

# School Plan for Student Achievement Los Robles - Ronald McNair Academy

School Year	County-District-School Code	Schoolsite Council Approval Date	Local Board Approval Date
2021-2022	41-68999-0126649	October 5, 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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<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 14, 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 5, 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, 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**

The school's needs assessment shows that our students are underperforming academically. Further analysis revealed that students have a wide range of academic needs that vary widely and can only be addressed by a high quality teaching staff.

One unique factor at Los Robles-Ronald McNair Academy is that teachers, unlike the rest of the school district, each need to hold a BCLAD (Bilingual, Cross-Cultural, Language and Academic Development) authorization. This is because Los Robles-Ronald McNair Academy is a Dual-Language Immersion (Two-Way Immersion) school, which provides language learning and academic instruction in both English and Spanish. This additional requirement presents challenges in hiring highly qualified teachers, especially intervention teachers. The lack of intervention teachers at Los Robles-Ronald McNair places the burden solely on the staff to design instructional schedules that maximize opportunities for student learning that is highly differentiated and personalized.

# 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 Ravenswood students will increase their reading levels, demonstrating one year above, on local assessments</li> </ol>
<b>Identified Need</b>
Using various local assessments, it is clear that many of our students are underperforming academically in reading, writing, math, and science.

## Annual Measurable Outcomes

Category	Metric or Indicator	Baseline or Actual Data	Expected Outcome
ELA	Percentage of SPED students meeting reading levels on IEPs	This is a new goal that we have not collected data on in the past. Data in this specific area will be collected for the first time on October 20th.	85% of students with special needs will meet their goals as identified on their IEPs.
ELA	Percentage of students meeting or exceeding grade level expectations <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 in Fall 2021: <ul style="list-style-type: none"> <li>• All students: 6%</li> <li>• AA students: Not reportable</li> <li>• EL students: 7%</li> <li>• SPED students: 3%</li> </ul>	<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>
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: 0.64</li> <li>• AA students: Not reportable</li> <li>• EL students: 0.66</li> <li>• SPED students: 0.89</li> </ul>	<ul style="list-style-type: none"> <li>• All students - 1.0</li> <li>• AA students - 1.0</li> <li>• EL students - 1.0</li> <li>• SPED students - 1.0</li> </ul>

ELD	Progress of EL students (increase in ELPAC level)	Spring 2021: 0% of English Learners increased their ELPAC level	60% of ELs will increase in ELPAC level
Mathematics	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>	<ul style="list-style-type: none"> <li>All students - 34%</li> <li>AA students - Not reportable</li> <li>EL students - 30%</li> <li>SPED students - 15%</li> </ul>	<ul style="list-style-type: none"> <li>All students - 50%</li> <li>AA students - 50%</li> <li>EL students - 50%</li> <li>SPED students - 50%</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 - 15%</li> <li>AA students - 15%</li> <li>EL students - 15%</li> <li>SPED students - 15%</li> </ul>

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

Student assessments are one indication of how well our 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. By using the language of instruction for testing, we can limit the impact that language proficiency may have on student success. 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>Strengthen Guided Reading Instructional Practices:                      A key area of development for our teachers in English Language Arts (ELA) instruction is around guided reading and the related instructional practices. It is important that we have vertical and lateral alignment amongst staff to ensure we all work collaboratively. In order to accelerate academic gains for students, the instructional practices, including effective intervention, need to be effective each year and in every classroom as the student progresses through each grade level. By focusing our efforts on improving staff instruction, and student access to materials, we hope students will find enjoyment and success in reading and learning.</p> <p>Professional Development</p> <ul style="list-style-type: none"> <li>Teachers will participate in a regular schedule of professional development to improve their teaching practice. Some professional development will occur within contract hours during the time set aside for "Site-based PD", while other sessions may be available after-school on an opt-in basis, where teachers are compensated with an hourly rate of pay. These sessions may include any additional training or support, to ensure that our programs, materials and resources (eg. Literacy Footprints Kits) are used effectively.</li> <li>Our K-2 grade teachers will focus specifically on balanced literacy practices, while our 3-5 grade teachers will target ELD strategies and instructional practices that support ELs with intensity. To anchor and align our K-2 teaching team around guided reading and writing, we are partnering with the Literacy and Language Collaborative, a staff development organization.</li> </ul>

