

School Plan for Student Achievement Los Robles - Ronald McNair Academy

School Year	County-District-School Code	Schoolsite Council Approval Date	Local Board Approval Date
2022-2023	41-68999-0126649	September 26, 2022	October 27, 2022

Purpose, Stakeholder Involvement and Processes

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

The intended purpose of the School Plan for Student Achievement (SPSA) is to increase the overall effectiveness of school programs, consolidating all school-level planning efforts into a single, strategic plan that maximizes the resources available, while minimizing duplication of effort with the ultimate goal of increasing student achievement. This planning process supports continuous cycles of action, reflection, and improvement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. The Every Student Succeeds Act (ESSA) also requires the identification of school eligibility for comprehensive support and improvement (CSI), and as per AB716, the SPSA meets the ESSA planning requirements for CSI. Schools that meet the criteria for CSI must engage with their community and educational partners to locally develop and implement a plan to improve student outcomes. For more information, and how you can get involved, please contact your school principal

Purpose of this Plan - Schoolwide Program

The purpose of a schoolwide program (SWP) is to improve academic achievement of all students, particularly the lowest-achieving students, through the improvement of the entire educational program of the school. A school operating a SWP must conduct a comprehensive needs assessment to help the school understand the subjects and skills for which teaching and learning need to be improved, and identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards. A school operating a SWP must annually evaluate the implementation of, and results achieved by, the SWP, using data from the State's annual assessments and other indicators of academic achievement; determine whether the SWP has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the SWP.

How does this plan meet ESSA requirements in alignment with the LCAP (and other federal, state, and local programs)?

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students, and is consistent with the Ravenswood City School District LCAP. California Education Code 64001 and the Every Student Succeeds Act (ESSA) requires schools that receive federal funds through ConApp to consolidate all school planning requirements into the SPSA. In order to realign the SPSA to ESSA and the LCAP, the CDE provided an updated SPSA template in January 2020 which assists schools in meeting the content requirements for consolidating all school plans. This SPSA is also consistent with the approved district LCAP Federal Addendum. Each school will use the LCAP as a starting point in developing their SPSA for each year. For 21-22, the LCAP had 4 Broad Goals (3-year timeline), and 4 Focus Goals (1-year timeline). In 21-22, schools included Broad Goals 1, 2, 4, and Focus Goals 1, 3, 4 in their SPSA, while Cesar Chavez Ravenswood Middle School also included Focus Goal 2. Schools also had the opportunity to add site-specific goal descriptions based on feedback and discussion from parents, families, and staff through SSC/ELAC meetings. The 22-23 SPSAs were primarily developed before the 22-23 LCAP had been finalized, and as a result there may be some minor divergences.

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 etc.) are invited to attend SSC/ELAC meetings. Meetings occur almost monthly, taking into account the holidays and school breaks.

This year we began the SPSA evaluation, review, and development process prior to the end of the school year to align more closely with the new district budgeting processes. After students completed MOY (Middle of the Year) assessments, we reviewed a school-wide needs assessment which included but was not limited to student achievement in the various content areas, projected student enrollment, English Learner proficiency data, student attendance and chronic absenteeism, and family involvement. We also completed an evaluation of the current SPSA goals and actions, identifying areas of effectiveness, ineffectiveness, and areas for modification. Together the Needs Assessment, and Evaluation are used to support the development of the next SPSA by providing a base to begin from, where we have identified and decided on the effective actions which we want to continue into the next year.

Following the completion of the Needs Assessment and Evaluation, the SSC/ELAC continued to discuss, develop, and update the 22-23 SPSA. This SPSA was preliminarily approved by both the SSC/ELAC and district Board by the end of the 21-22 school year. The SSC/ELAC reviews the SPSA again at the beginning of the 22-23 school year, to make any adjustments necessary. Meaningful involvement of our school community is critical to the SPSA development and budget processes, which is why various aspects of the SPSA are discussed at many of the SSC/ELAC meetings throughout the year. Community engagement is an ongoing process, and as we monitor the actions throughout the year, the SPSA plan can be reviewed or adjusted in response to the evaluations and input of our community.

Resource Inequities - 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 1500 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 student population made-up of approximately 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.

