

School Plan for Student Achievement

Cesar Chavez Ravenswood Middle School

School Year	County-District-School Code	School Site Council Approval Date	Local Board Approval Date
2026-2027	41-68999-0136093	2/26/2026	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.

As a result of our Comprehensive Needs Assessment, including a review of California Dashboard indicators and local data, Cesar Chavez Ravenswood Middle School has identified the following resource inequities impacting student outcomes:

Academic Achievement Gaps (ELA and Mathematics)

While both English Language Arts and Mathematics improved this year (ELA +13.9 points; Math +14.7 points), CCRMS remains in the “Orange” performance category, with at least one student group in “Red” in each subject area. Students continue to perform significantly below standard, particularly African American students and Students with Disabilities. These outcomes reflect inequities in access to grade-level proficiency, consistent Tier 1 instruction, and targeted academic intervention.

The SPSA addresses these inequities through continued implementation of the 7th period Flex intervention block; high-dosage tutoring partnerships (EPATT Advantage and Ignite); newcomer tutoring funded through Title III; teacher collaboration and professional development; supplemental instructional materials; and dedicated ELD/Newcomer staffing. Federal and supplemental funds are directed to expand and strengthen supports for students performing below standard.

English Learner Progress

English Learner Progress remains in the “Orange” category and declined 2.5% this year (37.9% making progress toward proficiency). This indicates a need to strengthen both designated and integrated ELD systems to ensure multilingual learners have full access to rigorous core instruction.

The SPSA addresses this inequity through targeted ELD staffing, language-focused professional learning, instructional strategies that integrate all four language domains, and additional tutoring support for newcomer students.

Suspension Disproportionality and School Climate

Suspension rates increased to 14% (“Red”), with seven student groups in the Red performance category. African

American students and Students with Disabilities continue to experience disproportionate suspension rates. This reflects inequities in behavioral systems, preventative supports, and access to restorative interventions.

The SPSA addresses this inequity through investment in a Student Culture Coordinator, Campus Relations Coordinators, mental health services (including a Mental Health Therapist and CASSY partnership), PBIS implementation, restorative practices, SEL programming, and CCSPF-funded community school strategies that strengthen belonging and student engagement.

Chronic Absenteeism

Chronic absenteeism remains in the “Orange” category at 31.2%, though it declined 2.7% this year. Inequities persist among specific student groups, particularly Students with Disabilities.

The SPSA addresses this inequity through the Outreach Coordinator role, SART processes, attendance incentives, expanded family engagement programming, and enrichment opportunities designed to increase student connectedness and motivation to attend school.

Through aligned federal, state, and local funding, the SPSA intentionally directs resources toward mitigating these identified inequities and improving outcomes for the student groups most impacted, in accordance with CSI/ATSI planning requirements.

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" - 115.1 points below standard	Reported in Dec 2025: All Students "Orange" - 101.2 points below standard	All Students "Orange" - 96 points below standard
	African American Students "Red" - 133.8 points below standard	African American Students "No Performance Color" - 91.5 points below standard	African American Students "Orange" - 119 points below standard
	Students with Disabilities "Red" - 168 points below standard	Students with Disabilities "Orange" - 143.6 points below standard	Students with Disabilities "Orange" - 143 points below standard
Mathematics as reported on the CA Dashboard	Reported in Dec 2024: All Students "Red" - 167.6 points below standard	Reported in Dec 2025: All Students "Orange" - 153 points below standard	All Students "Orange" - 135 points below standard
	African American Students "Red" - 182.5 points below standard	African American Students "No Performance Color" - 154.9 points below standard	African American Students "Orange" - 173 points below standard