	<p>Supplemental Materials</p> <ul style="list-style-type: none"> <li>We aim to provide students with instructional materials that reflect their diverse cultural backgrounds and experiences. In order to support the overall lifting of student achievement, students need to be provided with the resources to experiment and learn. During the COVID-19 pandemic, many of our classroom materials were sent home with students to ensure that all students had access to high-quality learning materials throughout the extended distance learning period. Now that we have returned to in-person instruction, these materials need to be replenished and replaced for classroom use this year. For example, classroom guided reading books, and leveled reading individual books for student use need to be purchased. In addition, Literably provides an additional assessment tool that teachers in grades 3-5 use to hone in the students' strengths and challenges in an efficient and effective way.</li> </ul> <p>Community Partners</p> <ul style="list-style-type: none"> <li>Two organizations (Reading Partners and Ravenswood Classroom Partners) will provide additional reading and intervention support to students who are reading below their grade level. Students will be supported individually, with one-on-one sessions during the school day, up to three times per week. We are exploring options to extend these learning opportunities for students into after-school.</li> </ul>
2	<p>Strengthen ELD Program:</p> <p>As part of our strategy to strengthen our English Language Development (ELD) program, we are participating in a project known as CLAVES, for 3rd-5th grade teachers. With researchers from the Stanford University Graduate School of Education, participating teachers will learn about multimodal ELD instruction, critical discourse, and deepen their understanding of vocabulary, syntax, and morphology. This training will be used when working closely with small groups during their Designated ELD time to help students accelerate their progress.</p>
3	<p>Strengthen Mathematics and Science Program:</p> <p>Common formative assessments provide consistency in how teachers evaluate students. It is important that teachers identify and respond to student strengths and areas of growth, particularly in the areas of mathematics, writing, and science. During the school's scheduled site-based professional development time, teacher collaborative planning time will provide a more equitable look at student data, since teachers are comparing students' results on the exact same assessment. Doing so will create opportunities for teachers and their colleagues to share effective ideas and strategies that are supporting student academic growth.</p> <p>We are also looking into opportunities for our teachers to attend conferences and professional development sessions that support this approach, particularly in the area of mathematics. Teachers will also use the program STMath as a supplemental tool that supports differentiation and engagement in mathematics.</p>
4	<p>Outdoor Science Learning Area:</p> <p>FoodCorps service members, in collaboration with the site instructional leadership team, will continue to develop the school's Outdoor Science Learning Area (OSLA). The OSLA allows multiple opportunities for students to collaboratively work with other students on STEAM activities. The real life experiences are designed to help students increase language acquisition (especially for our English Learners), and extend and apply math, science, social studies and language arts skills.</p>
5	<p>Instructional Leadership Team (ILT):</p> <p>The entire teaching staff meets regularly to identify instructional strengths and areas for growth, support site professional development, and align around best instructional practices. The teaching staff is collaborative, and a hierarchical structure of leadership is the antithesis of the school culture. Instead we believe that all teachers are instructional leaders. The staff meeting structure, which has historically addressed non-instructional topics, has been realigned to reflect this understanding. All staff meetings are focused on analyzing student work, such as assignments, assessments, and student academic behaviors. There are times when teachers need additional time, outside of contract hours, to prepare for the ILT meetings. Teachers who chose to work outside of contract hours will be compensated at an hourly rate for preparing agendas, materials, etc., for the purpose of supporting the ILT.</p>

#	Students to be Served	Specific Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1a	All Students	Strengthen Guided Reading Instructional Practices: Professional Development - Literacy and Language Collaborative	\$43,000	Title II Part A
1b	All Students	Strengthen Guided Reading Instructional Practices: Supplemental Materials - Literably	\$1,000	Title I Part A: School Allocation
1c	All Students	Strengthen Guided Reading Instructional Practices: Supplemental Materials - Classroom Guided Reading	\$3,000	Title I Part A: School Allocation
1d	All Students	Strengthen Guided Reading Instructional Practices: Supplemental Materials - Individual Levelled Reading Books	\$7,000	Title I Part A: School Allocation
1e	Students reading below grade level	Strengthen Guided Reading Instructional Practices: Reading Partners	\$15,000	Stimulus
1f	Students reading below grade level	Strengthen Guided Reading Instructional Practices: Ravenswood Classroom Partners	\$0	N/A
2	Especially English Learners	Strengthen ELD Program: CLAVES	\$570	Title III EL
3a	All Students	Strengthen Mathematics and Science Program: Common Formative Assessments and Student Data Analysis	\$0	Within Contract Hours (eg. during Site PD or collaboration meetings)
3b	All Students	Strengthen Mathematics and Science Program: Math Conference and PD	\$6,500	Title II Part A
3c	All Students	Strengthen Mathematics and Science Program: STMath	\$7,000	Title I Part A: School Allocation
4	All Students	Outdoor Science Learning Area: FoodCorps	\$7,000	Title I Part A: School Allocation
5	All Students	Instructional Leadership Team	\$3,000	Title I Part A: School Allocation
Total Proposed Expenditures for the Goal			\$93,070	

