

School Plan for Student Achievement

Costaño School of the Arts

School Year	County-District-School Code	Schoolsite Council Approval Date	Local Board Approval Date
2021-2022	41-68999-6044325	October 19, 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:

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Purpose of this Plan	
<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>	
How will this plan meet ESSA requirements in alignment with the LCAP, and other federal, state, and local programs?	
<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 19, 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 19, 2021, we completed the annual review of last year's SPSA activities, and continued working to develop 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, Costañó 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

The children of Costaño are vibrant, caring, exciting, and joy filled individuals. Lack of schooling due to COVID have resulted in academic achievement challenges across all content areas, current behavioral issues challenge because children are unaccustomed to being in school, mental health challenges as a result of trauma faced due to COVID. Inequities faced by students include oppression, racism, financial hardships, food insecurities, trauma plus more that plague schools across the nation and, in particular, schools serving minoritized and marginalized populations.

Our needs assessments show that as a technically “new” school that merged in-person for the first time this year, we have lots of work to do to establish a new identity as a new school. Nonetheless, we have begun multiple initiatives designed to help to solidify our identity such as setting a mission statement and identifying core values, launching PBIS and Restorative Practices, increasing the use of technology to provide academic support to students, and establishing intervention systems of support. Lastly, we are continually working to increase the capacity of teachers by providing professional development that will ensure their ability to teach at high levels.

Slowly but surely we will overcome the challenges we have faced due to COVID and will continually work towards increasing achievement in our students.

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: <ul style="list-style-type: none"> ● English Language Arts ● English Language Development ● Science and Engineering (NGSS) ● Mathematics ● Social Studies ● Physical Education ● Visual and Performing Arts
School-site SPSA Goals
<ol style="list-style-type: none"> 1. 75% of students will make 1 years growth in reading levels from beginning to end of year as measured by Fountas and Pinnell Assessment. 2. 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.
Identified Need
Increasing reading achievement is a significant focus for this year. According to last year’s End of Year (EOY) reading assessments for students currently in grades 1-5, 12% of children are reading at grade level. We have made progress by beginning to implement a number of strategies to improve student success over the last year, however major success towards this goal will take consistent effort and investment in improving our practices, resources, and interventions over a number of years.

Annual Measurable Outcomes

Category	Metric or Indicator	Baseline or Actual Data	Expected Outcome
ELA	Percentage of SPED students meeting reading level goals 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 <ul style="list-style-type: none"> ● All students ● AA students ● EL students ● SPED students 	<ul style="list-style-type: none"> ● All students - 14% ● AA students - 0% ● EL students - 6% ● SPED students - 7% 	<ul style="list-style-type: none"> ● All students - 20% ● AA students - 20% ● EL students - 20% ● SPED students - 20%
ELA	Average years growth for students, from beginning to end of year assessment <ul style="list-style-type: none"> ● All students ● AA students ● EL students ● SPED students 	<ul style="list-style-type: none"> ● All students - 0.6 ● AA students - 0.5 ● EL students - 0.6 ● SPED students - 0.4 	<ul style="list-style-type: none"> ● All students - 1.0 ● AA students - 1.0 ● EL students - 1.0 ● SPED students - 1.0

ELD	Progress of EL students (increase in ELPAC level)	Spring 2021: 30% of English Learners increased their ELPAC level	60% of English Learners will increase their ELPAC level
Mathematics	Percentage of students meeting or exceeding grade level expectations <ul style="list-style-type: none"> All students AA students EL students SPED students 	<ul style="list-style-type: none"> All students - 31% AA students - 34% EL students - 25% SPED students - 23% 	<ul style="list-style-type: none"> All students - 40% AA students - 40% EL students - 40% SPED students - 40%
Science	Percentage of students meeting or exceeding grade level expectations <ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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?

Student data, particularly around their reading levels, is to be regularly reviewed with informal adjustments to interventions as needed. Formal adjustments to student interventions and collective student data reviews will occur at the Trimester intervals. By regularly monitoring student assessment and achievement data, we can adjust reading interventions offered to students, to better support individual student needs.