	Students with Disabilities "Red" - 201.3 points below standard	Students with Disabilities "Orange" - 166.9 points below standard	Students with Disabilities "Orange" - 180 points below standard
English Learner Progress as reported on the CA Dashboard	Reported in Dec 2024: "Orange" - 40.4% making progress towards English language proficiency	Reported in Dec 2025: "Orange" - 37.9% making progress towards English language proficiency	"Green" - 55% 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>To improve student self-perception and accelerate academic growth in ELA and Mathematics, CCRMS will prioritize high-quality Tier 1 instruction through structured teacher collaboration, coaching, and professional learning. Department and grade-level teams will engage in weekly collaboration focused on unpacking standards, analyzing student work, aligning pacing guides, and increasing rigor through Depth of Knowledge (DOK) tasks.</p> <p>This strategy addresses the need for stronger instructional coherence and equitable access to grade-level standards, particularly for African American students, Students with Disabilities, and English Learners.</p> <p>Teacher Collaboration:</p> <ul style="list-style-type: none"> ● Continue to support grade level and department collaboration time through the use of extended day <ul style="list-style-type: none"> ○ weekly grade level and department meetings will be set aside as stipends for teachers to opt into, 2 days per week. ○ ad hoc additional hours for specific collaboration opportunities may also be available. These will primarily be led by grade level and department leads, so agendas, sign-in sheets and deliverables will be required to be provided to site admin. ○ TOSA coaches (ELA/ELD, Math, Science/Intervention) will support implementation to fidelity and provide job-embedded coaching. 	All Students	REF \$444,628 General Fund \$13,500
2	Professional Development: <ul style="list-style-type: none"> ● Focus on strategies to build writing skills and oral communication for students (typically occurring during Site-PD opportunity time) ● Additional opportunities to build staff knowledge around the iReady program usage, to support the lexile growth of students, and to build student’s problem solving and numerical fluency skills ● Encourage mathematics teachers to pursue integrating technology tools, and utilizing the REF PD fund for additional specific training <p>Change for SY 25-26</p> <ul style="list-style-type: none"> - Thinking Maps - Professional Development - Focus on strategies to build writing skills and oral communication for students. Build capacity of teachers during Wednesday site 	All Students	\$0 <i>Uses existing PD funded by Teaching & Learning</i>

	<p>professional learning and Professional Learning Communities (PLCs) to focus on unpacking standards, vertical articulation, progress monitoring and centering Depth of Knowledge (DOK) and instructional tasks to increase rigor and productive struggle.</p> <ul style="list-style-type: none"> - Work with Content Curriculum Specialists across instructional programming to ensure implementation of adopted curriculum to fidelity. Have pacing and assessment guides created by department leads to ensure that we prioritize standards and content. Allocate specific time for teachers to know their instructional materials, and within our CCRMS GLEAM instructional framework utilize collaborative planning time. - Encourage all teachers to pursue opportunities for capacity building by utilizing the REF PD fund for additional specific training. <p>Change for SY 26-27 CCRMS will continue implementation of the Flex Intervention block to provide structured, targeted intervention in literacy and mathematics in 7th and 8th grade. Students performing below grade level will receive additional support through high-dosage tutoring partnerships and structured intervention programs.</p> <p>However, in 6th grade we are extending our Core ELA and Math blocks from 45 minutes to 80 minutes. Additionally, credentialed teachers will push into those blocks to provide extra targeted support for Tier 1 instruction. This strategy directly addresses persistent Dashboard performance gaps in ELA and Mathematics and supports acceleration toward grade-level proficiency.</p>		
<p>3</p>	<p>To address the decline in English Learner Progress and ensure equitable access to rigorous content, CCRMS will strengthen designated and integrated ELD instruction. Teachers will embed structured opportunities for speaking, listening, reading, and writing across content areas. The ELD/Newcomer Teacher will support multilingual learners through targeted language development and alignment with core instruction. Teachers will receive specific professional development to support this transition.</p> <p>This strategy ensures that English Learners and Newcomers receive language-rich instruction and supplemental tutoring support.</p> <p>Language and Literacy:</p> <ul style="list-style-type: none"> ● We expect to continue to see growth in students proficiency levels, as evidenced by iReady testing, and the support provided by staff during the flex intervention period. ● We want to build a culture of reading throughout the school, through the development of our Media Center, a Teacher Poster Campaign, and other similar activities to inspire and reward meeting student's individual reading targets ● We will continue to provide support and intervention targeted towards the needs of our English Learner / Multilingual Students ● By incorporating literature and texts from African American authors, our African American students will see greater relevance and representation in their curriculum which will help foster engagement and a deeper understanding of perspectives and experiences. 	<p>Black/African American Students, Students with Disabilities, English Learners, and All Students</p>	<p>Title I, Part A \$375,371</p> <p>Title III - EL \$40,000</p> <p>Title III - Immigrant \$9,443</p>