### Annual Review Relative to this Goal

SPSA Year: 2020-2021

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



Describe any changes to goals for the upcoming year (annual outcomes, metrics, strategies/activities) and where those changes can be found in this SPSA (refer to Section #, Goal #, Strategy # etc.):

The school is in the first year of implementing the stated goal, and therefore an analysis is not required.

## Goal 2

### District LCAP Goal

Provide safe, joyful and productive learning environments with the proper social-emotional and behavior supports

### School-site SPSA Goal

For the school year 2021-2022, chronic absenteeism will decrease by 10 percentage points

### Identified Need

The impacts of the COVID-19 pandemic and long-term distance learning have exacerbated the challenges of student attendance. We want all students to have the opportunity to learn to the best of their abilities, and at a fundamental level this means that they need to attend school without significant absenteeism. Students should also feel welcomed, safe, and enjoy attending school. Based on observational data, we have also determined that students need additional social-emotional and behavior support during recess times.

## Annual Measurable Outcomes

Category	Metric or Indicator	Baseline or Actual Data	Expected Outcome
Attendance	Attendance Rate as a percentage	2020-2021 (all students): 92%	2021-2022 (all students): 96%
Attendance	Chronic Absenteeism as a percentage <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: <ul style="list-style-type: none"> <li>• All students - 23%</li> <li>• AA students - 20%</li> <li>• EL students - 21%</li> <li>• SPED students - 38%</li> </ul>	We will reduce chronic absenteeism down to <ul style="list-style-type: none"> <li>• All students - 10%</li> <li>• AA students - 10%</li> <li>• EL students - 10%</li> <li>• SPED students - 15%</li> </ul>

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

Attendance has been shown to correlate to a student's academic growth, so it is very important for us to track the percentages of our students who are missing out on the opportunity to learn each day, and consider how we can address the barriers to attendance for our students.

## Planned Strategies/Activities

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

- 1 CASSY:  
CASSY will provide school-based mental health counseling for students who are referred by school staff or parents. This partnership allows our students to access these supports on school campuses, in individual or group sessions. Their mission is to de-stigmatize mental health services and make supporting students' social and emotional well-being the norm in schools.

2	<p><b>Playworks:</b> A Playworks Coach joins the staff of the school to engage students in games at recess, and in classrooms, to stay active and build valuable life skills (building relationships, social skills, developing constructive problem solving skills) through play. This also provides opportunities for student leadership through the junior coaching program. Structured play is important to provide our students with an outlet for their energy in a constructive manner.</p>
3	<p><b>Playground Equipment:</b> Playground equipment provides numerous opportunities for students to participate in unstructured, active play. This type of play encourages students to move with agency, interact with others on their own, which helps them develop many social skills in the process. For example, students build hand-eye coordination by playing soccer and basketball. Students practice patience and develop social skills like sharing, listening, negotiating and compromising. Students also strengthen their bonds with classmates as they use different playground equipment. Types of equipment to be purchased include: a variety of balls, hula hoops, cones, and a storage cart.</p>
4	<p><b>Second Step Program:</b> This is a social and emotional learning program for all Ravenswood students. The goal of the Second Step program is to help students be successful in school, through the development of social skills and self-regulation. Lessons are provided to students regularly, and training is provided to teachers in order to help them use the resources well.</p>

#	Students to be Served	Specific Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1	All Students	CASSY	\$46,350	Title I, Part A: School Allocation
2	All Students	Playworks	\$30,000	Title I, Part A: School Allocation
3	All Students	Playground equipment	\$500	Title I, Part A: School Allocation
4	All Students	Second Step Program	\$0	SMCOE MHSSA Grant
Total Proposed Expenditures for the Goal			\$76,850	

### Annual Review Relative to this Goal

SPSA Year: 2020-2021

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal
The school is in the first year of implementing the stated goal, and therefore an analysis is not required.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
The school is in the first year of implementing the stated goal, and therefore an analysis is not required.
Describe any changes to goals for the upcoming year (annual outcomes, metrics, strategies/activities) and where those changes can be found in this SPSA (refer to Section #, Goal #, Strategy # etc.):
The school is in the first year of implementing the stated goal, and therefore an analysis is not required.

