

School Plan for Student Achievement

Costaño School of the Arts

School Year	County-District-School Code	School Site Council Approval Date	Local Board Approval Date
2026-2027	41-68999-6044325	3/3/2026	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.

School site staff were engaged at various levels. The principal and vice principal met to review the initial needs assessment and then iterated upon previous strategies. The instructional coaches then met with the administrative team to ensure that strategies were addressing both CAASPP and local data trends. All teachers were engaged at a staff meeting to ensure buy-in and alignment with the strategies set in place, additionally staff had the opportunity to provide feedback. Grade level teams were engaged individually to provide for further feedback and pose any questions they were not able to during the staff meeting.

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.

- ELD - Inconsistent integrated ELD across grade levels which has contributed to stagnant ELPAC scores and limited student redesignation.
 - This will be addressed in the 26-27 school year by dedicated staff professional development about integrated ELD in the classroom.
 - We will also pilot the use of ELPAC interim assessments to aid teachers in identifying areas needing targeted support.
- ELA - According to our dashboard we are 85.6 points below standard. On our MOY district benchmark, we are 87% below grade level in reading. We are seeing gains in district benchmarks from BOY assessments, which had our students at 91% below.
 - This will be addressed in the 26-27 school year through continued use of Tier one pedagogy based in the Science of Reading (CKLA and Heggerty), and protected 30 minute time blocks in each grade level for universal tier two intervention using SIPPS and SEEDS curriculums
 - Use of instructional coaching to support ELA instruction though protected common collaboration time for all grade levels
- Math - According to our dashboard we are 99.8 points below standard. On our MOY district benchmark, we are 96% below grade level in Math. We are seeing gains in district benchmarks from BOY assessments, which had our students at 98% below.
 - Use of instructional STEAM coach to support math instruction though protected common collaboration time for all grade levels
 - Newly adopted math curriculum (Bridges) in the 26-27 school year.
 - In the 26-27 school year, teachers will have dedicated grade level release days for training and planning for this new curriculum.
- Chronic Absenteeism - According to our dashboard we are at 43.7 percent chronic absent, with an average daily attendance of 91.4 percent as of 4/1/26.
 - Biweekly meetings of our site Attendance PLC to address patterns, student needs, and incentive programs for increased individual and overall attendance.

- This will be addressed through the continued use of biweekly SART meetings, and the regular referral of tracked students needing additional attendance support to the RCSD SARB Referral process.
- Suspension Rate - During the 25-26 school year, we have suspended 5 students for at least one school day. Of those suspended, 40 percent were African American, and 60 percent Hispanic/Latino.
 - This will be addressed through the continued use of biweekly COST meetings to address academics, behavioral, and emotional needs, as well as continue with a robust SST process which includes efficient tracking.
 - Revamped SST process with efficient tracking, and use of COST team to provide additional behavioral and emotional interventions.

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 students’ self-perception while accelerating academic growth in Language Arts and Literacy.

- Students are powerful readers and writers who use literacy across content areas to make meaning and share their ideas.

- Students develop a strong mathematical identity by applying their skills, deepening their understanding of content, and consistently using effective practices in their learning and work.
- We will provide explicit and systematic instruction in foundational literacy and writing in tier 1 and tier 2.

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 across the District.

Identified Need

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. 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" - 111 points below standard English Learners "Red" - 121.6 points below standard	Reported in Dec 2025: All Students "Orange" - 85.6 points below standard English Learners "Red" - 107 points below standard	All Students "Orange" - 100 points below standard English Learners "Orange" - 105 points below standard
English Learner Progress as reported on the CA Dashboard	Reported in Dec 2024: "Yellow" - 44.7% making progress towards English language proficiency	Reported in Dec 2025: "Red" - 29.3% making progress towards English language proficiency	"Yellow" - 52% 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	Tier 1 Instruction: <ul style="list-style-type: none"> • Continued use of the Science of Reading pedagogy in grades K-5, and a phonics program in grades TK-3rd. • Literacy and STEAM Coach will co-plan, observe, and co-teach lessons with teachers in all grade levels. All teachers will meet regularly with grade level partners and instructional coaches. • PT literacy teacher will support with ELA Tier one instruction and/or intervention especially in grades 1 & 2 	All Students	LCRS \$217,525 REF \$145,017
2	Instructional Coaching and Professional Development <ul style="list-style-type: none"> • Literacy and STEAM Coaches will continue to support teachers through co-planning, observation, and co-teaching, including guidance in understanding new curriculum adoptions. All teachers will have the opportunity to receive differentiated coaching based on their specific needs and classroom contexts. • Support the development of Professional Learning Communities (PLCs) by facilitating weekly meetings focused on literacy, instruction, and mathematics. 	All Students	LCRS *\$145,017 <i>(duplicated expenses - Action 1.1)</i> REF *\$145,017

