

# School Plan for Student Achievement

## Belle Haven Elementary

School Year	County-District-School Code	School Site Council Approval Date	Local Board Approval Date
2026-2027	41-68999-6044309	2/5/2026	6/11/2026

Reviewed and Revised on	Reviewed and Revised on	Reviewed and Revised on

### Plan Description

**Describe your school's plan for effectively meeting the Every Student Succeeds Act (ESSA) requirements, in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.**

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 additional targeted support and improvement (ATSI), and as per AB716, the SPSA meets the ESSA planning requirements for CSI and/or ATSI. Schools that meet the criteria for CSI or ATSI must engage with their community and educational partners to locally develop and implement a plan to improve student outcomes.

This SPSA is consistent with Ravenswood City School District LCAP, and will also be used to meet federal CSI/ATSI planning requirements (if applicable). For more information, and how you can get involved, please contact your school principal.

### Educational Partner Involvement

**How, when, and with whom did your school consult as part of the planning process for this SPSA?**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups (English Learner Advisory committee, student advisory groups etc.) and seek input from these advisory groups in the development of the SPSA. The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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. Site coaches, the Instructional Leadership team, and other staff are also provided with opportunities for their input and feedback to influence the development of the school budget and SPSA at various staff meetings.

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 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 SPSA. This SPSA was preliminarily approved by both the SSC/ELAC and district Board by the end of the school year. The SSC/ELAC will review the SPSA again at the beginning of the next school year, to make any adjustments, as 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

**Briefly identify and describe any resource inequities identified at your school as a result of the required needs assessment, and summarize how the identified resource inequities are addressed in the SPSA.**

Schools eligible for CSI/ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment. Identified resource inequities must be addressed through implementation of the CSI/ATSI plan.

A significant majority of our Belle Haven students have not been meeting their grade level expectations, as shown through the data reviewed by educational partner/engagement meetings and at the district's Board meetings. We also have a high concentration of higher needs students with disabilities, and English Learners who are considered to have emergent English language and literacy skills, scoring at levels 1-2 on the ELPAC, with a limited number of staff and resources, which means that higher levels of intervention and support are necessary in order to successfully accelerate their academic achievement. Many students in neighboring communities are often able to access a much wider variety of academic, social-emotional, and enrichment activities, resources, and opportunities due to their financial means, than the students attending schools in the Ravenswood district - we hope to provide access for our students to a similar array of opportunities.

In order to provide our students with more academic, social-emotional, and enrichment activities, resources, and opportunities, we have budgeted for support in these specific areas. Additional teaching and support positions are filled to support academic, social-emotional, and family success. Supplemental materials and opportunities for students to learn outside the classroom are also made available to support tier one learning and expanded life experiences. To support the various needs of our students and community, we have budgeted for additional staff that specialize in different areas. We have two instructional coaches who work directly with teachers to improve instruction. They also support the planning and facilitation of our Instructional Leadership Team meetings and site and grade level professional learning communities. We have three intervention teachers to support foundational literacy and newcomers. In order for our students to receive a well rounded education, we have three special teachers. One art teacher, one PE teacher, and one drama teacher. We have a school culture coordinator, campus relations coordinator, and outreach coordinator that all work directly with students and families to build a strong culture at Belle Haven. To support mental health, we have a full time mental health specialist that works directly with students as well as supports in finding outside services for families.

In addition to personnel to support learning, We have set money aside for supplemental programs to support learning. We have purchased online licenses for programs such as Starfall and Heidisongs. Starfall and Heidisongs are programs to support early literacy. Starfall can be used both in the classroom and at home while Heidisongs is primarily used in the classrooms. Field trips and assemblies are also a great way for teachers to supplement learning through experiential learning. We have earmarked funding for these as well.

# Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Referring to the California School Dashboard (Dashboard), identify:

- (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND
- (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes. Describe the steps that will be taken to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Identify any state indicator for which overall performance was in the “Red” or “Orange” performance category:

- **Belle Haven:** "Red" on English Learner Progress, English Language Arts, and Mathematics
- **Costano:** "Red" on English Learner Progress; "Orange" on Suspension Rate, English Language Arts, and Mathematics
- **Los Robles Ronald McNair:** "Red" on Mathematics; "Orange" on English Learner Progress, and English Language Arts
- **Cesar Chavez Ravenswood Middle:** "Red" on Suspension Rate; "Orange" on Chronic Absenteeism, English Learner Progress, English Language Arts, and Mathematics

We also have locally collected data which demonstrates student need and student growth in a range of different areas, known as “Vital Signs” that are regularly reviewed. This review and analysis of specific Vital Signs is one of the ways that the district supports schools in addressing areas of low performance, or performance gaps amongst their students.

The actions identified in this SPSA are aligned with the actions and goals of the LCAP, in order to provide a cohesive approach towards improving student outcomes.

## Goals, Strategies, and Proposed Expenditures

### Goal 1

#### Goal Description

*What is the school seeking to achieve, and how does the school plan to accomplish this goal?*

Improve student self-perception and accelerate academic growth in Language and Literacy, and Mathematics:

- Students are powerful readers and writers who use literacy across content areas to make meaning and share their ideas.
- Students see themselves as mathematicians and use their skills, a deep understanding of content, and strong practices in their learning and work.

#### How is this goal and associated actions aligned to the LCAP?

Goal 1 of our LCAP also addresses student academic growth, particularly in Language and Literacy, and in Mathematics across the district.

#### Identified Need

*Describe the basis for establishing the goal - this should be based upon an analysis of verifiable data, including local and state indicator data from the Dashboard and/or data from the School Accountability Report Card and/or local data collected by districts to measure pupil achievement.*

With reference to both the California Dashboard, and our local assessment data, it is clear that we need to continue to focus on supporting student growth in English Language Arts, and Mathematics. There have been some significant successes for English Learner Progress, but this also continues to be an area of focus.

## Annual Measurable Outcomes

Metric / Indicator	Actual Outcome (SY24-25)	Actual Outcome (SY25-26)	Expected Outcome (SY26-27)
English Language Arts as reported on the CA Dashboard	Reported in Dec 2024: All Students "Red" - 118.6 points below standard  English Learners "Red" - 133.3 points below standard	Reported in Dec 2025: All Students "Red" - 120.9 points below standard  English Learners "Red" - 134.9 points below standard	All Students "Orange" - 95 points below standard  English Learners "Orange" - 98 points below standard
Mathematics as reported on the CA Dashboard	Reported in Dec 2024: All Students "Red" - 112.8 points below standard  English Learners "Orange" -121.1 points below standard	Reported in Dec 2025: All Students "Red" - 127.2 points below standard  English Learners "Red" -130.4 points below standard	All Students "Orange" - 95 points below standard  English Learners "Orange" - 95 points below standard
English Learner Progress as reported on the CA Dashboard	Reported in Dec 2024: "Orange" - 39.4% making progress towards English language proficiency	Reported in Dec 2025: "Red" - 27.5% making progress towards English language proficiency	"Orange" - 50% making progress towards English language proficiency

## Planned Strategies / Activities

Strategy #	Description <i>Describe the action, the need that this action will address, and how this action supports improved student outcomes</i>	Students to be Served	Proposed Expenditure(s) and Funding Source(s)
1	<p>Instructional Coaching and Professional Development</p> <ul style="list-style-type: none"> <li>Literacy and STEAM Coaches will continue to support teachers, including helping them to better understand new curriculum adoptions. All teachers will have the opportunity to receive coaching, based on their specific needs and classroom situation</li> <li>Support the development of Professional Learning Communities (PLCs) for our teachers around literacy, instruction, and/or mathematics</li> <li>Encourage the use of REF's PD fund to provide access to attend highly regarded conferences and workshops, specifically around mathematics.</li> <li>Continue to develop the Instructional Leadership Team (ILT) and build teacher leader capacities</li> </ul> <p><i>This strategy will help to address the inequities around highly effective instruction with limited staff and resources</i></p>	All students	<p>REF \$290,033</p> <p>General Fund \$5,000</p>