## Goal 3

<b>District LCAP Goal</b>
Partner with families and the community to support the whole child
<b>School-site SPSA Goal</b>
All staff will focus on learning about our student’s families, developing understanding of their different needs and goals, and encouraging family engagement in all aspects of the school experience.
<b>Identified Need</b>
Each of our families have different challenges and barriers, and the impact of the global pandemic has only exacerbated these challenges. By focusing on the specific needs of each family, we can develop multiple pathways to provide support, and improve academic achievement.

### Annual Measurable Outcomes

Category	Metric or Indicator	Baseline or Actual Data	Expected Outcome
Parent Engagement	Response to our annual school-wide survey	20% of families regularly respond	100% of families will respond to the annual survey
SSC/ELAC	Parent or Family attendance at SSC/ELAC meetings	2020-2021: Approximately 10 parent or family members (non-voting members) attend every meeting	At least 20 parent or family members (non-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>
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 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.

### Planned Strategies/Activities

<b>Narrative Descriptions, Definitions, and Reasoning for the Proposed Strategies/Activities</b>
<p>Family Engagement Strategy: We want all families to be involved in their student’s schooling, and we know that there are often many barriers to engagement, which have only been exacerbated by the global pandemic. The pandemic has affected the school community in different ways, and it would be a mistake to assume that all families need the same level of support.</p> <p>1 The following strategy aims to support families in a more personalized way. It is our intention to connect with every single family. Teachers have met with families in person, and connected over the phone in small groups and individually. We hope to learn more about each family, to better understand their unique needs. In grade level and leadership teams, we are reviewing and discussing our experiences, identifying any patterns or trends, and looking for ways we can support each student and their families.</p>

	<p>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 also publicize the SSC/ELAC meetings, and invite all community members and families to attend - it is not just for the voting members, it is a space for discussion and collaboration.</p> <p>We are a bilingual school, and many of our families communicate primarily in Spanish. All meetings and conferences are communicated in English, Spanish, or both, based on the preferred languages of the participants. This supports access for parents and families and their continued engagement in their student's learning.</p>
2	<p><b>Family Outreach Coordinator:</b> 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. Our outreach coordinator is also leading a schoolwide effort to maintain up-to-date parent information.</p> <p>We want to build parent capacity, to support students in the classroom. We are trialling a system of "room parents" to provide a structured network of parent communication within each classroom. We hope to develop capacity for leadership amongst our parents, with the support of our Outreach Coordinator.</p>
3	<p><b>Family Events:</b> We will hold a couple of events throughout the year, which may focus on different academic topics, showcase student work and celebration, some will be holiday events, or just another touchpoint to connect with and share a meal with our families.</p>

#	Students to be Served	Specific Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1a	All Students	Family Engagement Strategy	\$0	Within Contract Hours
1b	All Students	Communications: Parentsquare	\$5,700	Title I, Part A: District Set-Aside
2a	All Students	Family Outreach Coordinator	\$70,000	Stimulus Funds
2b	All Students	Outreach Coordinator supports evening events (additional hours)	\$1,000	Title I Part A: Parent and Family Engagement
2c	All Students	Outreach Coordinator supports evening events (additional hours)	\$2,000	Title I Part A: School Allocation
3	All Students	Family Events	\$1000	REF
<b>Total Proposed Expenditures for the Goal</b>			<b>\$79,700</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 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>
As a Dual Language School, we focus on developing our students' literacy skills in both English and Spanish. Because of how our language instruction is structured over the grade levels, many of our students are not fully exposed to the academic English required to meet all the Reclassification criteria until 3rd grade. In order to ensure that as many of our students reclassify as possible, they need to develop foundational literacy skills in Spanish in the earlier grades (K-2), so that their transition to academic English in grades 3-5 is smooth, and their path to reclassification is straightforward, despite the shorter timeframe in which to reclassify.