	<ul style="list-style-type: none"> ● Create and develop the Instructional & Art Leadership Team and build teacher leader capacities ● Encourage the use of REF's PD fund to provide access to attend highly regarded conferences and workshops, specifically around mathematics and the arts. ● Literacy and STEAM coaches will design, develop, and support professional development for staff. 		<p><i>(duplicated expenses - Action 1.1)</i></p> <p>General Fund \$20,000</p>
3	<p>Universal Tier 2 Time:</p> <ul style="list-style-type: none"> ● Intervention specialists and the Newcomer/ELD teacher will provide targeted supports based on data-driven student grouping ● Designated time for ELD block for all MLL learners to receive daily ELD instruction. Effective use of supplemental instructional materials to support ELD. ● Continued use of SIPPS as a Tier 2 literacy intervention curriculum in all grades ● Prioritize early literacy skills in grades TK-2 with a coach for TK and SGI (Small group Instructors) in Kindergarten and 1st grades 	English Learners and All Students	<p>REF \$290,033</p> <p>General Fund \$145,017</p> <p>Title I, Part A \$5,000</p>
4	<p>English Learners:</p> <ul style="list-style-type: none"> ● Provide high-intensity targeted support to students who are very close to meeting the reclassification requirements ● Continue to monitor students who have been reclassified to ensure that they continue to make progress as expected ● Provide support in all areas of English Language Development to ensure that students are continuing to make progress 	English Learners	<p>General Fund *\$145,017 <i>(duplicated expenses- Action 1.3)</i></p> <p>Title I, Part A *\$5,000 <i>(duplicated expenses- Action 1.3)</i></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.

This 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: All classroom teachers used the District adopted curriculum (CKLA and SEEDS) for English Language Arts. Out of 19 homeroom teachers, 12 participated in coaching. The coaches held weekly collaborative PLCs for all grade levels this school year which were centered around literacy, instructional planning, and mathematics. Coaches support in the planning of the monthly site-based Professional Developments as well as the grade level Unit Internalization days. Overall, strategy one has been effective in regards to developing teachers.

Strategy 2: Our ELD teacher has worked with 40 newcomer students or students who need higher levels of support. She creates an environment where students feel comfortable to practice their English skills with one another. She meets with teachers regularly to update teams on progress monitoring. On the dashboard, English Learner progress was maintained and remained in the orange for the test results of spring 2025.

We continued to use SIPPS as the Tier 2 intervention curriculum. Intervention teachers have worked with more than 125 students. Our SIPPS strategy has been effective, for school year 26-27, we will likely only have 40% of 4th and 5th graders in need of SIPPS Plus next year compared to 71% this school year.

Our intervention teacher is overseeing the entire intervention program at our school site as our lead interventionists; she meets with grade levels on a monthly basis and supports City Year corps members and RCP volunteers in best supporting students with reading intervention.

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

This year we had set aside funding for 3 interventionists. However, we had an unexpected resignation, and were unable to fill the position.

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.):

Based on the Dibels scores for 2nd graders and a school closing in the District and we are receiving approximately 80 students, we are going to continue with the 2 intervention teachers, and add one part time intervention teacher.

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 "Blue" - 1% suspended at least one day	Reported in Dec 2025: All Students "Orange" - 1.4% suspended at least one day	All Students "Blue" - 1% suspended at least one day
Chronic Absenteeism as reported on the CA Dashboard	Reported in Dec 2024: All Students "Orange" - 51.4% chronically absent	Reported in Dec 2025: All Students "Yellow" - 43.7% chronically absent	All Students Maintain "Yellow" - 46% chronically absent
Average Daily Attendance	Year to date (March 2025) All Students: 90.4%	Year to date (March 2026) All Students: 90.4%	93%
Family Engagement - Attendance at Events	As of March 2025, we've had two family art nights that have been widely attended, and a winter concert, a community fair spotlighting six local organizations, and two parent education nights (one on learning about Ravenswood and the other about mental health).	As of March 2026, we've had the following well attended family/community events: two family art nights, a winter concert, a musical, two community resources fairs spotlighting local organizations, and our annual musical.	Increase family engagement present at each family art night to 25%.