	<ul style="list-style-type: none"> • By incorporating literature and texts that are age appropriate but also at the current level of the reader, students with disabilities will have greater opportunity to build reading fluency, vocabulary, background knowledge, and interest in reading. We also seek to include high-interest content that is inclusive of many abilities and disabilities. • ELD & Newcomer Program strategically designed to support development of conceptual, analytical and language practices simultaneously through newly adopted designated ELD program with district-led professional development to build capacity of teachers. Continue partnership with the Circuit EPA and their Immerse VR program to support language acquisition for our Newcomers. • Progress monitoring through our Academic Intervention Program (7th period Flex) with strategic partnerships with EPATT Advantage, Ignite, SIPPS, and iReady to support Foundational Reading, as well as implementation of students' personalized learning experience to level up towards grade-level proficiency in reading and math. 		
4	<p>To strengthen students' identity as mathematicians and increase engagement in applied problem-solving, CCRMS is hiring an additional instructional coach. This coach will focus solely on math instruction. Additionally, teachers will receive in depth district-led professional development related to making our Tier 1 curriculum accessible while still maintaining rigor.</p> <p>Mathematics:</p> <ul style="list-style-type: none"> • We expect to continue to see growth in students proficiency levels, as evidenced by iReady testing and the support provided during the flex intervention period. • By incorporating targeted math tutoring, including afterschool programs, we will create quality personalized instruction plans for our students that will assist in building confidence and a positive attitude towards mathematics. • By incorporating targeted math tutoring, including afterschool programs, we will create quality personalized instruction plans for our students with disabilities that will assist in building confidence and a positive attitude towards mathematics. Additionally, creating opportunities for small group tutoring during the school day as well as after school, we will support students in their ability to internalize and advance their math skills, taking into account any additional support these students may need. • Through implementation of pacing and assessment guides, including the use of Interim Assessment Blocks (IABs) we will ensure the prioritization of anchor standards. • We will build the capacity of teachers during Wednesday site professional learning and Professional Learning Communities (PLCs) to focus on unpacking standards, vertical articulation, progress monitoring and centering Depth of Knowledge (DOK) and instructional tasks to increase rigor and productive struggle. 	Black/African American Students, Students with Disabilities, and All Students	REF *\$444,628 <i>(duplicated expense - Action 1.1)</i> Title I, Part A \$20,000

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.

Overall, CCRMS made meaningful progress in implementing the core strategies connected to this goal, though student outcome data shows that the school still has significant work ahead to meet long-term academic targets. During the 2025–2026 school year, the school strengthened structures for teacher collaboration, invested in ongoing professional development, expanded intervention and academic support opportunities, and worked to build more coherent systems for literacy and mathematics instruction. These efforts were especially visible through weekly grade-level and department collaboration, Wednesday professional learning, the continued use of Flex/7th period intervention, and targeted partnerships and supports intended to improve outcomes for English learners, students with disabilities, and students performing below grade level. These implementation priorities are reflected in the SPSA strategies for collaboration, PD, language and literacy, and mathematics.

Implementation was strongest in the area of adult systems and instructional coherence. CCRMS increased the consistency of collaborative planning, worked to create pacing and assessment guides, and prioritized professional learning around rigor, writing, oral language, standards alignment, and productive struggle. Staff also engaged in ongoing work connected to adopted instructional materials, intervention structures, and designated supports for multilingual learners and newcomers. Across the year, site leadership also worked to sharpen instructional expectations and increase alignment across classrooms, particularly through the development of common frameworks and more intentional instructional leadership support. These actions represent important progress toward the intended implementation of Strategies 1 and 2.

In literacy and math, CCRMS implemented several of the intended supports, including intervention during Flex, use of i-Ready data to guide support, and targeted tutoring/intervention partnerships. The school also continued efforts to strengthen a culture of reading and to provide more inclusive and relevant learning experiences for student groups identified in the SPSA. In addition, the site made progress in strengthening designated ELD/newcomer supports and in building teacher capacity to embed language demands across content areas. These efforts contributed to stronger conditions for learning, but student outcome data indicates that the school has not yet achieved the level of academic improvement needed. CCRMS continued to perform in the Red range on the California Dashboard in both ELA and Mathematics, and Orange in English Learner Progress, which confirms that the school must continue to intensify its work in Tier 1 instruction, intervention, and progress monitoring. At the same time, local data throughout the year showed signs of growth and stronger systems, particularly in pockets of i-Ready growth, intervention participation, and more consistent use of common instructional practices.

Taken together, the school was moderately successful in accomplishing its implementation outcomes and partially successful in accomplishing its student achievement outcomes. The year resulted in stronger systems, clearer priorities, and more coherent adult practice, but the academic data makes clear that those improvements must deepen and become more consistently visible in classroom instruction and student performance.