Planned Strategies/Activities

Narrative Descriptions, Definitions, and Reasoning for the Proposed Strategies/Activities	
1	<p>Develop and Implement the Reading Intervention Support Plan: Develop a comprehensive and systematic Reading Intervention Support Plan, providing tiered intervention to students at different levels of need:</p> <ul style="list-style-type: none"> less than 6 months below grade level - Volunteer support (All Students Matter, Reading Partners) 6-12 months below grade level - Small Group Instruction and Reading Support from their classroom teacher 12-24 months below grade level - SST process tracks student progress, Reading Intervention Support from Reading Specialist teachers, 4 times a week in groups of up to 4 students 24+ months below grade level - SST process tracks student progress, Reading Intervention Support from Reading Specialist teachers, 4 times a week individually or in pairs <p>This broad plan has been developed, and is monitored by the Instructional Leadership Team (ILT). The tiered approach to supporting students and providing reading intervention will only be successful if student reading levels are accurately and regularly assessed, and if teachers know how to use this information to most effectively plan and implement interventions.</p> <p>Standardized Student Data Collection sheets have been developed, and are used to track student growth and interventions. By tracking this information systematically, and updating our processes around student reading level</p>

	<p>data, we can ensure that all students are provided with appropriate interventions as needed, even over multiple years. Adjustments to individual student interventions will be made according to their progress, with formal adjustments made at the Trimester intervals, and informal adjustments made as needed. Teachers will participate in site-based training to learn how to use these data sheets most effectively. The student-level information will be updated by classroom teachers, and monitored collectively by the Principal, and Reading Specialists, while teachers are expected to monitor the progress of students in their class.</p>
2	<p>Lexia Core5: 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.</p>
3	<p>Ongoing Coordination of Volunteers: Partnerships with volunteer organizations (including Reading Partners, and All Students Matter) allow us to provide reading support to students who are reading at levels less than 6 months below their grade. Students can participate in this intervention twice a week. 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.</p>
4	<p>Instructional and Coaching Staff:</p> <ul style="list-style-type: none"> ● 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. Students will either be assigned to this class for 2 hours each day, or 30 minutes 4 times a week, depending on their level of English proficiency. ● Reading Intervention Teacher - 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 who are reading more than 24 months below grade level will be assigned to support from the Reading Intervention Teacher 4 times per week, either in small groups or individually, depending on the level of student need ● 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.
5	<p>Arts Integration Strategies: Teachers have been trained in Visual Thinking Strategies (VTS), and will continue to improve and increase their implementation of arts integrated strategies within the classroom. Research indicates that schools that use arts integration strategies significantly increase equitable access to programs, supports, services, and resources, because arts strategies directly impact achievement and engagement.</p> <p>Additionally, arts strategies are aligned to culturally responsive teaching methodologies, supporting our efforts to ensure all students have equitable access to high-quality instruction. Teachers will participate in additional training and professional development on how to create arts-integrated lessons that supports student success through using these strategies. Supplemental materials and other expenditures to support the implementation of these arts integrated activities for students may include a school musical, or artist residencies etc.</p>

6	<p>Professional Development</p> <p>Teachers will receive approximately 10 hours of professional development directly from the Teachers College Reading and Writing Project (TCRWP), the publishers of our adopted district ELA curriculum in order to build their capacity to utilize the curriculum so as to increase reading achievement in children. Professional development will be done by grade level, during the school day, and based upon the identified needs of the grade level.</p>
7	<p>Strengthen Math Program:</p> <p>During collaboration meetings teachers will have the opportunity to work together and support one another with math instruction. Teachers can use this time for collaborative planning, data analysis or using formative assessments to guide instruction.</p>
8	<p>Strengthen Science Program:</p> <p>This is the first year of the FOSS science adoption. Teachers have and will attend various training throughout the year to support the implementation of the new curriculum.</p>

