

# School Plan for Student Achievement

## Cesar Chavez Ravenswood Middle School

School Year	County-District-School Code	Schoolsite Council Approval Date	Local Board Approval Date
2021-2022	41-68999-0136093	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

For additional information on school programs and how you may become involved locally, please contact:  
 Lara Burenin  
 Director of Curriculum and Instruction  
 Address: 2120 Euclid Avenue, East Palo Alto, CA  
 Phone: 650-329-2800  
 Email: [lburenin@ravenswoodschools.org](mailto:lburenin@ravenswoodschools.org)

<b>Purpose of this Plan</b>	
<p>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.</p>	
<b>How will this plan meet ESSA requirements in alignment with the LCAP, and other federal, state, and local programs?</b>	
<p>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.</p> <p>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).</p>	
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: <i>SMP 1 (making sense of problems and persevering in solving them), and SMP 3 (constructing viable arguments and critiquing the reasoning of other).</i>
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
<p>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.</p>	

### 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 30, 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 LCAP and SPSA processes and goals. At the meeting on October 21, 2021 we completed the annual review of last year's SPSA activities, as well as continued the development of, and approved the 2021-2022 SPSA.

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.

### 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

- Cesar Chavez Ravenswood Middle School is the only middle school in the district and are relatively new. Our first year with a promoting class was June 2020. The school was formed in 2017 and had one administrator for the 6th grade. That administrator left and another one took over in 2018 for 6th and 7th grade. That administrator also left and the school got their 3rd administrator in as many years. Administration turnover stunted cultural and academic growth. We now have stable administration but it is the team's third unusual year due to the impact of COVID-19.
- 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 it was our first full year with all three grades on campus and then we went on distance learning in March of that year. 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), newcomers, and were unable to fill three positions that would have kept class sizes smaller and provided more intervention or designated ELD classes.
- We have many Long Term 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 and we must reclassify as many as possible before they transition to high school.
- Compared to other schools in the Ravenswood District, CCRMS also has more teachers who are interns or 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.
- We will be the lucky recipients of new construction in the next couple of years. Until that happens, we have limited space and will be contending with major construction for this school year.
- These disparities are addressed in the SPSA through intentional budgeting to fill the gaps. We are fortunate enough to have received significant fiscal supplementation through our foundation to ensure that our students receive equal opportunities as their high school feeder school counterparts.

# Goals, Strategies, and Proposed Expenditures

## Goal 1

<b>District LCAP Goal</b>
Engage students with relevant, rigorous and standards-aligned instruction, supports and materials across all subjects: <ul style="list-style-type: none"> <li>• English Language Arts</li> <li>• English Language Development</li> <li>• Science and Engineering (NGSS)</li> <li>• Mathematics</li> <li>• Social Studies</li> <li>• Physical Education</li> <li>• Visual and Performing Arts</li> </ul>
<b>School-site SPSA Goal</b>
<ol style="list-style-type: none"> <li>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</li> <li>2. By June 2022 all students will improve in the Let's Go Learn DORA overall weighted score by 1.5 levels.</li> <li>3. By June 2022 all students will improve in the Let's Go Learn ADAM overall total score by 1.5 levels</li> </ol>
<b>Identified Need</b>
Our students are coming to us on average 3 years behind in reading and math. In order to bridge the academic gap and ensure that students are successful in high school, we want the students to improve each year but a minimum of 1.5 levels in their overall scores. That will narrow the gap to a maximum of 1.5 years.