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

While the school implemented the majority of the planned strategies, there were some differences between intended implementation and what was possible in practice. First, the year required a significant amount of leadership attention to broader school conditions, including behavior systems, school culture, and operational stability. As a result, some instructional initiatives were implemented unevenly across classrooms and departments, and not all collaborative planning or professional learning led to consistent classroom-level execution.

Second, some budgeted items in the SPSA appear to include duplicate allocations, particularly related to i-Ready and Thinking Maps, which likely required adjustment in actual spending. The Language and Literacy strategy explicitly notes

duplicate expenses connected to both General Fund and Title II/Title I allocations, and some funds may have ultimately been consolidated or repurposed to support implementation needs as they emerged during the year.

Third, while the SPSA envisioned broad impact from intervention, tutoring, and professional development investments, the school learned that stronger implementation conditions are needed for these investments to produce greater academic gains. In particular, CCRMS identified the need for more consistent Tier 1 instruction, clearer schoolwide instructional frameworks, stronger integrated ELD implementation across all classrooms, and tighter alignment between intervention supports and core instruction. As a result, some of the intended impact of the budgeted strategies was only partially realized during this review period.

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.):

For the upcoming year, the goal should remain focused on accelerating academic growth in literacy and mathematics, but the strategies should become more targeted and coherent based on this year's implementation lessons. In the 2026–2027 SPSA, this shift is reflected in Goal 1, which more explicitly centers student academic growth in Language and Literacy and Mathematics and sharpens the connection between adult actions and student outcomes. Rather than broadly naming collaboration, professional development, and intervention, the updated goal and strategies should prioritize a smaller number of high-leverage actions: strengthening Tier 1 instruction across all classrooms, ensuring consistent integrated ELD implementation, improving use of common instructional frameworks, refining Flex/intervention systems, and increasing progress monitoring tied to grade-level standards and student groups.

Changes for the upcoming year should also include clearer success metrics tied to both implementation and outcomes. This includes monitoring i-Ready growth, English Learner Progress, classroom implementation of agreed-upon instructional practices, participation in intervention supports, and student performance trends across core content areas. In addition, the updated SPSA should better distinguish between core instructional investments and intervention investments so that expenditures are more clearly aligned and easier to monitor.

These changes can be found in the 2026–2027 SPSA, Goal 1, including the revised strategies related to academic growth, Tier 1 instruction, intervention, literacy, mathematics, and support for multilingual learners and students needing additional academic support.

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

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 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	<p>Reported in Dec 2024: All Students "Yellow" - 9.9% suspended at least one day</p> <p>African American Students "Red" - 30.3% suspended at least one day</p> <p>Students with Disabilities "Red" - 13.3% suspended at least one day</p>	<p>Reported in Dec 2025: All Students "Red" - 14% suspended at least one day</p> <p>African American Students "Red" - 20% suspended at least one day</p> <p>Students with Disabilities "Red" - 17.6% suspended at least one day</p>	<p>All Students "Yellow" - 8% suspended at least one day</p> <p>African American Students "Yellow" - 20% suspended at least one day</p> <p>Students with Disabilities "Yellow" - 9% suspended at least one day</p>
Chronic Absenteeism as reported on the CA Dashboard	<p>Reported in Dec 2024: All Students "Yellow" - 33.9% chronically absent</p> <p>African American Students "Orange" - 40.6% chronically absent</p> <p>Students with Disabilities "Orange" - 34.1% chronically absent</p>	<p>Reported in Dec 2025: All Students "Orange" - 31.2% chronically absent</p> <p>African American Students "Orange" - 24% chronically absent</p> <p>Students with Disabilities "Red" - 37.4% chronically absent</p>	<p>All Students "Yellow" - 30% chronically absent</p> <p>African American Students "Yellow" - 32% chronically absent</p> <p>Students with Disabilities "Yellow" - 30% chronically absent</p>
Average Daily Attendance	<p>Year to date (March 2024): All Students: 91.4%</p> <p>African American Students: 92.2%</p> <p>Students with Disabilities: 90%</p>	<p>Year to date (March 2025): All Students: 91.4%</p> <p>African American Students: 92.2%</p> <p>Students with Disabilities: 90%</p>	<p>All students: 95%</p>
Family Engagement	<p>Year to date (March 2024):</p> <p>3+ school events held (not including back to school night, and parent teacher conferences).</p>	<p>Year to date (March 2025):</p> <p>3+ school events held (not including back to school night, and parent teacher conferences).</p>	<p>Host a minimum of 5 school events providing families multiple opportunities to attend and engage (not including back to school night, and parent teacher conferences).</p>