#	Students to be Served	Specific Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1	All students, especially ELs and those reading below grade level	Develop and Implement the Reading Intervention Support Plan	\$0	Within Contract Hours (eg. during Site PD or collaboration meetings)
2	All students, especially ELs and those reading below grade level	Lexia Core5	\$30,000	Title III EL
3a	Students reading less than 6 months below grade level	Ongoing Coordination of Volunteers: Reading Partners	\$15,000	Stimulus Funds
3b	Students reading less than 6 months below grade level	Ongoing Coordination of Volunteers: All Students Matter	\$0	N/A
4a	All students, especially English Learners, Newcomers, and those reading below grade level	Instructional and Coaching Staff: Literacy Coach/Reading Specialists (TOSAs) (3.0 FTE)	\$331,404	REF
4b	All students, especially English Learners, Newcomers, and those reading below grade level	Instructional and Coaching Staff: Newcomer / ELD Teacher (1.0 FTE)	\$115,000	Title III EL
4c	All students, especially English Learners, Newcomers, and those reading below grade level	Instructional and Coaching Staff: Reading Intervention Teachers (0.5 FTE)	\$50,870	Title I, Part A: School Allocation
4d	All students, especially English Learners, Newcomers, and those reading below grade level	Instructional and Coaching Staff: Reading Intervention Teachers (1.0 FTE)	\$76,198	Stimulus Funds

5a	All students	Arts Integration Strategies: Professional development	\$0	Within Contract Hours (eg. during Site PD or collaboration meetings)
5b	All students	Arts Integration Strategies: Supplemental materials for arts integrated activities	\$5,000	Title I, Part A: School Allocation
6	All Students	Professional Development: TCRWP	\$35,800	Title II, Part A
7	All Students	Strengthen Math Program	\$0	Within Contract Hours
8	All Students	Strengthen Science Program	\$0	Within Contract Hours
Total Proposed Expenditures for the Goal			\$659,272	

Annual Review Relative to this Goal

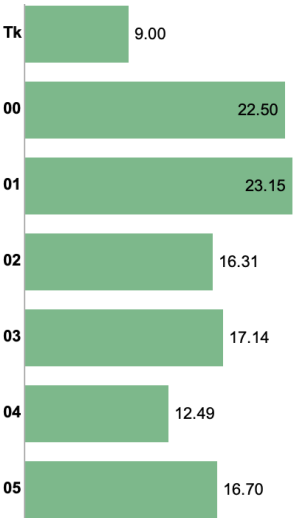
SPSA Year: 2020-2021

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
<ol style="list-style-type: none"> For the school year 2021-2022, chronic absenteeism will decrease by 10 percentage points Student major behavioral incidences as measured by the submission of major ODR will decrease by 50% from the start of the 2021-2022 school year to the end of the 2021-2022 school year.
Identified Need
Based upon Office Discipline Referrals (ODRs) collected during the months of August and September 2021, data indicates that more supports are needed to decrease student minor and major behaviors while out on the playground, in the hallways and in the bathrooms. PBIS, Restorative Practices, Family Conferences Mentor Programs, Incentive Programs (Cougar Stars, etc.) will be utilized to help children learn appropriate procedures, receive incentives to follow procedures and restorative practices to mitigate conflicts.

Annual Measurable Outcomes

Category	Metric or Indicator	Baseline or Actual Data	Expected Outcome
Attendance	Absences	2020-2021 Average Number of absences by Grade Level according to infinite campus 	Average number of absences will decrease by 50% from 2020-2021 to 2021-2022
Attendance	Attendance Rate as a percentage	2020-2021 (all students): 90%	2021-2022 (all students): 96%
Attendance	Chronic Absenteeism as a percentage <ul style="list-style-type: none"> All students AA students EL students SPED students 	<ul style="list-style-type: none"> All students - 31% AA students - 28% EL students - 34% SPED students - 26% 	We will reduce chronic absenteeism down to <ul style="list-style-type: none"> All students - 20% AA students - 20% EL students - 20% SPED students - 20%

Suspension	Suspension rates as a percentage <ul style="list-style-type: none"> All students AA students EL students SPED students 	<ul style="list-style-type: none"> All students - 0% AA students - 0% EL students - 0% SPED students - 0% 	<ul style="list-style-type: none"> All students - 0% AA students - 0% EL students - 0% SPED students - 0%
School Climate	Number of Office Discipline Referrals (ODRs)	As this is a new initiative, data is limited. In September there were 56 behavioral incidences.	ODRs for both major and minor behaviors will show a decreasing monthly trend

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

ODRs are a communication tool that tracks the major and minor behaviors of students. A decline in both major and minor behaviors through the year will indicate that the school climate is improving.