2	<p>Intervention Strategies:</p> <ul style="list-style-type: none"> <li>Continued use of SIPPS as a Tier 2 literacy intervention curriculum in all grades, specifically for students showing low scores in phonics</li> <li>Intervention specialists and the Newcomer/ELD teacher will provide targeted supports based on data-driven student grouping</li> <li>Effectively use supplemental materials (Starfall, Heidi's Songs etc.) to support student learning</li> </ul> <p><i>This strategy will help to address the resource inequities that exist regarding our student population who needs additional academic interventions and support</i></p>	English Learners, and All students scoring 3 and below on CAASPP	REF \$290,033  General Fund \$159,017
3	<p>English Learners:</p> <ul style="list-style-type: none"> <li>Provide high-intensity targeted support to students who are very close to meeting the reclassification requirements</li> <li>Continue to monitor students who have been reclassified to ensure that they continue to make progress as expected</li> <li>Provide support in all areas of English Language Development to ensure that students are continuing to make progress</li> </ul> <p><i>This strategy will help to provide specific additional supports to English learners, as identified in the resource inequities</i></p>	English Learners	General Fund \$159,017 <i>(duplicated expenses - Action 1.2)</i>

## Annual Review Relative to this Goal

SPSA Year: 2025-2026

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal. How successful were you over the past year in accomplishing your outcomes? How do you know? Use actual outcome data (ie. from the Dashboard) where possible.

Last year's goals and actions have been restructured to more closely align with the new three-year LCAP beginning from the 2024-25 school year.

Strategy 1: Out of 13 homeroom teachers, 12 participated in coaching. The coaches held weekly collaborative PLCs this school year which were centered around literacy and instructional planning. There were a few new instructional asks this year and the coaches worked with teachers during the weekly PLCs to support learning. There are two teachers and a STEAM coach on the math pilot team who are actively reflecting upon and evaluating which curriculum to adopt.

Coaches support in the planning of weekly Instructional Leadership Team (ILT) meetings as well as monthly site-based PLCs. A new group of teachers has had the opportunity to join the ILT and build teacher leader capacities. Overall, strategy one has been effective in regards to developing teachers.

Strategy 2: Intervention teachers have worked with upwards of 62 students. Our intervention teacher is overseeing the entire intervention program at our school site as our lead interventionist; she meets with grade levels on a bi-weekly basis and supports City Year corps members in best supporting students with reading intervention. On the dashboard, English Learner progress decreased and moved from orange to red for the test results of spring 2025.

Our SIPPS strategy has been effective, for school year 26-27, based on our current SIPPS mastery test data, only 20/109 (18%) of 4<sup>th</sup> and 5<sup>th</sup> graders are in need of SIPPS Plus next year compared to 30% this school year.

Strategy 3: Our ELD teacher has worked with 19 newcomer students or students who need higher levels of support. Some students in this group start to transfer out and work in SIPPS. She creates an environment where students feel comfortable to practice their English skills with one another. Our newcomer students also worked virtually 1 on 1 with a tutor to support their independent needs in phonics. Our ELD teacher meets with grade levels on a monthly basis to update teams on progress monitoring. Our ELD teacher is on the district wide language and literacy team which is

currently building a codified plan to improve our progress monitoring of Multilingual Learners (MLLs), long-term English-learners (LELS), and reclassified students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended Implementation and budget expenditures and the implementation of the strategies to meet our goals.

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.):

Our ELD teacher worked with students in 2nd-5th grades. We will continue to focus on those grades.

## Goal 2

### Goal Description

*What is the school seeking to achieve, and how does the school plan to accomplish this goal?*

Strengthen student belonging, and encourage increased family engagement to support student outcomes:

- Students feel safe at, connected to, and trust the school community, providing them with agency and a sense of belonging
- Partner with families and the community to support the whole child

### How is this goal and associated actions aligned to the LCAP?

Goal 2 of our LCAP also addresses belonging and engagement across the district.

### Identified Need

With reference to both the California Dashboard, and our locally collected data, we can see some improvement in student outcomes, however student belonging and family engagement have been identified by our educational partners as needing some specific actions directed towards supporting these areas.