## Annual Measurable Outcomes

Category	Metric or Indicator	Baseline or Actual Data	Expected Outcome
ELA	Percentage of SPED students meeting reading levels on IEPs	33% of SPED students are meeting reading level goals (on their IEP)	50% of SPED students will meet reading level goals (on their IEP)
ELA	Percentage of students meeting or exceeding grade level expectations <ul style="list-style-type: none"> <li>• All students</li> <li>• AA students</li> <li>• EL students</li> <li>• SPED students</li> </ul>	Reading Assessment BOY 2021: <ul style="list-style-type: none"> <li>• All students: 39%                             <ul style="list-style-type: none"> <li>○ 6th - 37%</li> <li>○ 7th - 38%</li> <li>○ 8th - 41%</li> </ul> </li> <li>• AA students - 26%</li> <li>• EL students - 10%</li> <li>• SPED students - 11%</li> </ul>	<ul style="list-style-type: none"> <li>• All students - 50%</li> <li>• AA students - 40%</li> <li>• EL students - 20%</li> <li>• SPED students - 20%</li> </ul>
ELA	Overall weighted score <ul style="list-style-type: none"> <li>• All students</li> <li>• AA students</li> <li>• EL students</li> <li>• SPED students</li> </ul>	21-22 BOY: <ul style="list-style-type: none"> <li>• All students                             <ul style="list-style-type: none"> <li>○ 6th - 3.9</li> <li>○ 7th - 5.91</li> <li>○ 8th - 6.32</li> </ul> </li> <li>• AA students                             <ul style="list-style-type: none"> <li>○ 6th - 4.08</li> <li>○ 7th - 5.31</li> <li>○ 8th - 7.86</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• All students                             <ul style="list-style-type: none"> <li>○ 6th - 5.4</li> <li>○ 7th - 7.41</li> <li>○ 8th - 7.82</li> </ul> </li> <li>• AA students                             <ul style="list-style-type: none"> <li>○ 6th - 5.58</li> <li>○ 7th - 6.81</li> <li>○ 8th - 9.36</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>● EL students                             <ul style="list-style-type: none"> <li>○ 6th - 2.92</li> <li>○ 7th - 4.56</li> <li>○ 8th - 5.05</li> </ul> </li> <li>● SPED students                             <ul style="list-style-type: none"> <li>○ 6th - 2.72</li> <li>○ 7th - 4.27</li> <li>○ 8th - 4.95</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● EL students                             <ul style="list-style-type: none"> <li>○ 6th - 3.42</li> <li>○ 7th - 6.06</li> <li>○ 8th - 6.55</li> </ul> </li> <li>● SPED students                             <ul style="list-style-type: none"> <li>○ 6th - 4.22</li> <li>○ 7th - 5.77</li> <li>○ 8th - 6.45</li> </ul> </li> </ul>
ELA	Average years growth for students, from beginning to end of year assessment <ul style="list-style-type: none"> <li>● All students</li> <li>● AA students</li> <li>● EL students</li> <li>● SPED students</li> </ul>	Reading Assessment from BOY 2020 to EOY 2021: <ul style="list-style-type: none"> <li>● All students                             <ul style="list-style-type: none"> <li>○ 6th - 1.2</li> <li>○ 7th - 1.4</li> <li>○ 8th - 1.3</li> </ul> </li> <li>● AA students - 1.1</li> <li>● EL students - 0.9</li> <li>● SPED students - 0.5</li> </ul>	<ul style="list-style-type: none"> <li>● All students                             <ul style="list-style-type: none"> <li>○ 6th - 1.5</li> <li>○ 7th - 1.5</li> <li>○ 8th - 1.5</li> </ul> </li> <li>● AA students - 1.5</li> <li>● EL students - 1.5</li> <li>● SPED students - 1.0</li> </ul>
ELD	Progress of EL students (increase in ELPAC level)	Spring 2021: 27% of English Learners increased their ELPAC level	40% of English Learners will increase their ELPAC level
Math	Overall weighted score <ul style="list-style-type: none"> <li>● All students</li> <li>● AA students</li> <li>● EL students</li> <li>● SPED students</li> </ul>	21-22 BOY: <ul style="list-style-type: none"> <li>● All students                             <ul style="list-style-type: none"> <li>○ 6th - 3.41</li> <li>○ 7th - 4.24</li> <li>○ 8th - 4.53</li> </ul> </li> <li>● AA students                             <ul style="list-style-type: none"> <li>○ 6th - 3.48</li> <li>○ 7th - 4.11</li> <li>○ 8th - 4.31</li> </ul> </li> <li>● EL students                             <ul style="list-style-type: none"> <li>○ 6th - 3.15</li> <li>○ 7th - 3.78</li> <li>○ 8th - 4.12</li> </ul> </li> <li>● SPED students                             <ul style="list-style-type: none"> <li>○ 6th - 2.98</li> <li>○ 7th - 3.70</li> <li>○ 8th - 4.06</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● All students                             <ul style="list-style-type: none"> <li>○ 6th - 4.91</li> <li>○ 7th - 5.74</li> <li>○ 8th - 6.03</li> </ul> </li> <li>● AA students                             <ul style="list-style-type: none"> <li>○ 6th - 4.98</li> <li>○ 7th - 5.61</li> <li>○ 8th - 5.81</li> </ul> </li> <li>● EL students                             <ul style="list-style-type: none"> <li>○ 6th - 4.65</li> <li>○ 7th - 5.28</li> <li>○ 8th - 5.62</li> </ul> </li> <li>● SPED students                             <ul style="list-style-type: none"> <li>○ 6th - 4.48</li> <li>○ 7th - 5.20</li> <li>○ 8th - 5.56</li> </ul> </li> </ul>
Science (NGSS)	Percentage of students meeting or exceeding grade level expectations <ul style="list-style-type: none"> <li>● All students</li> <li>● AA students</li> <li>● EL students</li> <li>● SPED students</li> </ul>	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.	<ul style="list-style-type: none"> <li>● All students - 25%</li> <li>● AA students - 25%</li> <li>● EL students - 25%</li> <li>● SPED students - 25%</li> </ul>

**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	<p><b>Increasing Literacy and Mathematics Achievement:</b>                  We need to be intentional with our academic programs and supports. Particularly in reading and math, our students are below grade level expectations. We have extended the learning day to 3:50PM to provide an additional period of learning for students, and have one full-time and two part-time coaches to support teachers in improving their practice.</p> <p>Focus on building literacy:</p> <ul style="list-style-type: none"> <li>● Allocate daily designated reading time for ALL students.</li> <li>● Invest in supplemental materials that encourage literacy including high interest books and Accelerated Readers</li> <li>● Have student goal setting meetings with a literacy focus</li> <li>● Provide literacy intervention teachers</li> <li>● Provide supplemental materials to elective and PE teachers so they can also support building literacy.</li> </ul> <p>Focus on increasing mathematics:</p> <ul style="list-style-type: none"> <li>● Partner with the San Mateo County Office of Education for mathematics coaching</li> <li>● Provide math intervention teachers</li> <li>● Provide supplemental materials to enhance math learning</li> </ul>
2	<p><b>Guidance Counselors:</b>                  Provide students with academic guidance, mentorship, and support by having two counselors on campus to help students gain understandings of A-G requirements. They push in to classes weekly and share strategies for student success, such as goal setting, time management, how to self-advocate, and other skills. By 8th grade, the Counselors are assisting students with private school applications and all activities related to high school transition and preparedness. Additionally, they meet with parents, and help families to understand all high school options available for their child, and any registration requirements.</p>
3	<p><b>Leadership Structures:</b>                  Create an instructional leadership team, department leadership, and grade level department leaders who make school-wide academic decisions while empowering teachers to guide the school. They will lead their teacher teams with sharing scaffolds/organizers they use with other departments so we can efficiently apply them to other fields and reinforce common practices. Each teacher is compensated with a \$3000 stipend, in recognition and appreciation of the effort and additional hours put into these leadership roles.</p>
4	<p><b>Curriculum Adoption and Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Evaluate curriculum for adoption in ELA, ELD, and Science for cultural relevance and access to standards. The consultants will include Brackney Consulting who has been working with the coaches to build capacity to evaluate curriculum through multiple lenses.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide professional development to deepen understanding in mathematics, science, building literacy, and acquiring the English Language. We will be partnering with the San Mateo County Office of Education (as mentioned in Goal 1, Action 1) as well as with STEM4Real.</li> <li>• 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.</li> </ul>
5	<p><b>Partnerships:</b> Work with the 49ers Academy and the Boys and Girls Club Middle School Success program to provide after school tutoring opportunities for students and mentoring for students at higher risk of failing (known as tier 2 or tier 3 students). The programs are tailored to meet student individual needs. As we have a high number of students needing additional intervention, our partnerships with these organizations help us to support more students.</p>
6	<p><b>Decrease Teacher-Student Ratio:</b></p> <ul style="list-style-type: none"> <li>• Reduce the class size from 1:30 to 1:25, which increases the available adult attention for each student. This is achieved by providing four additional teachers to the roster. We have found that when students have more adult interaction they are more likely to complete work, build a relationship, and feel empowered to advocate for themselves.</li> <li>• Provide 6 small group instructors for 3.75 hours/day to work with small groups and reduce the adult:student ratio in the classroom. Small group instructors will be able to provide more targeted and individualized support to students during these sessions.</li> </ul>