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 (LRRM) 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 often presents challenges in hiring highly qualified teachers. LRRM is also the smallest school in the district, presenting challenges when balancing the fixed costs of operating and maintaining a campus, and the variable costs related to having fewer students enrolled.

Goals, Strategies, and Proposed Expenditures

Goal 1

Description

Engage students with relevant, rigorous and standards-aligned instruction, supports and materials across all subjects:

- English Language Arts
- English Language Development
- Science and Engineering (NGSS)
- Mathematics
- Social Studies
- Physical Education
- Visual and Performing Arts

Identified Need (*Why do we need these goals?*)

Using various assessments and measures of student achievement, it is clear that many of our students are underperforming academically in reading, writing, math, and science. Student assessments are one indication of how well our students are receiving and retaining high quality instruction. Students are assessed with the same system multiple times per year, which provides an opportunity to understand student growth within a content area, and allows us to review interventions and resources to ensure that students are provided with the support they need. By using the language of instruction for testing, we can limit the impact that language proficiency may have on student success.

Annual Measurable Outcomes

Category	Metric or Indicator	2020-2021 Baseline Data	2021-2022 Baseline Data	Expected Outcome
ELA	Percentage of students meeting or exceeding grade level expectations <ul style="list-style-type: none"> • All students • AA students • EL students • SPED students 	The Spring 2021 CAASPP was not viable due to COVID-19	Spring 2022 CAASPP: <ul style="list-style-type: none"> • All students - 7% • AA students - not reportable • EL students - 5% • SPED students - 0% 	<ul style="list-style-type: none"> • All students - 15% • AA students - 10% • EL students - 10% • SPED students - 5%

ELD	Progress of EL students (increase in ELPAC level)	Spring 2021: District-wide, 39% of those who completed the ELPAC made progress	Spring 2022 ELPAC: 33% 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 	The Spring 2021 CAASPP was not viable due to COVID-19	Spring 2022 CAASPP: <ul style="list-style-type: none"> All students - 8% AA students - not reportable EL students - 9% SPED students - 0% 	<ul style="list-style-type: none"> All students - 20% AA students - 15% EL students - 15% SPED students - 5%
Science	Percentage of students meeting or exceeding grade level expectations <ul style="list-style-type: none"> All students AA students EL students SPED students 	The Spring 2021 CAST was not viable due to COVID-19	Spring 2022 CAST - Grade 5: <ul style="list-style-type: none"> All students - 7% AA students - not reportable EL students - 4% SPED students - 0% 	<ul style="list-style-type: none"> All students - 15% AA students - 10% EL students - 10% SPED students - 5%

Planned Strategies/Activities

1 - Strengthen Instructional Reading Practices and ELA/ELD Program	
<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</p>	<p>Professional Development</p> <ul style="list-style-type: none"> 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. Estrellita) are used effectively. 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 “I Love to Read in Spanish”, a staff development organization. <p>Supplemental Materials</p> <ul style="list-style-type: none"> We aim to provide students with instructional materials that reflect their diverse cultural backgrounds and experiences. In order to support the overall lifting of student achievement, students need to be provided with the resources to experiment and learn. Some examples include books for classroom libraries, guided reading, and individual leveled reading. In addition, Literably provides an additional pre-assessment tool that teachers in grades 3-5 use to hone in the students’ strengths and challenges in an efficient and effective way, while Phonics for Primary Grades supports targeted and direct phonics instruction and practice.