Planned Strategies/Activities

Narrative Descriptions, Definitions, and Reasoning for the Proposed Strategies/Activities

1	<p>Counseling Services: Two contracted agencies (CASSY and Star Vista) will provide Tier I and Tier II counseling support.</p> <ul style="list-style-type: none"> Tier I support will take the form of SEL lessons delivered directly to classrooms by counselors Tier II support will provide school-based mental health counseling for students who are referred by school staff or parents. Counseling sessions will vary based upon the needs of students.
2	<p>Playworks: A Playworks Coach joins the staff of the school to engage students in games at recess 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.</p>
3	<p>PBIS, ODRs, and Restorative Justice Practices: 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 increase teacher’s use of PBIS (Positive Behavior Intervention Systems), ODRs (Office Discipline Referrals), and Restorative Practices to support and grow student behavior, and purchase materials and resources needed to achieve this. Teachers will attend professional development on how to most effectively implement these approaches consistently, and continue to develop their understanding of Culturally Responsive Teaching and Trauma Informed Practices.</p>
4	<p>Student Engagement Strategies: We are trialling a number of student engagement strategies, to encourage students to connect more closely with their classes, school, and wider community. One example is our “Random Acts of Kindness” initiative, which helps students to practice empathy and supports their integration back into the school environment after the school mergers and a year of distance learning. Another example includes an incentive program (Cougar Stars) that children can use to purchase items from our school store.</p>
5	<p>Second Step Program: 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. Lessons will be provided once a week for 20 weeks.</p>

#	Students to be Served	Specific Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1a	All Students	Counseling Services: CASSY	\$46,350	Title I, Part A: School Allocation
1b	All Students	Counseling Services: Star Vista	\$0	N/A
2	All Students	Playworks	\$30,000	Title I, Part A: School Allocation
3	All Students	PBIS, ODRs, and Restorative Justice Practices: Materials and resources	\$2,000	General Fund
4	All Students	Student Engagement Strategies	\$5,000	REF
5	All Students	Second Step Program	\$0	SMCOE MHSSA Grant
Total Proposed Expenditures for the Goal			\$83,350	

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
No changes to the LCAP goal description
Identified Need
When a strong partnership exists between families and schools, students thrive as a result. Given the challenges of COVID-19, parent participation at school-wide events like School Site Council meetings, Back to School Night, Family Arts nights, and conferences was limited, with only 18% of families participating.

Annual Measurable Outcomes

Category	Metric or Indicator	Baseline or Actual Data	Expected Outcome
Parent Engagement	Increase average parent attendance at school wide events by 12% from 2020-2021	2020-2021: Approximately 18% of families participated in events such as Family Arts Nights, Back to School Nights, Conferences	We strive to increase parent attendance at school wide events from 18% to 30%.
SSC/ELAC	Increase the average parent attendance of both voting and non-voting members at SSC / ELAC by 100% from 2020-2021	2020-2021: Average parent attendance at SSC/ELAC meetings was 2.5 participants	Increase parent attendance at SSC/ELAC by 100% throughout the 2021-2022 school year.

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, and increasing, parent attendance at school-wide events and SSC/ELAC meetings, it provides us with more opportunities to communicate with and hear from families.