#	Students to be Served	Specific Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1a	All students	Increasing Literacy and Mathematics Achievement: Coaching	\$118,658	REF
1b	All students	Increasing Literacy and Mathematics Achievement: Extended Day	\$120,000	Stimulus Funds
1c	All students	Increasing Literacy and Mathematics Achievement: Supplemental Materials for all subjects	\$41,659	Title I Part A: School Allocation
1d	All students, especially English Learners and students reading below grade level	Increasing Literacy and Mathematics Achievement: Intervention Teachers (Literacy and Math)	\$156,836	REF
1e	All students	Increasing Literacy and Mathematics Achievement: San Mateo County Partnership	\$20,000	REF
2	All students	Guidance Counselors	\$188,164	Stimulus Funds
3	All students	Leadership Structures: ILT (7 teachers) Grade Level Lead (6 teachers) Department Lead (5 teachers)	\$54,000	REF
4a	All students	Curriculum Adoption and Professional Development: Teacher PD Costs	\$25,000	Title I Part A: School Allocation



4b	All students	Curriculum Adoption and Professional Development: STEM4Real	\$17,385	REF
4c	All students	Curriculum Adoption and Professional Development: Brackney Consulting	\$20,000	REF
4d	All students	Curriculum Adoption and Professional Development: Evaluate curriculum for adoption	\$11,700	REF
5	Tier 2 and 3 Students	Partnerships for on-campus support: 49ers Academy, and BGCP Middle School Success Mentors	\$0	No cost to CCRMS
6a	All students	Decrease Teacher-Student Ratio: Class Size Reduction Teachers	\$477,926	Stimulus
6b	All students	Decrease Teacher-Student Ratio: Small Group Instructors	\$130,965	REF
Total Proposed Expenditures for the Goal			\$1,382,293	

### 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

<b>District LCAP Goal</b>
Provide safe, joyful and productive learning environments with the proper social-emotional and behavior supports
<b>School-site SPSA Goal</b>
<ol style="list-style-type: none"> <li>1. For the school year 2021-2022, chronic absenteeism will decrease by 10 percentage points</li> <li>2. The percentage of students who feel engaged at school and have a sense of belonging will increase by 20 percentage points.</li> </ol>
<b>Identified Need</b>
In a survey conducted during the 20-21 school year only 48% of the students surveyed reported that they felt a sense of belonging and 35% of the students reported being engaged in learning. We need to improve the whole school experience for students to increase their voice, desire to be on campus, and instill a sense of pride. Creating a culture that will be inviting to students will increase attendance and student engagement.

### Annual Measurable Outcomes

Category	Metric or Indicator	Baseline or Actual Data	Expected Outcome
Attendance	Attendance Rate as a percentage	2020-2021 Average Daily Attendance (all students) - 89%	Average Daily Attendance (all students) - 96%
Attendance	Chronic Absenteeism as a percentage	Data was skewed by distance learning due to COVID-19. These numbers reflect August 2020 through January 2021 <ul style="list-style-type: none"> <li>• All students - 48%</li> <li>• AA students - 54%</li> <li>• EL students - 54%</li> <li>• SPED students - 57%</li> </ul>	We will reduce chronic absenteeism down to <ul style="list-style-type: none"> <li>• All students - 20%</li> <li>• AA students - 20%</li> <li>• EL students - 20%</li> <li>• SPED students - 20%</li> </ul>
School Climate	Student Survey	Sense of Belonging 48% Engaged in Learning 35%	Sense of Belonging 68% Engaged in Learning 60%

<b>How will measuring these specific indicators help to monitor our progress towards achieving the goal and help to address the identified need?</b>
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. It is important to us to track student responses on our survey, because it allows us to hear from student voices. We would have both anonymous and non-anonymous surveys, so more students feel safe sharing their true thoughts, giving us an indication of what is going well, and what we can work on to improve or provide more support for.

## Planned Strategies/Activities

Narrative Descriptions, Definitions, and Reasoning for the Proposed Strategies/Activities	
1	<p><b>CASSY:</b>                      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.</p>
2	<p><b>School Culture Building:</b>                      There are many strategies and activities to support our goal of a cohesive and community-minded school culture. Many of these strategies provide an opportunity for student voice, expression, and leadership. We also want to provide spaces for students to connect with peers around the topics that interest them.</p> <p>Examples of specific actions include:</p> <ul style="list-style-type: none"> <li>● Provide competitive athletic opportunities for students that are managed by an athletic director.</li> <li>● Provide intramural sports during the school day and working with our partners for after school</li> <li>● Form a student council that plans school-wide activities and informs administration of student needs</li> <li>● Build clubs for all students and provide them with supplemental materials to build teamwork</li> <li>● Send students on experiential overnight field trips</li> <li>● Train all students and staff in restorative justice practices so they become embedded in the culture</li> <li>● SkillsUSA curriculum and competition through CTE classes</li> </ul>
3	<p><b>Incentives and Recognition:</b>                      It is important to focus on, and recognize student successes in all areas including academics, attendance, and behavior, celebrating these achievements at special events and assemblies. As a form of daily rewards system, students can also earn tokens that allow them to make purchases in a special student store. This reinforces positive choices, and assists students in making positive correlations between their actions, and the reward or incentive.</p>
4	<p><b>Social Work and Outreach Coordinator:</b>                      We want families to feel welcomed, supported, and to fully understand the importance of student attendance at school.</p> <p>By having a dedicated social worker, we can provide families with a centralized person who can connect them with services such as but not limited to mental health counselors, rental assistance, and food distribution. The social worker provides a quiet alternative space for students at lunch and can support teachers and students with understanding how to self-regulate.</p> <p>The role of Parent Outreach Coordinator was developed to provide support to families, and to 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 also make referrals to services or community partners for families and students experiencing difficulties.</p>
5	<p><b>Social Emotional Learning (SEL) Program:</b>                      We will implement the newly adopted Second Step curriculum with fidelity. These resources will help students with social-emotional learning skills, with lessons provided to students on a weekly basis. Teachers will participate in professional development to ensure the successful implementation of this program. Additional SEL training for teachers will be available as required, and any appropriate curriculum materials to support the implementation of SEL practices school-wide will also be purchased, to support student needs.</p>