	<p>Reading Intervention Teachers</p> <ul style="list-style-type: none"> This year we have 2 Reading Intervention teachers who are focused on providing targeted ELA/ELD support to students. These instructional staff are certificated teachers who will use Sonday kits and other research based strategies to provide high quality instruction and individualized support to students who are reading significantly below grade level. either in small groups or individually, depending on the level of student need
<p>What specific need prompted this action? And which students will benefit the most from this strategy?</p>	<p>Many of our students are not meeting grade level expectations in ELA, even when assessed in their home language. We want to celebrate multilingualism and multiculturalism, by supporting students to develop the foundational literacy skills they need in both Spanish and English. The students that will benefit the most from these strategies/actions are students who are early emergent and emergent readers.</p>
<p>How, and to what extent, does this strategy directly impact student learning and increase academic achievement?</p>	<p>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>Why is this strategy a good use of limited funds?</p>	<p>The early emergent and emergent reader stages are vital in a student's journey in becoming successful readers and writers. Based on the most current reading level assessments of our students, we have many students across different grades that will benefit from our reading intervention support and guided reading practices in the classroom. The goal of this strategy is to help move students from the early emergent and emergent stages to the early fluent reader stage, using our limited funds efficiently and strategically.</p>
<p>2 - Strengthen Mathematics and Science Program</p>	
<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</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. 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>
<p>What specific need prompted this action? And which students will benefit the most from this strategy?</p>	<p>Many of our students are not meeting grade level expectations in Mathematics or Science. Those who need additional experiences with conceptual understanding of mathematical concepts will benefit most. The online math program allows for differentiation, and students will be able to learn at their own pace.</p>

<p>How, and to what extent, does this strategy directly impact student learning and increase academic achievement?</p>	<p>In order to accelerate academic gains for students, the instructional practices need to be effective and consistent across classrooms. This is a good use of limited funds, because by focusing our efforts on improving staff instruction, and student access to materials, students will find enjoyment and success in math and science.</p>
<p>3 - Instructional Leadership Team (ILT)</p>	
<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</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>
<p>What specific need prompted this action? How, and to what extent, does this strategy directly impact student learning and increase academic achievement? And which students will benefit the most from this strategy?</p>	<p>ILTs were established to encourage collaboration, provide opportunities and structures for teacher leadership, and model a willingness to learn and grow. We are asking teachers to guide the school collectively, and we provide a small amount of compensation for that time. This strategy will impact student learning by ensuring that instructional staff have a consistent approach and shared vision, that decisions are made based on data, and that equity for all students remains a core focus of every action. Students who are academically performing below grade level expectations will benefit the most from this strategy.</p>

#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1a	I Love to Read in Spanish (Staff Development)	\$10,000	Title I, Part A (Direct Allocation)
1b	Literably	\$1,046	Title I, Part A (Direct Allocation)
1c	Classroom Library Books	\$5,000	Title I, Part A (Direct Allocation)
1d	Individual Leveled Books	\$4,000	Title I, Part A (Direct Allocation)
1e	Phonics for Primary Grades	\$5,000	Title I, Part A (Direct Allocation)
1f	Two Reading Intervention Teachers	\$230,223	Stimulus Funds
2	STMath	\$6,000	Title I, Part A (School Choice)
3	Instructional Leadership Team	\$6,000	REF
Total Proposed Expenditures for the Goal		\$267,268	

Annual Review Relative to this Goal

SPSA Year: 2021-2022

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal
All of the activities implemented last year are considered to be relatively effective. We intend to continue to work on these areas, and have continued many of these activities through to this year.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
All of the activities identified last year were implemented as proposed, and there were no major differences between the budgeted and actual expenditures.
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.):
We have moved OSLA from Goal 1 to Goal 2, to more directly reflect its influence in supporting student wellbeing. We have removed the community partners and partnerships (including FoodCorps, Reading Partners, Ravenswood Classroom Partners, and the CLAVES program) from this goal, as we are in the process of realigning and refocusing these types of partnerships. This does not reflect the effectiveness or ineffectiveness of these programs, but simply identifies that we will be focusing on building internal capacity and opportunities for leadership and growth. We have added two reading intervention teachers to support our focus on ELA/ELD.

Goal 2

Description
Provide safe, joyful and productive learning environments with the proper social-emotional and behavior supports
Identified Need
The impacts of the COVID-19 pandemic and long-term distance learning have exacerbated the challenges of regular 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. 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. 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	2020-2021 Baseline Data	2021-2022 Baseline Data	Expected Outcome
Attendance	Attendance Rate as a percentage	2020-2021 (all students): 92%	2021-2022 (all students): 91%	2022-2023 (all students): 96%
Attendance	Chronic Absenteeism as a percentage <ul style="list-style-type: none"> • All students • AA students • EL students • SPED students 	2020-2021: <ul style="list-style-type: none"> • All students - 23% • AA students - 20% • EL students - 21% • SPED students - 38% 	2021-2022: <ul style="list-style-type: none"> • All students - 9% • AA students - 50% • EL students - 35% • SPED students - 47% 	We will reduce chronic absenteeism down to <ul style="list-style-type: none"> • All students - 5% • AA students - 25% • EL students - 15% • SPED students - 25%

