Summer Program	Implemented as proposed, and considered to be sufficiently effective.	$100,000	$100,000
6	Purchasing books in other languages	Implemented as proposed, and considered to be sufficiently effective.	$18,720	$17,349.00
7	Playworks	Implemented with modifications due to COVID-19 and distance learning. Effectiveness was limited due to these modifications.	$30,000	$26,500.00
8	CASSY	Implemented as proposed, and considered to be sufficiently effective.	$45,000	$45,000

Describe any major differences in implementation and expenditures from the proposal, to meet the articulated goal as measured by metric/indicator:
Action 2.1 has minor differences in expenditure because staffing budgets across the district are based on the average salary & benefits for that position, and the amount here reflects actual expenditures. Actions 2.2 and 2.3 were unable to be fully implemented due to the impact of the COVID-19 pandemic. In-person events were strictly limited, and virtual events do not require the level of expenditure that was initially budgeted for. Action 2.4 - has minor differences in expenditure because staffing budgets across the district are based on the average salary & benefits for that position, and the amount here reflects actual expenditures. Action 2.7 has a difference in implementation as a response to the COVID-19 pandemic and extended distance learning.
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.)**:**
The 21-22 SPSA has been re-structured to more closely align to the new Ravenswood 21-24 LCAP. Some of these strategies/activities have been continued into the 21-22 SPSA, while others have been discontinued. Because the SPSA goals and actions have been restructured and realigned with district goals, it is not feasible to identify every single change. If you would like more information about a specific action, please contact the Principal or bring your question to the SSC/ELAC meeting.

Goal 3

School-site SPSA Goal
Integrate technology into all subject areas to increase student achievement and engagement with 21st century skills and better prepare students for their future career choices. In addition, the LIMS will assist by supporting the implementation of technology into the classroom. 1. 1. Teachers will use technology to teach a balanced curriculum. 2. 2. Students will use technology to both learn as well as show what they have learned utilizing district provided websites

Metric	Baseline Data	Expected Outcome	Actual Outcome	Goal Met?
Access to upgraded technology for 3rd-5th grade students, chromebooks for 2nd grade	Working chromebook and basic headphone for every student in 3-5, 2nd grade has iPads	All students will have access to upgraded technology and each student will have headphone with microphone	All students have access to upgraded technology and each student will have headphone with microphone	Yes
Access to technology-replacing iPads that have broken	All students have access to iPads	All students have access to iPads	All students have access to iPads	Yes
RAZ-Kids	52.59% of students are reading online.	80% of our students are reading on RAZ-kids online	80% of our students are reading on RAZ-kids online	Yes

#	Strategy / Activity Title	Actual Implementation and Effectiveness	Budgeted Expenditure	Actual Expenditure
1	Purchase Learning Ally	Not implemented as effectively as anticipated, and considered to be less effective than other strategies.	$6,203	$0
2	Replace iPad technology	Purchased more than initially proposed. We are still waiting for the complete delivery. We expect this will be valuable in adding to and replacing devices provided to students to continue learning from home during the pandemic.	$30,000	$74,677.55

3	Purchase more chromebooks	Not purchased as intended, due to a higher than expected interest in transitioning to iPads usage, and the need to purchase ancillary iPad technology.	$40,000	$0

Describe any major differences in implementation and expenditures from the proposal, to meet the articulated goal as measured by metric/indicator:

All of these actions have significant differences in expenditure, primarily due to the extended distance learning requirements, and longer-term impacts of the COVID-19 pandemic.

Action 3.1 was investigated to be used on a trial basis. In finding it to be less effective than anticipated, and with other learning options available to us, we did not purchase this program.

Action 3.2 was a significant and large one-time expense, while Action 3.3 was not expended or implemented as proposed. There was a higher than expected interest in the use of iPads over Chromebooks for our students, and so we shifted all of the budgeted funds from Action 3.3 to Action 3.2 in order to cover the extra expenditure in direct response to student needs as a result of the COVID-19 pandemic. While we do not expect to make such a large technology purchase again in 21-22, we do expect to continue to replace plugs, cases, and devices as needed.

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.)**:**

The 21-22 SPSA has been re-structured to more closely align to the new Ravenswood 21-24 LCAP. Some of these strategies/activities have been continued into the 21-22 SPSA, while others have been discontinued. Because the SPSA goals and actions have been restructured and realigned with district goals, it is not feasible to identify every single change. If you would like more information about a specific action, please contact the Principal or bring your question to the SSC/ELAC meeting.