6	<p><b>Committees and Incentives:</b> Form committees that make decisions about school safety, culture, and positive incentive decisions.</p> <ul style="list-style-type: none"> <li>- Academic--meet to analyze academic data including Let's Go Learn, STAR Reading assessment for Accelerated Reader and Standardized assessments; report card grades, and teacher feedback to plan academic celebrations as well as academically focused spirit events</li> <li>- Safety - This committee focuses on safety plans - both the creation of the plans and disseminating information to the larger staff. They meet to review and reflect upon the safety measures taken at the school.</li> <li>- Sunshine - This committee is focused on morale and ensuring that we acknowledge one another's hard work.</li> <li>- PBIS - This committee looks at behavior data and identifies trends and home to make a positive impact on behavior trends and plan monthly themes of focus and celebrations.</li> <li>- SSC/ELAC and family committee - This committee focuses on family involvement and providing opportunities for families to provide frequent input to the school.</li> </ul>
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#	Students to be Served	Specific Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1	All Students	CASSY	\$139,050	Title I, Part A: School Allocation
2	All Students	School Culture Building	\$210,000	REF
3	All Students	Incentives and Recognition	\$10,000	REF
4a	All students	Social Worker	\$94,855	REF
4b	All students	Outreach Coordinator	\$76,461	REF
5	All Students	Social Emotional Learning (SEL) Program	\$0	SMCOE MHSSA Grant
6	All students	Committees and Incentives	\$30,000	REF
<b>Total Proposed Expenditures for the Goal</b>			<b>\$560,366</b>	

### 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

<b>District LCAP Goal</b>
Partner with families and the community to support the whole child
<b>School-site SPSA Goal</b>
<ol style="list-style-type: none"> <li>1. The school will have 90% of the scheduled conferences occur.</li> <li>2. There will be 60% parent participation for a survey that occurs twice a year.</li> </ol>
<b>Identified Need</b>
<p>Parent attendance is low when it comes to school business related meetings. It is much higher if it is a student celebration. We appreciate how much parents support their children but we also need them to become an involved stakeholder in making essential school decisions. Only 57% of parents surveyed knew how to access student attendance and grades on Infinite Campus. Of parents who responded to the survey, 80% said they could communicate with the schools and teachers - we need to capitalize on these parents, to help them feel confident with advising the school.</p>

### Annual Measurable Outcomes

Category	Metric or Indicator	Baseline or Actual Data	Expected Outcome
Parent Engagement	Scheduled Conferences will Occur	Anecdotally, about 40% of families are usually involved in this process	90% of scheduled conference will occur
Parent Engagement	Survey results	Anecdotally, less than 20% of families are usually involved in this process	60% of families will respond
SSC/ELAC	Parent voting member attendance at SSC/ELACs	2020-2021: 2-3 parent voting members attended every meeting	All parent voting members attend every meeting

<b>How will measuring these specific indicators help to monitor our progress towards achieving the goal and help to address the identified need?</b>
<p>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.</p>

## Planned Strategies/Activities

Narrative Descriptions, Definitions, and Reasoning for the Proposed Strategies/Activities	
1	<p><b>Events:</b>                      Host community building activities for families including VAPA, cross cultural events, and student celebrations. The Evening Parent Events will celebrate culture, educate parents on important issues pertinent to middle school and specifically high school transition. Either the event will be for the entire family or child care will be provided and there will also be food and other incentives to attend. In addition, the school will host student celebration events for honor roll, character, culture, and milestones.                      Cafecito will be held 4 times per month, specifically providing an opportunity for family members and the community to connect with each of the site administrators.                      More informally, we strive to create community time for families to come for meeting needs such as: hygiene, nutrition, legal, medical, and financial planning on a monthly basis.                      We also want to capitalize on classroom culture and have grade level homeroom competitions for parent attendance to all events.</p>
2	<p><b>Communication:</b>                      There are a number of other 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 send weekly informational updates on parentsquare so families are well informed of what the school is doing or experiencing.                      Teachers and administrators will also make personal phone calls to ten families per month to make connections, give updates, and invite parents to give feedback or participate in events.</p>
3	<p><b>Survey:</b>                      Survey families each trimester to solicit feedback on policies, outreach (communication), and needs. The Parent Outreach Coordinator will work with families to encourage responses or help with the survey. The survey will be distributed electronically, with paper copies available as needed.</p>
4	<p><b>Supporting Community Needs:</b>                      Utilize our partner organizations to help support families with higher needs. The families are referred to the partners when there is a need that the site cannot directly fill or will take ongoing support into high school. Partners have the ability to provide environmental needs, connect families to specific services, and mentor struggling students. Our partners include the 49ers Academy, Boys and Girls Club of the Peninsula, and Children’s Health Council. We meet weekly to go over needs, referrals, and caseloads.</p>
5	<p><b>Modified Conference Schedules</b> that permit for parents to meet with staff in person or online. In the past, there has been little flexibility in how a parent can connect with and meet their child’s teachers. We want to reduce any barriers that families may face in engaging with student learning and development, so providing more options for conferences (online or in-person) is one of these strategies.</p>

#	Students to be Served	Specific Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1a	All students	Events: General Event expenses	\$43,200	REF
1b	All students	Events: To be determined	\$2,480	Title I Part A: Parent and Family Engagement
2	All students	Communications: Parentsquare	\$5,700	Title I Part A: District Set-Aside
3	All students	SurveyMonkey	\$120	Title I Part A: Parent and Family Engagement
4	Tier 2 and Tier 3 Students	Supporting Community Needs: partnerships with the 49ers Academy, BGCP, and Children's Health Council	\$0	No cost to the school
5	All students	Modified Conferences	\$0	Within Contract Hours
Total Proposed Expenditures for the Goal			\$51,500	

### 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

<b>District LCAP Goal</b>
By June 2022, 50% of our students who are English Learners at Level 4 on the ELPAC will be reclassified
<b>School-site SPSA Goal</b>
No changes to the LCAP goal description
<b>Identified Need</b>
It is imperative that we reclassify as many students as possible in middle school, especially as approximately 55% of our students are English Learners. When students go to high school their schedules can be impacted by English Learner status. If they are unable to take as many electives students chances of meeting the A-G college entrance requirements greatly decrease.

