

School Plan for Student Achievement

Los Robles - Ronald McNair Academy

School Year	County-District-School Code	School Site Council Approval Date	Local Board Approval Date
2025-2026	41-68999-0126649	1/15/2025	3/13/25

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.

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. In order to ensure that the instructional practices delivered by teachers are effective, we have to invest more time and energy into providing professional development, coaching, mentoring and learning opportunities.

Additionally approximately 90% of our students at LRRM 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. These added challenges are indicative of the many needs our student population has that require additional support or intervention.

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

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 (SY22-23)	Actual Outcome (SY23-24)	Expected Outcome (SY25-26)
English Language Arts as reported on the CA Dashboard	Reported in Dec 2023: All Students “Red” - 138.9 points below standard	Reported in Dec 2024: All Students “Red” - 138.6 points below standard	All Students “Orange” - 128 points below standard
Mathematics as reported on the CA Dashboard	Reported in Dec 2023: All Students “Red” - 144.6 points below standard	Reported in Dec 2024: All Students “Orange” - 121 points below standard	All Students “Orange” - 101 points below standard

English Learner Progress as reported on the CA Dashboard	Reported in Dec 2023: "Green" - 51.9% making progress towards English language proficiency	Reported in Dec 2024: "Red" - 27.7% making progress towards English language proficiency	"Green" - 55% making progress towards English language proficiency
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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>Language and Literacy:</p> <ul style="list-style-type: none"> • Literacy Coach will support teachers, with an emphasis on accelerating academic growth in reading and writing • Provide opportunities for professional development (eg. CABE) to support teachers growing in their content knowledge and best practices supporting all students, including the English Learner population <p><i>This strategy will help to address the resource inequities around highly effective instruction</i></p>	English Learners and All Students	<p>LCRS Grant \$146,486</p> <p>Arts & Instructional Block Grant \$25,000</p>
2	<p>Universal Tier 2 Time:</p> <ul style="list-style-type: none"> • Certificated educators will provide Tier II (and Tier III) interventions that will serve all students, including the English Learner student population • Effectively use supplemental materials (leveled texts, phonics curriculum, Literably etc.) in both English and Spanish. Effectively use supplemental instructional materials to provide similar outcomes in math (ST Math, CFL) <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	<p>REF \$141,684</p> <p>CSI \$141,684</p> <p>Title III, Immigrant \$7,500</p>
3	<p>Mathematics:</p> <ul style="list-style-type: none"> • Provide opportunities for professional development (eg. SVMI, YouCubed, CMC) to support teachers growing in their content knowledge and best practices supporting all students, including the English Learner population • Effectively use supplemental materials (eg. Context for Learning) that emphasize access to content via rich and engaging math strategies and integrates the standards for mathematical practices <p><i>This strategy will help to address the resource inequities around highly effective instruction</i></p>	English Learners and All Students	<p>Title I, Part A 5,000</p> <p>Arts & Instruction Block Grant *\$25,000 (duplicated expense - Action 1.1)</p>

Annual Review Relative to this Goal

SPSA Year: 2023-2024

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. Therefore this is the first year of implementing this goal in this way.
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's goals and actions have been restructured to more closely align with the new three-year LCAP beginning from the 2024-25 school year. Therefore this is the first year of implementing this goal in this way.
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.):

Goal 2

Goal Description <i>What is the school seeking to achieve, and how does the school plan to accomplish this goal?</i>
Strengthen student belonging, and encourage increased family engagement to support student outcomes: <ul style="list-style-type: none"> 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 <i>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.</i>
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 (SY22-23)	Actual Outcome (SY23-24)	Expected Outcome (SY24-25)
Suspensions as reported on the CA Dashboard	Reported in Dec 2023: All Students “Blue” - 0% suspended at least one day	Reported in Dec 2024: All Students “Blue” - 0% suspended at least one day	All Students “Blue” - 0% suspended at least one day
Chronic Absenteeism as reported on the CA Dashboard	Reported in Dec 2023: All Students “Red” - 37.5% chronically absent	Reported in Dec 2024: All Students “Red” - 41.2% chronically absent	All Students “Orange” - 34% chronically absent
Average Daily Attendance	Year to date (March 2024) All Students: 90.6%	Year to date (March 2024) All Students: 90.2%	95%