Planned Strategies / Activities

Strategy #	Description	Students to be Served	Proposed Expenditure(s) and Funding Source(s)
	<p><i>Describe the action, the need that this action will address, and how this action supports improved student outcomes</i></p>		

<p>1</p>	<p>For SY 26–27, this strategy will shift from a broad set of climate-building activities to a more coherent focus on re-establishing Tier 1–3 behavior systems rooted in PBIS and restorative practices. CCRMS will strengthen schoolwide expectations, reteaching routines, student incentives, restorative responses, and consistent adult implementation so that students experience a more predictable, safe, and supportive environment across classrooms and common spaces. Student culture efforts, SEL supports, counseling access, lunch activities, assemblies, and attendance celebrations will continue, but they will be more intentionally tied to daily belonging, behavior, and attendance outcomes. This change aligns to the district’s Essential Area priority of Belonging and reflects a stronger emphasis on building systems that improve students’ day-to-day experience at school.</p> <p>Foster an inclusive school climate and develop student culture:</p> <ul style="list-style-type: none"> • Our Culture Coordinator helps to create a structured and supportive school environment, with a focus on empowering student voice and agency through student leadership, daily activities at lunch, and PBIS assemblies. • Our Student Culture Coordinator will hold monthly attendance raffles and trimester assemblies to celebrate most improved attendance and perfect attendance. • Provide Social-Emotional Learning and mindfulness opportunities (eg. Second Step, Ripple Effects), and opportunities for students to participate in other related programs through the use of research-based curriculums to support students' sense of belonging. Social Emotional Learning will be embedded into the master schedule with opportunities to engage in curriculum (e.g. Ripple Effects). • Continue to pursue partnerships with local community agencies and organizations that support building school culture and a sense of belonging for all students. • Provide access to mental health resources (eg. CASSY) • Students with disabilities will also be provided with SEL, counseling services, and opportunities to increase their sense of belonging. By providing support that meets students where they are, we can support all students, especially those with disabilities. <p><i>These strategies will specifically help to address the the needs and resource inequities around suspension and student belonging</i></p>	<p>Black/African American Students, Students with Disabilities, and All Students</p>	<p>REF \$272,726</p> <p>General Fund \$110,738</p> <p>Title I, Part A \$85,000</p>
<p>2</p>	<p>For SY 26–27, this strategy will be refined to more directly support the district’s Family Engagement priorities: increasing families’ understanding of grade-level expectations and improving families’ understanding of their child’s academic progress and performance relative to grade level. Family engagement events and partnerships will continue, but the school will place greater emphasis on ensuring that family-facing experiences are connected to student learning, attendance, and belonging. Outreach efforts, SART processes, community partnerships, and school events will be used more strategically to strengthen trust, improve two-way communication, and help families understand how to support their child academically and socially. This shift is intended to move family engagement beyond participation alone and toward stronger partnership in support of student outcomes.</p>	<p>All Students</p>	<p>General Fund \$114,774</p> <p>REF *\$36,000 <i>(duplicated expense - Action 2.1)</i></p> <p>Title I, Part A \$5,000</p>