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"> Parent Outreach coordinator will continue to support our families integrating into the school community and support with family needs Hold monthly assemblies to recognize students focused on a different Core value based around our essential practices Campus Relations Coordinator/ School Support Staff help to build a structured and supportive school environment Ensuring that each student had 1 trusted adult on campus 	All Students	General Fund \$410,664
2	<p>Support students with emotional growth and trauma related issues through:</p> <ul style="list-style-type: none"> The use of site-based mental health therapist, and CASSY therapist to support students as needed Emphasize and embed Social-Emotional Learning (SEL) and Growth Mindsets into our school community 	All Students	REF \$230,597 Title I, Part A \$85,000
3	<p>Support African American students with sense of belonging and SEL which will support with decreasing chronic absenteeism and suspension:</p> <ul style="list-style-type: none"> Hire an additional campus relations coordinator Create an AA group and hold bimonthly meetings with students CICO weekly as needed 	African American Students	General Fund *\$224,496 (<i>repeated expense from 2.1</i>)

4	<p>Provide holistic and wraparound student supports through a clear and data-driven process</p> <ul style="list-style-type: none"> Meet every other week with Coordination of Services Team (COST) containing family outreach coordinator, therapists, school psychologist, and administration to review student academic and behavioral needs to determine best supports Continue to utilize our SST process to ensure that all students who are struggling academically, emotionally, behaviorally, are supported and data tracked so they can receive appropriate supports, and create an efficient tracking system that follows students in need from year to year. 	All Students	<p>\$0 <i>Uses existing staff time</i></p>
5	<p>Improve Family Engagement:</p> <ul style="list-style-type: none"> 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. Have three Family Art Nights that are specifically themed based on time of year to increase parent, family, and community engagement through the arts Hold monthly parent education nights/family fun nights (movie night, bingo, etc). The education nights are based on topics such as SEL/Mental Health, Social media and bullying, etc. Family resource fair that brings in 10-15 outside providers to share resources and opportunities to equip and inform our families and support our students with wraparound services twice per year Meet with our SSC, ELAC, and cafecito's, 5-6 per year to discuss budget expenditures and program quality assessments. 	All Students	<p>General Fund *\$138,772 <i>(duplicated expense \$111,772 from Action 2.1)</i></p> <p>REF \$20,000</p> <p>Title I, Part A \$2,000</p>
6	<p>Meet with community leaders, families, school neighbors, city officials, and staff to partner with the Safe Routes to school program to design measures to create a safe community.</p>	All Students	<p>\$0 <i>Uses existing staff time</i></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: The staff community has played a critical role in creating an environment that is safe and welcoming for our students. We hold monthly Core Value assemblies where students from every class are recognized for excelling in that core value. All staff, interventionist, specialist, ELD have the opportunity to give the award. All classroom teachers have discussed with their students' about everyone having at least one trusted adult on campus.
- Strategy 2: Our mental health therapist and counselors have provided a space for students to work through various trauma. They provided space to work with students 1 on 1 as well as in small groups. Our mental health therapist and 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 mental health

therapist and 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)

- Strategy 3: Our vice principal and mental health therapist have created a data driven process for wraparound services for our students. There is a bi-monthly meeting of the Coordination of Services Team (COST) that reviews and monitors student academic and behavioral needs to determine best supports. Continue utilizing the SST process to support students with academic, emotional, and behavioral needs, ensure consistent data tracking, and implement a system that monitors progress across years. In 24-25 we held 58 number of SSTs (and follow up meetings), and thus far, we have held 25-26 101 number of SSTs (and follow up meetings).
- 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/cafeteria 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 has organized our two resource fairs that we have each year. In conjunction with a community partner, 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, how to support your students with literacy, and healthy study habits.
- Strategy 5: Our Parent Outreach Coordinator successfully organized our two annual resource fairs. She partnered with over ten community organizations to provide a wide range of support for students and families. These events strengthened connections between our school and the community while increasing access to valuable resources.
- Strategy 6: The Vice Principal successfully collaborated with community leaders, families, school neighbors, city officials, and staff through the Safe Routes to School program to design and implement safety measures. As a result of this partnership, a safe roundabout has been established near the school entrance, enhancing overall community safety.
- Strategy 7: SSC and ELAC were conducted as separate meetings rather than combined sessions. Both committees met the required number of times during the year and maintained the required quorum, including appropriate staff and parent representation. We successfully elected and added new parent/family members to both committees, further strengthening family engagement and participation. All meeting requirements and compliance expectations were met.

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 separated our SSC and ELAC in an effort to increase family involvement and attach new parents. We had better attendance at the SSC meetings, then we did at our ELAC meetings.