Planned Strategies/Activities

Narrative Descriptions, Definitions, and Reasoning for the Proposed Strategies/Activities	
1	<p>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.</p>
2	<p>Communications: There are a number of initiatives that support our family communication efforts, including utilizing social media to promote school activities and increase the visibility of the school environment to parents and families, and sharing a Weekly Wednesday newsletter from the principal to the community. We also use Parentsquare for two-way communications between families and school staff.</p>

3	<p>Translation: All meetings and conferences will have translation services available for parents and families, to support their engagement in their student's learning.</p>
4	<p>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.</p>
5	<p>Family Events: Regular events such as the Back to School Night, Family Arts Nights, School Musical, and Open House, 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.</p>

#	Students to be Served	Specific Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1	All Students	Family Outreach Coordinator	\$70,000	Stimulus Funds
2	All Students	Parentsquare	\$5,700	Title I Part A: District Set-Aside
3	All Students	Translation	\$2,400	Title I Part A: Parent and Family Engagement
4	All Students	Incentives and Services	\$2,000	REF
5	All Students	Family Events	\$2,400	Title I, Part A: School Allocation
Total Proposed Expenditures for the Goal			\$82,500	

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

District LCAP Goal
By June 2022, 50% of our students who are English Learners at Level 4 on the ELPAC will be reclassified
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 ensure that there are no arbitrary barriers to reclassification for these students.

Annual Measurable Outcomes

Category	Metric or Indicator	Baseline or Actual Data	Expected Outcome
ELD	Reclassification rates of English Learners	2021-2022 (DataQuest): 4.80%	10%
ELD	Reclassification rates of those who previously scored Level 4	75%	85%
ELA	Percentage of English Learners meeting the Report Card Criteria for Reclassification	26%	40%
ELA	Percentage of English Learners meeting the ELA Local Assessment Criteria for Reclassification	13%	40%

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. If there are many students who meet the reclassification criteria for ELPAC score and ELA Local Assessment, but do not meet the Report Card grade, then it is an indication that we need to investigate the processes and calibration for assigning the Report Card grade to ensure that it is equitable and fair.

Planned Strategies/Activities

Narrative Descriptions, Definitions, and Reasoning for the Proposed Strategies/Activities	
1	<p>Student Data Analysis: The renewed focus on data driven decisions and interventions (as described in Goal 1, Strategy 1 - Develop and Implement the Reading Intervention Support Plan) also supports a greater depth of understanding from teachers about their English Learner students. One of the columns on the Standardized Student Data Collection Sheet identifies the student’s EL status, allowing teachers to more effectively monitor and track if these students are meeting the ELA local assessment criteria for reclassification.</p> <p>These efforts for system-wide tracking of student growth also allows us to identify which students are close to meeting the reclassification criteria in each of the 3 areas, and ensure that we continue to provide them with the relevant supports to meet this goal.</p>

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. Calibration will occur during grade level collaboration meets with principal and coaches on an ongoing basis.

#	Students to be Served	Specific Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1	All students, especially English Learners	Student Data Analysis	\$0	Within contract hours
2	All students, especially English Learners	Report Card Calibration	\$0	Within contract hours
Total Proposed Expenditures for the Goal			\$0	

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	\$659,272
Total Proposed Expenditures for Goal 2	\$83,350
Total Proposed Expenditures for Goal 3	\$82,500
Total Proposed Expenditures for Goal 4	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$825,122

Federal Funds (Title Programs)

Title I, Part A: School Allocation	\$134,620
Title I, Part A: Parent and Family Engagement Reservation	\$2,400
Title I, Part A: District Set-Aside	\$5,700
Title II, Part A	\$35,800
Title III, English Learners	\$145,000
Total Funds provided through Federal Programs	\$323,520

State, Local, or Stimulus Funds

Ravenswood Education Foundation (REF)	\$338,404
General Fund (including Supplemental and Concentration)	\$2,000
Stimulus Funds (ESSER, GEER, IPI, ELO, etc.)	\$161,198
Total Funds provided through State or Local Programs	\$501,602

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)	\$133,377
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$825,122
Total Funds provided through Federal Programs	\$323,520
Total Funds provided through State, Local, or Stimulus Programs	\$501,602

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

The percentage of students reading at grade level as measured by Fountas and Pinnell reading assessments or CAASPP 2021 (if administered) will increase by 10%.