## Annual Measurable Outcomes

Metric / Indicator	Actual Outcome (SY24-25)	Actual Outcome (SY25-26)	Expected Outcome (SY26-27)
Suspensions as reported on the CA Dashboard	Reported in Dec 2024: All Students "Green" - 3% suspended at least one day	Reported in Dec 2025: All Students "Green" - 2% suspended at least one day	All Students Maintain "Green" - 3% suspended at least one day
Chronic Absenteeism as reported on the CA Dashboard	Reported in Dec 2024: All Students "Orange" - 41.3% chronically absent	Reported in Dec 2025: All Students "Yellow" - 33.6% chronically absent	All Students Maintain "Yellow" - 38% chronically absent
Average Daily Attendance	Year to date (March 2025) All Students: 90.9%	Year to date (March 2026) All Students: 92.7%	95%
Referrals	Year to date (March 2025) 109	Year to date (March 2026) 29	Maintain less than 80 referrals

## Planned Strategies / Activities

Strategy #	Description <i>Describe the action, the need that this action will address, and how this action supports improved student outcomes</i>	Students to be Served	Proposed Expenditure(s) and Funding Source(s)
1	<p>Improve School Culture through the development of policies, programs and activities that support student connection, including:</p> <ul style="list-style-type: none"> <li>• School Culture Coordinator will help to create a structured and supportive school environment, and focus on community building. They will also help to celebrate student successes and our PBIS strategies</li> <li>• Hold school assemblies focused on different topics of student interest (such as AAPI month, Black History month, or Hispanic Heritage month)</li> </ul> <p><i>This strategy will support increased student engagement and seek to reduce chronic absenteeism and suspension rates</i></p>	All Students	General Fund \$107,839

2	<p>Support students with emotional growth and trauma related issues through:</p> <ul style="list-style-type: none"> <li>• The use of therapists, counselors, and One Life to support students mental health and social-emotional health as needed</li> <li>• Provide access to resources for students and their families</li> <li>• Campus Relations Coordinator/ School Support Staff help to build a structured and supportive school environment</li> </ul> <p><i>This strategy will support student wellbeing and seek to reduce chronic absenteeism and suspension rates</i></p>	All Students	<p>REF \$230,597</p> <p>General Fund \$195,848</p> <p>Title I, Part A \$85,750</p>
3	<p>Student Enrichment Activities:</p> <ul style="list-style-type: none"> <li>• Special classes (e.g art, and music) support the school's vision to provide high quality enrichment activities to students. We seek to reduce the opportunity gaps that low-income students have by providing these classes during the school day. Special classes also support student engagement and belonging, especially for students who excel in these areas of creativity and exploratory learning.</li> <li>• Field Trips are opportunities for students to build background knowledge and vocabulary through great experiences. We seek to align our field trip opportunities for each grade level to core content standards. They also provide an opportunity for our students to see what is outside of the city of Menlo Park/East Palo Alto. Many students have never been to surrounding cities.</li> </ul> <p><i>This strategy will support increased student engagement and seek to reduce chronic absenteeism and suspension rates</i></p>	All Students	<p>REF \$297,533</p> <p>General Fund \$145,017</p>
4	<p>Improve Family Engagement:</p> <ul style="list-style-type: none"> <li>• Family Outreach Coordinator will continue 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.</li> <li>• Increase “Parent Workshop” evenings. 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.</li> <li>• Introduce grade level or classroom activities for families (eg. potluck meals) to support meet and greet opportunities for families to get to know each other and develop informal community support networks</li> </ul> <p><i>This strategy will support increased student engagement and academic achievement through family involvement</i></p>	All Students	<p>General Fund \$111,772</p> <p>Title I, Part A \$3,000</p>

## Annual Review Relative to this Goal

SPSA Year: 2025-2026

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal. How successful were you over the past year in accomplishing your outcomes? How do you know? Use actual outcome data (ie. from the Dashboard) where possible.