### Annual Measurable Outcomes

Category	Metric or Indicator	Baseline or Actual Data	Expected Outcome
ELD	Reclassification rates of English Learners	19-20 - 3.6% 20-21 - 6.8%	10%
ELD	Reclassification rates of those who previously scored Level 4	6th - 7.75% 7th - 11.63% 8th - 9.01%	60%
ELA	Percentage of English Learners meeting the Report Card Criteria for Reclassification	All students - 47% <ul style="list-style-type: none"> <li>• 6th - 21.71%</li> <li>• 7th - 65.77%</li> <li>• 8th - 54.69%</li> </ul>	60%
ELA	Percentage of English Learners meeting the ELA Local Assessment Criteria for Reclassification	6th - n/a 7th - 19.77% 8th - 23.42%	60%

<b>How will measuring these specific indicators help to monitor our progress towards achieving the goal and help to address the identified need?</b>
Continually measuring progress will help with intervention and strategic support. For example, if we know that a particular student was unable to be reclassified specifically because of reading comprehension, but scored high in other domains we will know how to support that specific student. This strategy can help us intentionally provide students the specific support they need.



## Planned Strategies/Activities

Narrative Descriptions, Definitions, and Reasoning for the Proposed Strategies/Activities	
1	<p><b>Extended School Day:</b> Extend the day to include two electives so students can access designated ELD as well as have an elective course that will help meet high school elective prerequisites. This gives students a more well-rounded education and the ability to explore passions while qualifying to have access to all classes available in high school. English language proficiency should not be a barrier to the wide range of opportunities that other students have access to.</p>
2	<p><b>ELD Curriculums:</b> Adopt new ELD Curriculum that will provide a consistent foundation for students in our designated ELD, Newcomer 1 and Newcomer 2 classes. Designated ELD needs a solid foundation where teachers can build from. The new curriculum will give specific strategies that intentionally build language in a systematic manner.</p>
3	<p><b>ELPAC Practice:</b> Host ELPAC practice tests for students monthly that include incentives for improvement so students will become more familiar with ELPAC expectations and they can receive direct feedback and tutoring on areas that need improvement.</p>

#	Students to be Served	Specific Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1	All students	Extended Day	See Goal 1, Action 1b	See Goal 1, Action 1b
2a	English Learners and Newcomers	ELD Curriculum: Cengage Inside	\$2,874	Title III Immigrant
2a	English Learners and Newcomers	ELD Curriculum: EL Achieve	\$39,685	REF
3	English Learners	ELPAC Practice	\$0	Within Contract Hours
Total Proposed Expenditures for the Goal			\$42,599	

## 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 5

### District LCAP Goal

By June 2022, Cesar Chavez 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).*

### School-site SPSA Goal

All math teachers will attend training and implement mathematical practices learned in Math Milestones PD as observed through classroom observations and data meeting conversations.

### Identified Need

Students were not making progress in this area, and it was determined that these two SMPs are critical for student achievement in mathematics and language development. These two SMPs were chosen because of the interaction between language and mathematics that our students must be able to navigate in order to be successful both at middle school, and throughout high school.

## Annual Measurable Outcomes

Category	Metric or Indicator	Baseline or Actual Data	Expected Outcome
Professional Development	% of teachers who attended the training	0% - There is no baseline due to this being a new initiative.	100% of all math teachers will attend the professional development
Implementation	Percentage of teachers implementing strategies learned in Math Milestones at least once a week as observed by administration.	0% - There is no baseline due to this being a new initiative.	75% of all trained math teachers implement strategies at least once a week
Mathematics	% of student achievement on the local assessment	Let's Go Learn BOY Assessment 2021 (all students): Emergent - 99.3% Approaching - 0.5% Proficient - 0.2%	Let's Go Learn EOY: Emergent - 70% Approaching - 25% Proficient - 5%

### How will measuring these specific indicators help to monitor our progress towards achieving the goal and help to address the identified need?

Measuring these specific indicators will help us to monitor our progress towards achieving this math goal will ensure that we are providing opportunities for mathematical thinking, explanation and problem solving. This is significant as it will support students with their critical thinking skills and applying those skills to math.

## Planned Strategies/Activities

Narrative Descriptions, Definitions, and Reasoning for the Proposed Strategies/Activities	
1	<p><b>Integrated ELD:</b> There is a deliberate focus on implementing Integrated ELD strategies, to ensure that the students have the mathematical vocabulary and opportunities for discourse necessary to develop their justifications.</p>
2	<p><b>Math Milestones:</b> Math Milestones professional development needs to be consistently provided to the math teachers so they understand what is expected of them and research behind why it works. Their collaboration meetings need to provide time to debrief work in a professional learning community. It is important that the strategies teachers learn are able to be implemented effectively.</p>
3	<p><b>Classroom Observations:</b> Site administrators and coaches will observe teachers in their classrooms, to support the implementation of Math Milestone strategies. These observations will occur regularly, to ensure consistency of practice through the lens of Math Milestones, and to help identify areas where additional focus or support may be needed.</p>

#	Students to be Served	Specific Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1	All English Learners	Integrated ELD	\$0	Within Contract Hours
2a.	All students	Math Milestones strategy implementation	\$0	Within Contract Hours
2b	All math teachers	Math Milestones Professional Development	\$15,550	REF
3	All	Classroom Observations	\$0	Within Contract Hours
Total Proposed Expenditures for the Goal			\$15,550	

## 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	\$1,382,293
Total Proposed Expenditures for Goal 2	\$560,366
Total Proposed Expenditures for Goal 3	\$51,500
Total Proposed Expenditures for Goal 4	\$42,599
Total Proposed Expenditures for Goal 5	\$15,550
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	<b>\$2,052,268</b>

### Federal Funds (Title Programs)

Title I, Part A: School Allocation	\$205,709
Title I, Part A: Parent and Family Engagement Reservation	\$2,600
Title I, Part A: District Set-Aside	\$5,700
Title III, Immigrant	\$2,874
<b>Total Funds provided through Federal Programs</b>	<b>\$216,833</b>