Planned Strategies/Activities

1 - CASSY	
Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)	CASSY will provide school-based mental health counseling for students. 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.
What specific need prompted this action? And which students will benefit the most from this strategy?	The impacts of the COVID-19 pandemic and long-term distance learning have exacerbated any challenges that our students are facing, and we need to ensure that there is sufficient mental health support, and resources available for those who need it.
How, and to what extent, does this strategy directly impact student learning and increase academic achievement? Why is this strategy a good use of limited funds?	There is significant evidence to suggest that mental health can impact a student's general and socio-emotional health and wellbeing, their academic outcomes, and overall quality of life. By using our limited funds strategically to support students in this area, we expect that over time students will also demonstrate improved academic achievement.
2 - Playworks	
Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)	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.
What specific need prompted this action? And which students will benefit the most from this strategy?	Based on observational data, we have determined that students need additional social-emotional and behavior support during recess times. Students who are struggling to self-regulate will benefit the most from this program as it provides structures for students to build their confidence and skills in this area with support.
How, and to what extent, does this strategy directly impact student learning and increase academic achievement? Why is this strategy a good use of limited funds?	Research suggests that physical activity and play during recess is linked to improvements in both academic and social behaviors. Structured play is important to provide our students with an outlet for their energy in a constructive manner, which ultimately supports students to have more focus and attention during class time. There is some evidence that experienced Playworks Coaches have more impact than if a teacher or other staff person was to implement the Playworks program - we are using our limited funds to provide our students with the best opportunity for the most effective implementation of this program.
3 - Second Step Program	
Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)	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. It is intended to teach children to identify and understand their own and others' emotions, choose positive goals, and successfully manage their own reactions when they feel strong emotions. Lessons are provided to students

	regularly, and training is provided to teachers in order to help them use the resources well.
What specific need prompted this action? And which students will benefit the most from this strategy?	Based on observational data, we have also determined that students need additional social-emotional and behavior support, which this program will help staff to implement throughout the school.
How, and to what extent, does this strategy directly impact student learning and increase academic achievement?	There is significant evidence to suggest that mental health can impact a student's general and socio-emotional health and wellbeing, their academic outcomes, and overall quality of life. We want to ensure that all students have access to the skills they need in order to succeed both socially and academically.
4 - Outdoor Student Learning Area	
Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)	The school's Outdoor Student Learning Area (OSLA) allows multiple opportunities for students to collaboratively work with other students, and supports self-regulation by providing a calming area for students to visit. The real life experiences and activities are designed to help students increase language acquisition (especially for our English Learners), as well as extend and apply math, science, social studies and language arts skills. We are supported in this strategy through a grant from the Emerson Collective Community and School Garden Special Initiative.
What specific need prompted this action? How, and to what extent, does this strategy directly impact student learning and increase academic achievement? Which students will benefit the most from this strategy?	Based on observational data, we have determined that students need additional areas on campus to engage in experiential learning activities. While in OSLA, students are not only physically active, but are also learning academic content in interesting and engaging ways. In addition, we determined that having students take ownership of the various OSLA components, such as the composting bins and garden beds, gives them agency, which promotes opportunities for developing self-confidence and efficacy in social, emotional and academic areas. While all students will benefit from OSLA, students who have had limited experiences working collaboratively with peers and/or engaging with hands-on activities, will benefit the most from this strategy.
5 - Playground Equipment	
Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)	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>How, and to what extent, does this strategy directly impact student learning and increase academic achievement? Why is this strategy a good use of limited funds?</p>	<p>Research suggests that physical activity and play during recess is linked to improvements in both academic and social behaviors. Play is important to provide our students with an outlet for their energy in a constructive manner, which ultimately supports students to have more focus and attention during class time. By using our limited funds to provide students with playground equipment, we are helping to encourage increased physical activity throughout the school day.</p>
--	---