### Annual Measurable Outcomes

Category	Metric or Indicator	Baseline or Actual Data	Expected Outcome
ELD	Reclassification rates of English Learners	2021-2022 (DataQuest): 6.70%	15%
ELD	Reclassification rates of those who previously scored Level 4	25%	65%
ELA	Percentage of English Learners meeting the Report Card Criteria for Reclassification	65%	85%
ELA	Percentage of English Learners meeting the ELA Local Assessment Criteria for Reclassification	23%	50%

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

## Planned Strategies/Activities

Narrative Descriptions, Definitions, and Reasoning for the Proposed Strategies/Activities	
1	<p><b>Student Data Analysis and Report Card Calibration:</b> It is important that our teachers are aware of the ELPAC scores and local assessment data of their students. We will collectively look at the student population of the school, and evaluate where we are and what we need to do to make progress. Teachers will also look at the individual results of students in their class. During collaboration meetings, 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.</p> <p>We have found that K-2 students who are reading at or beyond their grade level in Spanish, tend to make the transition to English in Grades 3-5 more smoothly than students who are reading below grade level. Teachers keep this data point in mind when reviewing student data and identifying interventions to support literacy development.</p>
2	<p><b>English Language Development Instruction:</b> Each teacher's daily schedule includes a period of Designated ELD time. Implementation of this area has been inconsistent over the years. We want to ensure that all students are receiving Designated ELD with their regular classroom teacher, so this strategy focuses on monitoring the implementation of Designated ELD school-wide. Teachers will be provided with support, as needed, to use this time effectively.</p> <p>As a dual language school, we need to be very thoughtful and deliberate about our integrated and designated ELD instruction. In the earlier grade levels (K-2), Spanish is the primary language of instruction and learning. Our ELD instruction needs to be targeted, deliberate, and intense, in order to maximize our effectiveness during these limited times in which to focus on English literacy and language skills. We are participating in a project known as CLAVES to improve teacher effectiveness particularly in small group instruction, and ultimately accelerate student's progress.</p>

#	Students to be Served	Specific Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1	All Students, especially English Learners	Student Analysis and Report Card Calibration	\$0	Within Contract Hours
2a	All Students, especially English Learners	English Language Development Instruction	\$0	Within Contract Hours
2b	All Students, especially English Learners	CLAVES	See Goal 1, Action 2	See Goal 1, Action 2
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	\$93,070
Total Proposed Expenditures for Goal 2	\$76,850
Total Proposed Expenditures for Goal 3	\$79,700
Total Proposed Expenditures for Goal 4	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	<b>\$249,620</b>

### Federal Funds (Title Programs)

Title I, Part A: School Allocation	\$106,850
Title I, Part A: Parent and Family Engagement Reservation	\$1,000
Title I, Part A: District Set-Aside	\$5,700
Title II, Part A	\$49,500
Title III, English Learners	\$570
<b>Total Funds provided through Federal Programs</b>	<b>\$163,620</b>

### State, Local, or Stimulus Funds

Ravenswood Education Foundation (REF)	\$1,000
Stimulus Funds (ESSER, GEER, IPI, ELO, etc.)	\$85,000
<b>Total Funds provided through State or Local Programs</b>	<b>\$86,000</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>\$103,419</b>
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	<b>\$249,620</b>
Total Funds provided through Federal Programs	<b>\$163,620</b>
Total Funds provided through State, Local, or Stimulus Programs	<b>\$86,000</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.

Los Robles-Ronald McNair will provide quality learning experiences to maximize academic achievement for all individual students and student groups. A greater percentage of students in grades 3-5 will meet standards with a special focus on the achievement of English Learner students.

Metric	Baseline Data	Expected Outcome	Actual Outcome	Goal Met?
Math CAASPP - All Students Grades 3-5	Percentage of students that meet or exceed standards as based on the math section of the most recent CAASPP results (2018-2019): <ul style="list-style-type: none"> <li>20% of 3rd grade</li> <li>13% of 4th grade</li> <li>6% of 5th grade</li> </ul>	Expected growth for the coming school year will be an increase of 2% meeting or exceeding standards, which is consistent with the growth in achievement for the state of California.	2020-2021 CAASPP was not viable due to the impacts of COVID-19	No
Math CAASPP - English Learners Grades 3-5	Percentage of EL students that meet or exceed standards as based on the math section of the most recent CAASPP results (2018-2019): <ul style="list-style-type: none"> <li>7% at 3rd grade</li> <li>8% at 4th grade</li> <li>0% at 5th grade</li> </ul>	Expected growth for the coming school year will be an increase of 2% meeting or exceeding standards, which is consistent with the growth in achievement for the state of California.	2020-2021 CAASPP was not viable due to the impacts of COVID-19	No
ELA CAASPP - All Students Grades 3-5	Percentage of students that meet or exceed standards as based on the language arts section of the most recent CAASPP results (2018-2019): <ul style="list-style-type: none"> <li>13% of 3rd grade</li> <li>4% of 4th grade</li> <li>9% of 5th grade</li> </ul>	Expected growth for the coming school year will be an increase of 2% meeting or exceeding standards, which is consistent with the growth in achievement for the state of California.	2020-2021 CAASPP was not viable due to the impacts of COVID-19	No
ELA CAASPP - English Learners Grades 3-5	Percentage of EL students that meet or exceed standards as based on the language arts section of the most recent CAASPP results (2018-2019): <ul style="list-style-type: none"> <li>0% at 3rd grade</li> <li>0% at 4th grade</li> <li>4% at 5th grade</li> </ul>	Expected growth for the coming school year will be an increase of 2% meeting or exceeding standards, which is consistent with the growth in achievement for the state of California.	2020-2021 CAASPP was not viable due to the impacts of COVID-19	No
ELPAC Grades 3-5	Percentage of EL students that achieve a level 4 (overall) of the most recent ELPAC results (2018-2019): <ul style="list-style-type: none"> <li>8% at 3rd grade</li> <li>21% at 4th grade</li> <li>25% at 5th grade</li> </ul>	Expected growth for the coming school year will be an increase of 2% meeting or exceeding standards, which is consistent with the growth in achievement for the state of California.	% of EL students that achieved a level 4 in the 2020-2021 ELPAC: <ul style="list-style-type: none"> <li>5% at 3rd grade</li> <li>8% at 4th grade</li> <li>15% at 5th grade</li> </ul>	No