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.):

Due to reductions in CASSY program funding, the school will have one part-time counselor for the 2025–2026 school year, with this level of support continuing into the following year. Additionally, a three-hour support staff position has been hired and will remain in place for next year. In response to increased student enrollment, campus supervision will be expanded from one to two campus relations staff.

Goal 3

Goal Description
<p>Focus on Arts Integration: Reimagining how the arts program can be designed and implemented to enhance student learning</p> <ul style="list-style-type: none"> • Improve students' academic growth and achievement across all subjects using Arts Integration • Specials' classes (art, dance, and music) support the school's vision to provide high quality lessons to students. We seek to reduce the opportunity gaps that low-income students have by providing these classes during the school day. Specials' classes also support student engagement, belonging, academics, especially for students who excel in these areas of creativity and exploratory learning.
How is this goal and associated actions aligned to the LCAP?
<p>While there may be similarities or alignment to various actions in the district LCAP, this goal has been developed by the school site and associated advisory councils, based on the needs of this school and student population.</p>
Identified Need
<p>In 2016-2017 Costano became a Turnaround Arts school, working directly with the organization to provide additional training to teachers and administration on the importance of and how to use arts integration to improve student learning outcomes. Over the last 4 years, due to turnover of staff, administration, and school consolidation, COVID, we need to reimagine and rebuild our foundation.</p>

Annual Measurable Outcomes

Metric / Indicator	Actual Outcome (SY24-25)	Actual Outcome (SY25-26)	Expected Outcome (SY26-27)
Arts Leadership Involvement	Three members of the Arts Leadership Team went to two Turnaround Arts in-services, and the Principal attended one Arts leadership summits.	Five members of the Arts Leadership Team went to two Turnaround Arts in-services, and the Principal attended one Arts leadership summit.	One Arts Leadership team member will continue to serve on the Instructional Arts Leadership Team which meets every other week.
Implementing (Visual Teaching Strategy (VTS) Strategies	Staff training occurred (experienced teacher modeling, peer-practice, and beginning to plan upcoming units with VTS in mind).	Staff training occurred (experienced teacher modeling, peer-practice, and beginning to plan upcoming units with VTS in mind). 4 out of 7 grade levels had at least one member of the grade level use VTS during at least one of their literacy units.	All grade levels will implement at least one VTS per unit (in any subject area)
Student Performances	Two music concerts and one school musical show	There will be two music concerts, three family art nights, (with a community group (preforming) and one school musical	There will be two music concerts, two family art nights, and one family art day (with a community group (performing) and one school musical or talent showcase

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	Increase arts integration in classrooms: <ul style="list-style-type: none"> ● Increase staff training for classroom teachers on arts integration ● Increase the time that specials' teachers are collaborating and co-planning core lessons with classroom teachers ● Embed more professional arts integration into professional development. 	All Students	REF \$435,050
2	Visual Thinking Strategy: <ul style="list-style-type: none"> ● Provide opportunities for professional development onsite and offsite to increase the usage of VTS in the classroom. ● Teachers use VTS at least 1 time in each literacy unit. 	All Students	\$0 <i>Provided through the Turnaround Arts program, using existing staff time</i>
3	Stanford Live Class & Performance <ul style="list-style-type: none"> ● Classes were available for teachers to attend around a specific art genre ● Students will attend at least one performance per year 	All Students	\$0 <i>Services are provided for free for our school</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?

Strategy 1: Staff participated in three arts integration professional development sessions throughout the school year. The first, held at the start of the year, focused on the importance of the arts and their positive impact on accelerating student learning, and using the arts to welcome students into our classrooms. Additional sessions during the school year, provided practical strategies for integrating the arts into daily instruction to enhance engagement, creativity, and student belonging. All monthly professional development includes some arts integration in the session.

Strategy 2: Provided teachers with on-site professional development in VTS, along with opportunities to attend additional training off-site and online. 9 out of 19 classroom teachers used one Turnaround Arts lesson at least four times a year.

Strategy 3: Staff had opportunities to attend Stanford Live classes to better prepare themselves and their students for upcoming performances. Teachers and administrators participated in these workshops exploring various art forms, including painting and dance. Four of the seven grade levels attended live performances on the Stanford campus, and a Stanford performing group visited our school to present to the entire student body. This on-site performance was especially impactful, ensuring access for students with mobility and other special needs.

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

Due to the addition of two classes this year, specialist teachers were not able to have their collaboration time with classroom teachers during the school day.