### State, Local, or Stimulus Funds

Ravenswood Education Foundation (REF)	\$1,049,295
Stimulus Funds (ESSER, GEER, IPI, ELO, etc.)	\$786,090
<b>Total Funds provided through State or Local Programs</b>	<b>\$1,835,385</b>

### Total Funds Summary

Federal Funds Allocated to the School as indicated on the Consolidated Application <i>(21-22 Title I Part A Allocation, and 21-22 Parent and Family Engagement)</i>	<b>\$205,709</b>
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	<b>\$2,052,268</b>
Total Funds provided through Federal Programs	<b>\$216,833</b>
Total Funds provided through State, Local, or Stimulus Programs	<b>\$1,835,385</b>

# Annual Review and Analysis: SPSA 2020-2021

## Goal 1

### SPSA Goal

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

1. The percentage of students performing at 'Standard Met' or 'Standard Exceeded' on the CAASPP assessment will increase by a total of 4% at each grade level compared to 2019 scores. The percentage of students performing at 'Standard Met' or 'Standard Exceeded' based upon the MAP testing will be aligned with the end of the year goal by at least 4% in both ELA and Mathematics. All students will benefit from teachers receiving focused site professional development in ELA and Math.
2. Students will improve reading levels by 1 year if they started at grade level or 1.5 years if they are starting behind grade level as measured on the Let's Go Learn Reading assessment.
3. Students will improve by 1.5 years on mathematics from the beginning of year assessment to the end of year assessment as measured on the Let's Go Learn Mathematics assessment.
4. Student engagement will increase by 20% as measured by the Panorama student self-rating survey.

Metric	Baseline Data	Expected Outcome	Actual Outcome	Goal Met?
CAASPP ELA Data - Grades 6-8	16% of students Met or Exceeded Standard	Increase 4 percentage points from 16% to 20%	2020-2021 CAASPP was not viable due to the impacts of COVID-19	No
CAASPP Math Data - Grades 6-8	7% of students Met or Exceeded Standard	Increase 4 percentage points from 7% to 11%	2020-2021 CAASPP was not viable due to the impacts of COVID-19	No
Let's Go Learn Reading Score	58.4% of students are Emergent 41.6% of students are proficient/advanced	We will reduce the number of students who are classified as emergent by 10%	50.3% of students are Emergent 49.7% of students are proficient/advanced	No
Let's Go Learn Math Score (ADAM) 6th and 7th Grades	93.8% of students are Emergent 6.2% of students are approaching proficient or proficient	We will reduce the number of students who are classified as emergent by 10%	87.7% of students are Emergent 12.3% of students are approaching proficient or proficient	No
Let's Go Learn Math Score (DOMA-pre algebra)	92.6% of students are Below or Far Below 7.4% of students are Proficient	We will reduce the number of students qualifying as below and far below by 10%	89.8% of students are Below or Far Below 10.2% of students are Proficient	No
Panorama Student Engagement Survey	35% of students were engaged in class	55% of students will report as engaged in class	Survey data changed, and this was not able to be followed up	No
Classroom Teacher Retention Rates	66% of teachers were retained from 19-20 to 20-21	80% of teachers will be retained for the 21-22 school year.	90% of teachers were retained for the 21-22 school year.	Yes

#	Strategy/Activity Title	Actual Implementation and Effectiveness	Budgeted Expenditure	Actual Expenditure
1a	Campus Relations Coordinator (3)	Implemented as proposed, and considered to be sufficiently effective.	\$215,334	\$159,832.46
1b	School Support Personnel (1.6 FTE)	Implemented as proposed, and considered to be sufficiently effective.	\$72,795	\$46,490.70
2	Guidance Counselors (3)	Implemented as proposed, and considered to be sufficiently effective.	\$339,345	\$348,556.19
3	Provide materials for at home learning in all subjects	Implemented as proposed, and considered to be sufficiently effective.	\$68,134	\$41,140.02
4a	Staff Development in ELD	Implemented as proposed, and considered to be sufficiently effective.	\$25,000	\$24,722.48
4b	Teacher Hourly	Implemented as proposed, and considered to be sufficiently effective.	\$20,000	\$13,588.49
4c	Instructional Coach in ELA/Social Studies and Instructional Coach in Math/Science	Implemented as proposed, and considered to be sufficiently effective.	\$199,000	\$207,870.98
5	Instruction Partners mentorship	Implemented as proposed, and considered to be sufficiently effective.	\$66,500	\$66,500
6	Intervention Materials	Implemented as proposed, and considered to be sufficiently effective.	\$25,217	\$17,562.36
7a	Teacher Professional Development	Implemented as proposed, and considered to be sufficiently effective.	\$25,000	\$17,128.48
7b	Instruction Leadership Team Professional Development and Hourly	Implemented as proposed, and considered to be sufficiently effective.	\$20,000	\$17,740.44
7c	Department Lead Hourly	Implemented as proposed, and considered to be sufficiently effective.	\$20,000	\$21,976.02
8a	Committees Teacher Hours	Implemented as proposed, and considered to be sufficiently effective.	\$2,000	\$2,077.82
8b	Committee Supplies/Virtual Field Trips	Not implemented as a result of the COVID-19 pandemic.	\$9,479	\$0.00
8c	PBIS (schoolwide)	Implemented as proposed, and considered to be sufficiently effective.	\$18,958	\$16,000
8d	PBIS (teachers)	Implemented as proposed, and considered to be sufficiently effective.	\$45,000	\$30,000
9	Extended Day	Implemented as proposed, and considered to be sufficiently effective.	\$200,000	\$127,247.00

10	Purchase Literacy Building Materials/Program	Implemented as proposed, and considered to be sufficiently effective.	\$30,000	\$26,838.10
11	Instructional Materials	Many of these materials had dual purposes and were also able to be used to support the implementation of other instructional activities, without needing to fully expend the funds that were budgeted in this line, for this purpose.	\$25,500	\$0.00
12	Student driven intracurricular projects such as passion projects or STEM activities	Implemented as proposed, and considered to be sufficiently effective.	\$50,000	\$9,459.51
13	Provide two additional teachers from Teach for America at each grade level to support class size reduction. Financial support for 6 out of 10 months.	Implemented as proposed, and considered to be sufficiently effective.	\$433,500	\$446,316.00

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

Due to the pandemic, even those actions considered sufficiently effectively were not as effective as we would have liked. Actions 1.1a and 1.1b have differences in expenditure because staffing budgets across the district are based on the average salary & benefits for that position, and the amount listed here reflects actual expenditures. Actions 1.3 and 1.11 have differences in expenditure because many of the materials purchased had dual or multi purposes and were also able to be used to support the implementation of other instructional activities, without needing to fully expend the funds that were budgeted in these lines. Action 1.4b has a difference in expenditures because 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. Action 1.8b was not implemented due to the impacts of the COVID-19 pandemic. Action 1.12 has a difference in expenditure because these were funds set aside for optional student projects. Very few students took up this opportunity, and as a result, only a small percentage of the funds from this budgeted amount were expended.