#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1	CASSY	\$65,000	Title I, Part A (School Choice)
2	Playworks	\$26,160	Title I, Part A (School Choice)
3	Second Step Program	\$0	SMCOE MHSSA Grant
4	Outdoor Student Learning Area	\$10,000	REF
5	Playground Equipment	\$500	REF
Total Proposed Expenditures for the Goal		\$101,660	

Annual Review Relative to this Goal

SPSA Year: 2021-2022

<p>Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal</p>
<p>All of the activities implemented last year are considered to be relatively effective. We intend to continue to work on these areas, and have continued many of these activities through to this year.</p>
<p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>
<p>All of the activities identified last year were implemented as proposed, and there were no major differences between the budgeted and actual expenditures. CASSY struggled with some staffing issues, but they worked with us as best as they could considering the circumstances.</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>We have moved OSLA from Goal 1 to Goal 2, to more directly reflect its influence in supporting student wellbeing. There are no other major changes to this goal.</p>

Goal 3

Description
Partner with families and the community to support the whole child. <i>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.</i>
Identified Need
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. 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 family attendance at different school events and 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.

Annual Measurable Outcomes

Category	Metric or Indicator	2020-2021 Baseline Data	2021-2022 Baseline Data	Expected Outcome
Parent Engagement	Response to our annual school-wide survey	20% of families regularly respond	60% of families regularly respond	100% of families will respond to the annual survey
Parent Engagement	Percentage of families attending school events as recorded on the "Family Attendance" spreadsheet	Estimated at 45%	Estimated at 50%	60% of families will attend school events

Planned Strategies/Activities

1 - Family Engagement Strategies	
<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</p>	<p>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>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> <p>We will also hold 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>
<p>What specific need prompted this action? How, and to what extent, does this strategy directly impact student learning and increase academic achievement? And which students will benefit the most from this strategy?</p>	<p>These strategies were identified because family engagement and support helps to improve student engagement, which ultimately improves student learning and academic growth. All students will benefit from these strategies, especially those who have experienced or lived in a community that has experienced trauma of any sort (including but not limited to immigration, systemic, housing, inequities etc.). Students who need additional academic supports will also benefit, as their families become more involved in participating fully in their student's learning, including advocating for their student's needs.</p>
<p>Why is this strategy a good use of limited funds?</p>	<p>These strategies are a good use of funds, because they help us to connect more effectively with our community, supporting families in understanding more about what is going on in their student's lives. It also supports growing student autonomy and independence to participate in their own educational journey and academic success.</p>
<p>2 - Family Outreach Coordinator</p>	
<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</p>	<p>This is a relatively new position over the past few years, 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 trialing a system of "room parents" to provide a structured network of parent communication within each classroom. We hope to continue to develop capacity for leadership amongst our parents, with the support of our Outreach Coordinator.</p>

<p>What specific need prompted this action? How, and to what extent, does this strategy directly impact student learning and increase academic achievement?</p> <p>Which students will benefit the most from this strategy?</p>	<p>In order to coordinate school-wide events, monitor family attendance, administer surveys and collect data, etc., we determined that additional staff support is needed. We want all families to be involved in their child's schooling experience, and we know that there are often many barriers to engagement, which have only been exacerbated by the global pandemic. Parents often rely on our staff's expertise to provide additional support beyond the school day. Providing families with resources, guidance, and tips for supporting their child's learning experience at home, will complement the work being done at school to improve student academic outcomes.</p> <p>All students will benefit from this strategy. However, students who need additional academic support will particularly benefit, as their families become more involved in participating fully in their student's learning, including better understanding their child's needs.</p>
<p>Why is this strategy a good use of limited funds?</p>	<p>This strategy is a good use of funds because the family outreach coordinator ensures that the school-family relationship continues to grow in a sustainable way.</p>

#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1a	ParentSquare	\$4,635	Title I, Part A (District)
1b	Family events	\$15,000	REF
2a	Outreach Coordinator	\$78,044	Stimulus Funds
2b	Outreach Coordinator supports evening events (extra hours)	\$1,500	Title I, Part A (Engagement)
Total Proposed Expenditures for the Goal		\$99,179	

Annual Review Relative to this Goal

SPSA Year: 2021-2022

<p>Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal</p>
<p>All of the activities implemented last year are considered to be relatively effective. We intend to continue to work on these areas, and have continued many of these activities through to this year.</p>
<p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>
<p>All of the activities identified last year were implemented as proposed, and there were no major differences between the budgeted and actual expenditures.</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>We have expanded the description of Strategy 1 to include the activities described in last year's Strategy 3. We have not made any other major changes to this goal.</p>

Goal 4

Description
By June 2023, 75% of our students who are English Learners at Level 4 on the ELPAC will be reclassified
Identified Need
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. 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.