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.):

Teachers integrated VTS less frequently into literacy instruction this year as they focused on deepening their understanding of standards and strengthening core literacy practices. Moving forward, we will provide opportunities for teachers to incorporate arts integration and VTS strategies as they plan and internalize their literacy units.

Goal 4 - Math

Goal Description

Improve students' academic growth and achievement in Mathematics.

- Students demonstrate fluency in number sense
- Students are powerful mathematicians who use their number sense and problem solving skills across disciplines

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

Goal 1 of our LCAP also addresses student academic growth, particularly in Mathematics.

Identified Need

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 Mathematics for all student groups, including English Language Learners.

Metric / Indicator	Actual Outcome (SY24-25)	Actual Outcome (SY25-26)	Expected Outcome (SY26-27)
Mathematics as reported on the CA Dashboard	Reported in Dec 2024: All Students "Orange" - 114.5 points below standard	Reported in Dec 2025: All Students "Orange" - 99.8 points below standard	All Students "Orange" - 100 points below standard
	English Learners "Orange" - 119.6 points below standard	English Learners "Orange" - 114.8 points below standard	English Learners "Orange" - 100 points below standard

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	Mathematics for Tier 1 Instruction: <ul style="list-style-type: none"> • STEAM Coach will co-plan, observe, and co-teach lessons with teachers in a variety of grade levels. All teachers will meet regularly with grade level partners and the instructional coaches. 	All Students	REF *\$145,017 <i>(duplicated expense - Action 1.1)</i>
2	Instructional Coaching and Professional Development <ul style="list-style-type: none"> • Literacy and STEAM Coaches will continue to support teachers through co-planning, observation, and co-teaching, including guidance in understanding new curriculum adoptions. All teachers will have the opportunity to receive differentiated coaching based on their specific needs and classroom contexts. • Support the development of Professional Learning Communities (PLCs) by facilitating weekly meetings focused on literacy and mathematics instruction, standards, and curriculum. 	All Students	REF *\$145,017 <i>(duplicated expense - Action 1.1)</i> General Fund *\$20,000

	<ul style="list-style-type: none"> Encourage the use of REF's PD fund to provide access to attend highly regarded conferences and workshops, specifically around mathematics and the arts. 		<i>(duplicated expense - Action 1.2)</i>
3	<ul style="list-style-type: none"> Students will use iReady in order to review and practice to improve specific math skills Supplemental math and science curriculum will be leveraged and utilized (IXL, manipulatives, base 10 blocks, etc) 	All Students	REF \$7,500

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.
<p>Strategy 1: Classroom teachers implemented either the district-adopted curriculum or the new pilot math curriculum. The STEAM coach provided support during grade-level meetings and through individual coaching, including planning, material preparation, and lesson observations.</p> <p>Strategy 2: Three teachers piloted the new mathematics curriculum. Two completed the full-year pilot and subsequently expanded implementation to their grade levels, resulting in an additional five teachers piloting the program.</p> <p>Strategy 3: Classroom teachers utilize i-Ready two to four times per week for 15–20 minutes to reinforce and practice math skills. This consistent use supports targeted skill development and progress monitoring. Additionally, we purchased supplemental manipulatives in both math and science to enhance instruction. These resources provide students with more hands-on, engaging learning experiences aligned with the standards and curriculum.</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.
One teacher was unable to pilot the math adoption
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 will have 1 period, 1x a week where grade level teams can meet with a coach about Math instruction, standards, and curriculum.

Budget Summary

Federal Funds

Title I, Part A: School Allocation	\$90,000
Title I, Part A: School Parent and Family Engagement Reservation	\$2,000
Title III, English Learners	\$0
Total Funds provided through Federal Programs	\$92,000
Federal Funds Allocated Directly as indicated on the Consolidated Application <i>(Title I Part A Allocation, and Parent and Family Engagement)</i>	\$92,000

State or Local Funds

Ravenswood Education Foundation (REF)	\$1,128,197
General Fund (including Supplemental and Concentration)	\$602,681
Literacy Coaches and Reading Specialist (LCRS) Grant Program	\$217,525
Total Funds provided through State or Local Programs	\$1,948,403

Budgeted Funds

Total proposed expenditures for goals contain duplicated expenses between goals.

Total Proposed Expenditures for Goal 1	\$822,592
Total Proposed Expenditures for Goal 2	\$775,261
Total Proposed Expenditures for Goal 3	\$435,050
Total Proposed Expenditures for Goal 4	\$7,500
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,040,403

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 : March 3, 2026.