**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, PreK through 8th grade, will have equitable access to programs, supports, and services as needed to respond to student behavioral, social-emotional, and academic needs.

1. We will increase the percentage of students designated as RFEP by 4%.
2. All students will have access to social-emotional support in the form of providing student voice, mental health support, and staff training.
3. 100% of teachers will be trained in Restorative Practices and will implement strategies learned during the period dedicated to social emotional learning.
4. School Attendance will increase from 92% to 96% as measured by Infinite Campus.
5. African American students and students with disabilities will increase attendance rates by 8%.

6. Family outreach opportunities will increase to include weekly school-wide parent communication, and monthly opportunities for involvement in decision-making.
7. Student perceptions of the school climate and their sense of belonging will increase by 20% on the Panorama student self-rating survey.

Metric	Baseline Data	Expected Outcome	Actual Outcome	Goal Met?
Infinite Campus attendance reports	92% of students attend class	96% of students attend classes	89.49% Average daily attendance rate for 20-21	No
Panorama Student Survey	35% of students were engaged in class	55% of students will be engaged in class	Survey data changed, and this was not able to be followed up	No
Parent Opportunities for decision-making	SSC/ELAC- 4 meetings	SSC/ELAC- 6 meetings	SSC/ELAC - 7 meetings	Yes
Restorative Practices Training	25% of staff were fully trained in Restorative Practices	100% of staff are fully trained in Restorative Practices	100% of staff are fully trained in Restorative Practices	Yes
Restorative Practices Trainers Training (2nd level)	2 people are currently trained as RP trainers	12 people will be trained as RP trainers	2 people are currently trained as RP trainers	No

#	Strategy/Activity Title	Actual Implementation and Effectiveness	Budgeted Expenditure	Actual Expenditure
1	Provide Supplemental materials for Newcomer Program	Not implemented as proposed. Existing materials used.	\$2,500	\$0.00
2	PBIS Training and Restorative Practices Training for staff	Implemented as proposed, and considered to be sufficiently effective.	\$10,400	\$5,754.98
3a	Parent Outreach Coordinator	Implemented as proposed, and considered to be sufficiently effective.	\$81,677	\$83,923.99
3b	Family Engagement Activities and translation equipment	Implemented as proposed, and considered to be sufficiently effective.	\$8,687	\$10,055.62
3c	Family Engagement Activities	Not fully implemented due to the COVID-19 pandemic. Activities that were held were considered to be sufficiently effective.	\$50,000	\$15,307.12
4	PBIS Incentives/School Culture	Implemented as proposed, and considered to be sufficiently effective.	\$25,000	\$9,905.39
5	Student Leadership Memberships, Trainings, and Activities	Implemented as proposed, and considered to be sufficiently effective.	\$50,000	\$50,568.75
6a	Small Group Instructors (10x3.8hrs/day)	Implemented as proposed, and considered to be sufficiently effective.	\$177,000	\$192,714.21
6b	Two Intervention Teachers for Reading and One Intervention Teacher for Math for 6 months	Implemented as proposed, and considered to be sufficiently effective.	\$381,498	\$391,220.97



7	Third Assistant Principal	Implemented as proposed, and considered to be sufficiently effective.	\$133,000	\$133,553.15
8	Social Emotional Curriculum-Second Step	Implemented as proposed, and considered to be sufficiently effective.	\$15,000	\$15,000
9	Social Worker	Implemented as proposed, and considered to be sufficiently effective.	\$110,000	\$98,687.15
10	Athletic Director and Uniforms	Implemented as proposed, and considered to be sufficiently effective.	\$121,000	\$118,608.05
11	Instructional Supplies and Materials	Implemented as proposed, and considered to be sufficiently effective.	\$12,000	\$9,658.10
12	Instructional Supplies and Materials	Implemented as proposed, and considered to be sufficiently effective.	\$6,000	\$5,678.87
13	Teacher Hourly	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.	\$10,000	\$0.00
14a	Coordinator of Culture	Implemented as proposed, and considered to be sufficiently effective.	\$81,677	\$85,754.36
14b	Culture Building Materials/Resources	Implemented as proposed, and considered to be sufficiently effective.	\$50,000	\$59,024.77
15a	Coordinator of Operations	Implemented as proposed, and considered to be sufficiently effective.	\$78,320	\$82,300.47
15b	Additional Custodian and Admin Assistant	Implemented as proposed, and considered to be sufficiently effective.	\$141,517	\$151,358.70
15c	Facilities Maintenance/Improvements	Partially implemented.	\$90,498	\$48,892.00
15d	Facilities Upgrade to Include Cameras	Not implemented as proposed.	\$57,000	\$0.00
16	CASSY	Implemented as proposed, and considered to be sufficiently effective.	\$135,000	\$135,000

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

Action 2.1 was not implemented, and therefore not expended. With the extended distance learning period, it was determined that the existing materials were sufficient.

Action 2.3c was not fully implemented as a result of the COVID-19 pandemic. The activities that were held were considered to be sufficiently effective, however there were fewer events held than anticipated, which is why the planned expenditures differ from the actual expenditures.

Action 2.4 has a difference in expenditure, as a result of the extended distance learning - students were not on campus until the end of the year, and this meant that the implementation of this strategy was adjusted to a more digital approach.

Action 2.13 has a difference in expenditure because there were more opportunities for collaboration or professional development to occur within contract hours, due to the extended distance learning as a result of the COVID-19 pandemic. Action 2.15c was only partially implemented, and Action 2.15d was not implemented as proposed due to the larger renovations now occurring at the school, the timelines of which have been impacted by the COVID-19 pandemic. We wanted to finish the major renovations before making additional adjustments and upgrades to ensure that all funds were used most effectively.