Metric	Baseline Data	Expected Outcome	Actual Outcome	Goal Met?
Fountas and Pinnell Reading Assessment	17% of students reading at grade level.	Increase from 17% reading at grade level (80 students) to 27% (128) students	18% of students left 2020-2021 reading at grade level	No

#	Strategy/Activity Title	Actual Implementation and Effectiveness	Budgeted Expenditure	Actual Expenditure
1	3 TOSAs each partially funded by federal funds at 20%	Implemented as proposed, and considered to be sufficiently effective.	\$56,862	\$79,270.49
1b	Provide after-school tutoring for students reading below grade level. After-School tutoring will be provided by credentialed classroom teachers.	Implemented as proposed, and considered to be sufficiently effective.	\$10,000	\$0
2	Professional Development opportunities	Implemented as proposed, and considered to be sufficiently effective.	\$15,000	\$13,600.00
3	Teachers to be paid at adjunct duty rate of pay for PD or collaboration occurring after contract hours	Implemented as proposed, and considered to be sufficiently effective.	\$15,000	\$6,800.00
		Implemented as proposed, and considered to be sufficiently effective.	\$7,500	\$5,207.50
4	Heinemann	Implemented as proposed, and considered to be sufficiently effective.	\$33,000	\$32,331.57
	Freckle Math	Implemented as proposed, and considered to be sufficiently effective.	\$7,500	\$7,500.00
	Other supplemental supplies and materials for classrooms, classroom libraries, distance learning needs, and other educational supports and equipment	Implemented as proposed, and considered to be sufficiently effective.	\$16,000	\$15,857.40
		Implemented as proposed, and considered to be sufficiently effective.	\$5,000	\$3,871.28
	Implemented as proposed, and considered to be sufficiently effective.	\$15,000	\$14,777.45	

5	Purchase licenses for Rosetta Stone (2 year subscription)	Implemented as proposed, and considered to be sufficiently effective.	\$20,800	\$20,800.00
6	Purchase incentives to encourage asynchronous student engagement	Implemented as proposed, and considered to be somewhat effective.	\$4,000	\$1,971.21
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 1.1 has a difference in expenditure because staffing budgets across the district are based on the average salary & benefits, while the actual expenditure reflects that the salaries of the TOSAs at Costaño are slightly higher than the average.
 Action 1.1b has a difference in expenditure as monies were allocated from a different funding source. After-school intervention was provided by teachers to students in need.
 Action 1.3 has a difference 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.
 Action 1.6 has a difference in expenditure because we did not anticipate additional state or federal stimulus funds provided when it was clear that distance learning would be required for the majority of the 200-2021 school year.
 Action 1.7 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 2

SPSA Goal

Parents and family members will participate in developing and implementing programs and activities at the school level. Parent and family engagement is critical to student success and academic achievement.
 Parent and student engagement will increase. Parent engagement will be increased by 50% as measured by the number of parents attending school-wide meetings such as School Site Council, Cafecitos, Back to School Night. Student engagement at the end of the school day, as measured by Attendance data, will increase by 15%.

Metric	Baseline Data	Expected Outcome	Actual Outcome	Goal Met?
Parent participation at Cafecitos and SSC	2-3 families attend SSC and Cafecitos	8-10 families will attend SSC and Cafecitos on average	Depending upon the meeting, we had up to 12 families in attendance. However, on average 2-4 families attended each meeting	No
Attendance at End of Day Zoom	60% of students attend end of day Zoom	75% of students attend end of day Zoom	Zoom attendance did increase as the year progressed	Yes