#	Strategy/Activity Title	Actual Implementation and Effectiveness	Budgeted Expenditure	Actual Expenditure
1	During our scheduled staff professional development time, teachers calibrate and refine student work analysis protocols.	Implemented as proposed, and considered to be sufficiently effective.	\$0	\$0
2	Renew DreamBox licenses	Implemented as proposed, and considered to be sufficiently effective.	\$7,000	\$7,000
3	Purchase 1 x LLI kit	Implemented as proposed, and considered to be sufficiently effective.	\$4,950	\$455.62
4	Renew Literably licenses	Implemented as proposed, and considered to be sufficiently effective.	\$1,000	\$1,000.20
5	Development of / Purchases for supplemental classroom libraries	Implemented as proposed, and considered to be sufficiently effective.	\$33,000	\$30,091.37
6	Purchase Estrellita Phonics Program	Implemented as proposed, and considered to be sufficiently effective.	\$2,200	\$2,191.30
7	Playworks	Implemented with modifications due to COVID-19 and distance learning. Effectiveness was limited due to these modifications.	\$30,000	\$26,500.00

<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 1.2 has a difference in expenditure because the Curriculum &amp; Instruction department decided to purchase multiple LLI kits at the district level. Action 1.7 has a difference in implementation as a response to the COVID-19 pandemic and extended distance learning.</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>

## 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.

At Los Robles-Ronald McNair, staff and parents will empower students to achieve their potential, becoming lifelong learners, and grow to become compassionate and respectful members of their community.

Metric	Baseline Data	Expected Outcome	Actual Outcome	Goal Met?
Panorama Survey - All Students in Grades 3 and 5	This is the first year of implementation.	Available student level data to inform student well-being at school.	Low response rate, only ~39% of students responded.  Emotional Regulation (37% favorable response) Grit (48% favorable response) Social Awareness (61% favorable response) Supportive Relationships (85% favorable response)	No
Site-based Survey - All Students in Grades K and 2	This is the first year of implementation.	Available student level data to inform student well-being at school.	Not implemented due to the challenges of long-term distance learning	No

#	Strategy/Activity Title	Actual Implementation and Effectiveness	Budgeted Expenditure	Actual Expenditure
1	CASSY counselor. Staff PD workshops on Trauma Informed and Restorative Practices	Implemented as proposed, and considered to be sufficiently effective.	\$45,000	\$45,000
2	Student acknowledgements	Implemented as proposed, and considered to be sufficiently effective.	\$0	\$0
3	Teachers design and facilitate parent education workshops	Not able to be fully implemented as proposed due to the COVID-19 pandemic. Still considered to be an effective action.	\$975	\$0
4	Home visits as required, including hourly pay and milage for staff	Implemented as proposed, when needed, and considered to be sufficiently effective.	\$300	\$0

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

Action 2.3 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 funds set-aside for in-person workshops was not expended. Action 2.4 also has a difference, because while there were some home visits made (as required), the process that was developed to implement home visits during the extended distance learning period meant that reimbursements were not needed.

### Describe any changes to goals for the upcoming year (annual outcomes, metrics, strategies/activities) and where those changes can be found in this SPSA (refer to Section #, Goal #, Strategy # etc.):

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