**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

#### 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.

1. Teachers will incorporate technology platforms and their reports with best practices to ensure students are engaged 80% of time during online learning.
2. Staff development will be dedicated to increase teacher efficacy with technology from exploring to proficient implementation.
3. Students will utilize technology including the Google Suite, Summit Curriculum, and Infinite Campus to show what they have learned.
4. This year, 25% of students will engage in Career Readiness and Exploration through SkillsUSA Online training during their elective class.

Metric	Baseline Data	Expected Outcome	Actual Outcome	Goal Met?
Technology Access-Classroom teachers	All classroom teachers will have been outfitted with appropriate technological equipment to be able to conduct distance learning.	All classroom teachers will have the necessary equipment.	All classroom teachers will have the necessary equipment.	Yes
Technology Access--support staff	All support staff will be outfitted with a laptop to join Zoom classes and meetings.	All support staff have a laptop.	All support staff have a laptop.	Yes
Technology Access--Students	All students will have 1:1 device access at home	All students have 1:1 device access at home	All students have 1:1 device access at home	Yes
Connectivity Access--Student	All students will have access to available internet to engage in school.	All students will have internet access.	All students will have internet access.	Yes
Have Technology Training available for staff	Teachers who need help, attend weekly Tech Tuesdays	Teachers who need help, attend weekly Tech Tuesdays	Teachers who need help, attend weekly Tech Tuesdays	Yes
Integration with Curriculum	All teachers will utilize Google Classroom to post assignments weekly	All teachers have Google Classrooms and post assignments weekly	All teachers have Google Classrooms and post assignments weekly	Yes

Supplemental Online Curriculum Access	Students use IXL for math daily. During distance learning, they use IXL for Math daily and ELA, Social Studies, and Science 3 times per week.	Maintain student use of IXL for math daily. During distance learning, they use IXL for Math daily and ELA, Social Studies, and Science 3 times per week.	Maintain student use of IXL for math daily. During distance learning, they use IXL for Math daily and ELA, Social Studies, and Science 3 times per week.	Yes
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#	Strategy/Activity Title	Actual Implementation and Effectiveness	Budgeted Expenditure	Actual Expenditure
1	Fiscal support for staff professional development.	Implemented as proposed, and considered to be sufficiently effective.	See Goal 1 Strategy 7a	See Goal 1 Strategy 7a
2	Online program purchases such as Desmos, EdPuzzle, Flocabulary, Quizizz, and Screencastify	Implemented as proposed, and considered to be sufficiently effective.	\$13,901	\$19,031.00
3	Purchase Securly Licensing to protect student online usage.	Implemented as proposed, and considered to be sufficiently effective.	\$21,400	\$15,228.00
4	Use document cameras and school-issued monitors and laptops to better the learning experience.	Implemented as proposed, and considered to be sufficiently effective.	District Funded	District Funded
5	Provide each student a laptop and internet access (if necessary) to support distance learning.	Implemented as proposed, and considered to be sufficiently effective.	District Funded	District Funded

<p><b>Describe any major differences in implementation and expenditures from the proposal, to meet the articulated goal as measured by metric/indicator:</b></p> <p>No other major differences between implementation and expenditures for these actions. Some minor adjustments to the expenditures of Actions 3.2 and 3.3 as different quotes and programs were purchased, with students participating in distance learning for the majority of the year as a result of the COVID-19 pandemic, this was considered to be acceptable.</p> <p><b>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.):</b></p> <p>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.</p>
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## Goal 4

<p><b>SPSA Goal</b></p> <p>Ensure a smooth transition to high school for all students by developing systems and programs that monitor student progress towards social, behavior, attendance, and reaching academic goals.</p> <ol style="list-style-type: none"> <li>There will be more parent participation/attendance at school-wide meetings and functions will increase by 20% as measured by sign-in sheets.</li> <li>Mentors will work 1:1 with students twice a month to ensure that students are setting attainable goals on a monthly basis.</li> <li>Students who are interested in attending a private high school will be given the opportunity to apply 100% of the time.</li> <li>We will better prepare students for a successful high school experience by providing robust electives, and pathways for student development both academically and socially in partnership with the High School Transition Department and Guidance Counselors</li> </ol>
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Metric	Baseline Data	Expected Outcome	Actual Outcome	Goal Met?
Increase parent participation in school sponsored events as indicated by sign-in sheets/or Zoom attendance.	Approximately 25% of parents participate	35% of parents will participate.	Less than 25% of parents participated	No
Increase the percentage of students who qualify for private schools	Approximately 4% of students were accepted to a local private high school	7% of students are accepted to any private high schools	7% of students were accepted to private high schools	Yes
Decrease the percentage of students who qualify for support classes at Menlo Atherton high school.	38% of students qualified for English support classes and 28% were placed in Algebra 1 support.	28% of students will qualify for English Support classes and 20% of students will be placed in Algebra 1 support.	TBD% of students qualified for English support classes and TBD% were placed in Algebra 1 support. <i>We have not yet received the data to determine if this goal was met.</i>	Unknown

#	Strategy/Activity Title	Actual Implementation and Effectiveness	Budgeted Expenditure	Actual Expenditure
1	High School Transition Coordinator	Implemented as proposed, and considered to be sufficiently effective.	\$124,521	\$122,528.32
2	Utilize Partners and Staff as Mentors for Students	Implemented as proposed, and considered to be sufficiently effective.	\$0	\$0.00
3	Purchase SkillsUSA Career Pathway Curriculum	Not purchased or implemented.	\$10,000	\$0.00
4	Four Elective Teachers	Implemented as proposed, and considered to be sufficiently effective.	\$427,309	\$403,114.94
5	Office and Other Supplies	Implemented as proposed, and considered to be sufficiently effective.	\$31,874	\$29,287.43

<p><b>Describe any major differences in implementation and expenditures from the proposal, to meet the articulated goal as measured by metric/indicator:</b></p> <p>Action 4.3 was not purchased due to the impacts of the COVID-19 pandemic. With students participating in distance learning for the majority of the year it was determined that it would not be a suitable time to purchase a new curriculum. No other major differences between implementation and expenditures for these actions.</p>
<p><b>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.):</b></p> <p>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.</p>