Annual Measurable Outcomes

Category	Metric or Indicator	2020-2021 Baseline Data	2021-2022 Baseline Data	Expected Outcome
ELD	Reclassification rates of English Learners	20-21 RFEP / Ever-EL (DataQuest): 10%	2021-2022 RFEP / Ever-EL (DataQuest): 1/164 = 0.6%	15%
ELD	Reclassification rates of those who previously scored Level 4	25%	Spring 2021 ELPAC Level 4: 4 students 21-22 Reclassified: 1 student 1/4 as a percentage = 25%	65%
ELA	Percentage of English Learners meeting the Report Card Criteria for Reclassification	65%	72%	85%
ELA	Percentage of English Learners meeting the ELA Local Assessment Criteria for Reclassification	23%	25%	50%

Planned Strategies/Activities

1 - Student Data Analysis and Report Card Calibration	
Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)	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>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>
<p>What specific need prompted this action? And which students will benefit the most from this strategy?</p>	<p>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.</p>
<p>How, and to what extent, does this strategy directly impact student learning and increase academic achievement?</p>	<p>This strategy allows us to use data more effectively, to accurately pinpoint areas in which to support student growth and academic achievement. By seeing a more differentiated view of the data, we will also be differentiating and providing more individualized interventions and supports for students, based on their specific needs, which directly impacts student learning.</p>
<p>2 - English Language Development Instruction</p>	
<p>Narrative Description (<i>What does this action consist of? What will you actually be doing?</i>)</p>	<p>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.</p>
<p>What specific need prompted this action? And which students will benefit the most from this strategy? How, and to what extent, does this strategy directly impact student learning and increase academic achievement?</p>	<p>Data has shown that consistent high-quality instruction in Designated ELD supports student language acquisition. Almost all of our students need more support in this area, especially multilingual learners, and especially those with emergent language proficiency skills. Good implementation of this strategy will support increased language acquisition and development both in the classroom, and throughout the whole school environment.</p>

#	Short Strategy/Activity Title	Proposed Expenditure Amount	Proposed Expenditure Source
1	Student Analysis and Report Card Calibration	\$0	Within Contract Hours
2	English Language Development Instruction	\$0	Within Contract Hours
Total Proposed Expenditures for the Goal		\$0	

Annual Review Relative to this Goal

SPSA Year: 2021-2022

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal
All of the activities implemented last year are considered to be relatively effective. We intend to continue to work on these areas, and have continued many of these activities through to this year.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
All of the activities identified last year were implemented as proposed, and there were no major differences between the budgeted and actual expenditures.
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.):
As mentioned in Goal 1, we have removed CLAVES from our SPSA as we are not part of the project this year. There are no other major changes.

Budget Summary

Budgeted Funds

Total Proposed Expenditures for Goal 1	\$267,268
Total Proposed Expenditures for Goal 2	\$101,660
Total Proposed Expenditures for Goal 3	\$99,179
Total Proposed Expenditures for Goal 4	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$468,107

Federal Funds

Title I, Part A: Direct School Allocation	\$25,046
Title I, Part A: School Choice	\$97,160
Title I, Part A: School Parent and Family Engagement Reservation	\$1,500
Title I, Part A: Other Authorized Activities (District Set-Aside)	\$4,635
Stimulus Funds (ESSER I, GEER I etc.)	\$308,266
Total Funds provided through Federal Programs	\$436,607

State or Local Funds

Ravenswood Education Foundation (REF)	\$31,500
Total Funds provided through State or Local Programs	\$31,500

Total Funds Summary

Federal Funds Allocated Directly as indicated on the Consolidated Application <i>(Title I Part A Allocation, and Parent and Family Engagement)</i>	\$123,706
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$468,107
Total Funds provided through Federal Programs	\$436,607
Total Funds provided through State or Local Programs	\$31,500