#	Strategy/Activity Title	Actual Implementation and Effectiveness	Budgeted Expenditure	Actual Expenditure
1	Student Participation Incentives	Implemented as proposed, and considered to be sufficiently effective.	\$5,000	\$0
2	Evening Parent Education Meetings and Parent Participation Incentives	Not able to be fully implemented as proposed due to the COVID-19 pandemic. Still considered to be an effective action.	\$2,194	\$160.04
3	Campus Relations Coordinator	Implemented as proposed, and considered to be sufficiently effective. There was a period of time when the position was unfilled resulting in a decline in actual expenditure.	\$106,477	\$87,666.17
3b	School Support Personnel (1.6 ppl)	Implemented as proposed, and considered to be sufficiently effective.	\$117,224	\$75,565.64

<p>Describe any major differences in implementation and expenditures from the proposal, to meet the articulated goal as measured by metric/indicator:</p> <p>Action 2.1 has a difference in expenditure because we had not anticipated the additional state or federal stimulus funds provided when it was clear that distance learning would be required for the majority of the 2020-2021 school year.</p> <p>Action 2.2 was unable to be fully implemented due to the impact of the COVID-19 pandemic. As there were more virtual events and less in-person events, the majority of funds set-aside for in-person family engagement events was not expended.</p> <p>Action 2.3 and 2.3b have differences in expenditures because staffing budgets across the district are based on the average salary & benefits, while the actual expenditure reflects that the salaries of the Campus Relations Coordinators and School Support Personnel at Costaño are slightly lower than the average.</p>
<p>Describe any changes to goals for the upcoming year (annual outcomes, metrics, strategies/activities) and where those changes can be found in this SPSA (refer to Section #, Goal #, Strategy # etc.):</p> <p>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>

Goal 3

<p>SPSA Goal</p> <p>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.</p> <p>Arts integration strategies such as Visual Thinking Strategies (VTS) will be utilized in 100% of general education classes in order to ensure equitable access to programs, supports and services. Research indicates that schools that use arts integration strategies significantly increase equitable access because arts strategies directly impact achievement and engagement. Additionally, arts strategies are aligned to culturally responsive teaching methodologies thereby ensuring equitable access.</p>
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Metric	Baseline Data	Expected Outcome	Actual Outcome	Goal Met?
Teacher implementation practices will be monitored to measure the regularity in which they utilize Arts Integrated strategies.	Approximately 30% of teachers use arts integrated strategies such as VTS weekly.	100% of teachers will use arts integrated strategies such as VTS weekly.	100% of teachers used VTS weekly.	Yes

#	Strategy/Activity Title	Actual Implementation and Effectiveness	Budgeted Expenditure	Actual Expenditure
1	Schoolwide events including Family Arts Nights or Arts Focused showcases. A schoolwide musical will be performed via Zoom	Implemented as proposed, and considered to be sufficiently effective.	\$15,000	\$15,000.00
1b		Not able to be fully implemented as proposed due to the COVID-19 pandemic. Still considered to be an effective action.	\$10,000	\$0
2	Teachers will be paid to engage in after-school professional development designed to increase their ability to provide students with an arts integrated curriculum.	Implemented as proposed, and considered to be sufficiently effective.	\$10,000	\$8,786.60
3	Arts Leadership Team	Implemented as proposed, and considered to be sufficiently effective.	\$10,000	\$2,000
4	Arts Consultancy Fees	Implemented as proposed, and considered to be sufficiently effective.	\$11,000	\$11,000.00
5	A contract with Visual Thinking Strategy (VTS) will be secured to provide teachers with additional training in VTS.	Implemented as proposed, and considered to be sufficiently effective.	\$15,000	\$14,200.00
6	Supplemental materials to support arts-integrated instructional activities	Implemented as proposed, and considered to be sufficiently effective.	\$16,000	\$7,467.94

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

Action 3.1b has a difference in both implementation and expenditure due to the longer-term impact of COVID-19 and distance learning, preventing in-person events from being held.

Action 3.3 has a difference 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.

Action 3.6 has a difference in expenditure because we had not anticipated the additional state or federal stimulus funds provided when it was clear that distance learning would be required for the majority of the 20-21 year. Many of these materials had dual purposes and were also able to be used to support the implementation of arts-integrated instructional activities, without needing to fully expend the funds that were budgeted for this purpose.

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.