Family Engagement	39% of families attended in-person monthly meetings	42% of families attended in-person monthly meetings	45% of families attended in-person monthly meetings
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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>Support students with social and emotional development (including the “habits of success”) through relationship building with students, a trauma-informed lens, and restorative practices:</p> <ul style="list-style-type: none"> • A significant portion 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. Our school’s mental health therapist provides specific support to students as needed. • The high cost of living in San Mateo County, and the lack of affordable and safe housing negatively impacts the well-being and educational outcomes of LRRM students and families. Campus Relations Coordinators, and School Support Staff help to build a structured, welcoming, and supportive school environment. • Playworks provides opportunities for students 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. 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. • Provide opportunities for professional development (eg. Breathing for Change) to support teachers in best practices for supporting all students in SEL <p><i>This strategy will support increased student engagement and seek to reduce chronic absenteeism, and maintain low suspension rates</i></p>	All Students	CCSPP \$221,469 CSI \$294,610 General Fund \$53,731 Title I, Part A \$35,700 EEF Block Grant *\$25,000 (duplicated expense - Action 1.1)

2	<p>Improve Family Engagement:</p> <ul style="list-style-type: none"> • Family Outreach Coordinator will continue to support the school's solutionary vision. Their 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. 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. • Materials to support the Habits of Success activities at family evenings (including board games, puzzles, literacy materials, and KiwiCrates) <p><i>This strategy will support increased student engagement and academic achievement through family involvement</i></p>	All Students	CCSPP \$105,375 REF \$25,000 Title I, Part A \$1,500
3	<p>Student Enrichment Activities:</p> <ul style="list-style-type: none"> • Enrichment teachers (e.g art, music, dance, environmental changemaker) support the school's vision to provide high quality enrichment activities to students. Enrichment classes offer opportunities for students to collaborate and connect with their peers in a positive and supportive environment. By participating in group activities, such as performances or collaborative art projects, students can develop social skills, build friendships, and cultivate a sense of belonging within the school community. This sense of belonging is particularly important for students from immigrant backgrounds, as it helps them feel valued and accepted within their new environment. In addition, engaging in artistic and creative activities can have a calming and therapeutic effect on students, helping to reduce stress and anxiety. For children who have experienced trauma or come from underprivileged backgrounds, the opportunity to immerse themselves in music, art, or theater can provide much-needed moments of respite from the challenges they may face outside of school. Additionally, these classes can serve as safe spaces where students feel supported and cared for by their teachers and peers. • Field trips can help level the playing field for students from diverse socioeconomic backgrounds. By providing all students with access to enriching educational experiences outside of the classroom, regardless of their financial circumstances, schools can help reduce disparities in learning opportunities and ensure that every student has the chance to thrive academically and personally. <p><i>This strategy will support increased student engagement and seek to reduce chronic absenteeism</i></p>	All Students	REF \$368,046

Annual Review Relative to this Goal

SPSA Year: 2023-2024

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.

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Budget Summary

Federal Funds

Title I, Part A: Comprehensive Support and Improvement (CSI)	\$436,294
Title I, Part A: School Allocation	\$42,200
Title I, Part A: School Parent and Family Engagement Reservation	\$1,500
Title III Immigrant	\$7,500
Total Funds provided through Federal Programs	\$485,794
Federal Funds Allocated Directly as indicated on the Consolidated Application (<i>Title I Part A Allocation, and Parent and Family Engagement</i>)	\$42,200

State or Local Funds

Ravenswood Education Foundation (REF)	\$534,730
General Fund (including Supplemental and Concentration)	\$53,731
Other Grant (CCSPP - California Community Schools Partnership Program, LCRS - Literacy Coaches and Reading Specialists Grant, Arts, Music, and Instructional Block Grant)	\$498,329
Total Funds provided through State or Local Programs	\$1,086,790

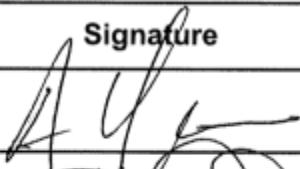
Budgeted Funds

Total Proposed Expenditures for Goal 1	\$ 467,354
Total Proposed Expenditures for Goal 2	\$ 1,082,931
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 1,550,285

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 : January 15, 2025

Name	Title	Signature	Date
Alex Quezada	<i>Principal</i>		1/15/2025
Alara Guzman	<i>SSC/ELAC President</i>		1/15/2025