Strategy 1: Our School Culture Coordinator has played a critical role in creating an environment that is safe and welcoming for our students. He along with our student leadership team makes the announcements for our weekly whole school assembly. He has created a weekly leadership team that meets to work on leadership skills such as presenting in public and participating in other school events. He is creating a culture that welcomes all students by celebrating their heritage through assemblies, videos, and other events. He supports students in the classroom both academically and socially. He also works on creating positive behavior intervention and support (PBIS) for our students. This includes but is not limited to supporting our student store, celebrations, student check-ins, and behavior charts.

Strategy 2: Our counselors have provided a space for students to work through various mental health needs. They provided space to work with students 1 on 1 as well as in small groups. Our counselors also held groups to work on making friends, build on communication skills, and grief. They also provided social-emotional lessons to classes tailored to classroom needs. Through our counselors, families are able to gain information about various resources in the community and county (including but not limited to mental health, medical, and housing)

Our campus relations coordinator aids in setting the tone for the school. She helps with discipline and focuses a lot of her time on holding restorative circles when issues come up. Both the campus relations coordinator and school support staff work closely with the school culture coordinator to ensure the school runs smoothly and students are learning. Our campus relations coordinator also supports student PBIS activities both inside and outside of the classroom.

Strategy 3: Students are provided with 3 enrichment classes: Art, Drama, and Physical Education. Students are provided art and drama classes once a week. Students were exposed to various art experiences such as creating clay mugs, painting, and learning about various artists. Students learn about audience skills, presenting skills, and building self-confidence in drama class. Physical education class happened 3 times a week and provided opportunities for students to learn about different sports and create healthy habits. Students look forward to these classes daily and are encouraged to come to school to participate.

Students are also excited to attend field trips. This year each grade level went on a field trip outside of East Palo Alto/ East Menlo Park. This provided opportunities for students to build background knowledge and vocabulary while also being able to explore what is outside of the area. For example, our 5th graders attended Vida Verde outdoor camp and were able to focus on team building, self-growth, and learn about nature. This also provided an opportunity for students to experience camping for the first time.

Strategy 4: Our Parent Outreach Coordinator connected with our families in multiple ways. She was the first one to greet them in the mornings at the gate and is often the first contact when new students come to school. She called families when student attendance was down. She helped to provide families with necessities such as clothing and gift cards for food and transportation. Our Outreach coordinator also messaged out to our families about all of our family events including academic nights, conferences, and family fun nights. She is also putting together a workshop night where families could learn about various topics to support their students, for example student mental health, technology, and healthy study habits.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not have as many family workshops as planned this year.

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.):

With an increase in budget, we are planning to have 2 full time counselors for the 26-27 school year, instead of 1 counselor. This will be through the use of a contractor, OneLife. Also, each homeroom teacher will be allotted up to \$700 for a field trip instead of the school paying for the entire trip. We will also add back 1 part time school support staff for a total of 2 part time staff.

# Budget Summary

## Federal Funds

Title I, Part A: School Allocation	\$85,750
Title I, Part A: School Parent and Family Engagement Reservation	\$3,000
Title III, English Learners	\$0
<b>Total Funds provided through Federal Programs</b>	<b>\$88,750</b>
Federal Funds Allocated Directly as indicated on the Consolidated Application <i>(Title I Part A Allocation, and Parent and Family Engagement)</i>	<b>\$88,750</b>

## State or Local Funds

Ravenswood Education Foundation (REF)	\$1,108,196
General Fund (including Supplemental and Concentration)	\$724,493
<b>Total Funds provided through State or Local Programs</b>	<b>\$1,832,689</b>

## Budgeted Funds

Total Proposed Expenditures for Goal 1	\$744,083
Total Proposed Expenditures for Goal 2	\$1,177,356
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	<b>\$1,921,439</b>

## Recommendations and Assurances

The School Site Council (SSC) and English Language Advisory Committee (ELAC) recommend this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC/ELAC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC/ELAC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC/ELAC sought and considered all recommendations from other school groups or committees as appropriate before adopting this plan, including specifically considering the needs of English Learners.
4. The SSC/ELAC reviewed the content requirements for the school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in the district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted or updated by the SSC/ELAC at a public meeting on : 2/5/2026