	<p>Build family and community engagement:</p> <ul style="list-style-type: none"> • Our Outreach Coordinator will also help to build the capacities for parent volunteers to support school led activities. Our Parent Outreach Coordinator will also help to build the capacities for parent volunteers to support school led activities for family engagement such as Cena Con El Director, Family math game night, Cultural Celebrations, Student performances, and Athletics. Outreach & Student Culture Coordinator will be compensated for additional hours in order to ensure all activities can take place. • The Parent Outreach Coordinator and Admin hold SART meetings with students and families to document a plan for improved attendance. • Provide many opportunities for family engagement in school-based activities such as Cena Con El Director, Family math game night, Cultural Celebrations, Student performances, and Athletics • Solidify partnerships with community partners such as Live in Peace, Anamatangi, Live in Peace, StreetCode, EPATT and BGCP, who provide a direct connection to our local community as they are located in EPA, and they are directly connected to specific student ethnic groups. 		
3	<p>For SY 26–27, student clubs and leadership opportunities will continue as an important lever for belonging, student voice, and school connectedness, but they will be more intentionally integrated into the school’s broader belonging strategy. Affinity spaces, student leadership opportunities, and student activities will be prioritized as structures that help students build identity, connection, and trust in the school community, especially for student groups who have historically experienced lower levels of belonging or higher levels of exclusion. The school will also work to ensure these opportunities are more clearly connected to student engagement, attendance, and culture-building goals. This change reflects a more strategic use of clubs and leadership as part of the school’s overall effort to improve student belonging and connectedness.</p> <p>Student clubs and leadership opportunities:</p> <ul style="list-style-type: none"> • Provide opportunities for students to participate in clubs and club activities, and student-driven leadership opportunities. Our clubs and activities more deeply connect our students to our school in ways that go beyond the academic classroom. • Additionally, our Polynesian, Latino, and Black Student Union clubs provide safe spaces for deeper connections to student ethnic cultures, as well as a means by which those students have an active and connected voice to their sense of belonging and connectedness at school. These clubs also provide an outlet for students to have fun at school and explore non-academic interests. Through community partnerships like Anamatangi and Change Makers, we will provide affinity spaces for Pacific Islander, Latino and Black Student Union to support a sense of belonging, connectedness to school, and strengthen parent involvement. 	Black/African American Students, Students with Disabilities, Latino Students, and All Students	\$0 <i>Uses existing staff time</i>
4	<p>Continue to seek out opportunities for students to participate in productive, engaging, and culturally connected field trips. These experiences provide students with the opportunity to apply academic and social skills to real life</p>	All Students	REF \$432,347

	<p>experiences, while also creating culturally affirming opportunities for students to experience during their learning.</p> <p>Change for SY 26-27</p> <p>For SY 26–27, field trips will remain an important part of the student experience, but they will be more intentionally designed as a strategy to increase engagement, belonging, and connection to school. The school will prioritize experiences that are academically relevant, culturally affirming, and aligned to the goal of helping students see school as a place of opportunity, joy, and exploration. Field trips will also be leveraged to strengthen community, incentivize positive engagement, and reinforce the connection between attendance, school participation, and enrichment. This refinement aligns with the district’s Attendance and Belonging priorities by positioning field trips not only as enrichment opportunities, but also as part of a larger effort to improve students’ connection to school.</p>		
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Annual Review Relative to this Goal

SPSA Year: 2025-2026

<p>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>
<p>Overall, CCRMS made meaningful progress in implementing the strategies connected to school climate, belonging, and family engagement during the 2025–2026 school year. The school invested in student culture systems, family outreach, student leadership and affinity spaces, and culturally connected student experiences in order to improve students’ sense of belonging, strengthen family-school partnerships, and reduce barriers connected to attendance and behavior. These priorities were reflected through the work of the Student Culture Coordinator, Outreach Coordinator, attendance systems such as SART, schoolwide celebrations and raffles, family engagement events, student clubs, and a strong emphasis on field trips and enrichment opportunities.</p> <p>Implementation was strongest in the area of creating more opportunities for connection and engagement. CCRMS continued to build out student leadership opportunities, affinity-based clubs, lunchtime activities, assemblies, attendance celebrations, and family-facing events. The school also worked to maintain and strengthen partnerships with community-based organizations that are closely connected to the East Palo Alto community and to student identity groups represented on campus. These strategies supported a stronger sense of connection for many students and families and helped reinforce the message that school should be a place where students feel seen, affirmed, and engaged.</p> <p>At the same time, outcome data and internal reflection show that this work remains in progress. CCRMS continued to face real challenges related to student behavior, suspension, attendance, and consistency of student experience across the school year. While the school expanded supports such as mental health access, SEL opportunities, family outreach, and belonging-centered programming, those efforts did not yet fully translate into the level of improvement the school is seeking. Based on the school’s needs assessment and ongoing planning work, suspension, chronic absenteeism, and school climate remain key areas of focus for the site. The year produced stronger systems and more opportunities for student connection, but the school still needs more consistent Tier 1 behavior systems, clearer restorative practices, stronger attendance routines, and tighter alignment between school climate work and daily student experience.</p> <p>Overall, the school was successful in implementing many of the planned activities and in increasing the number of structures designed to promote belonging and engagement. The greatest success this year was in creating more opportunities for students and families to connect to the school community. The greatest unfinished work is ensuring that</p>

these opportunities lead to measurable improvement in attendance, behavior, and students' day-to-day sense of safety, belonging, and connection to school.

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

The school implemented most of the major strategies outlined in the SPSA, but there were some differences between the intended plan and actual implementation. First, some aspects of school culture and behavior systems required more intensive attention than originally anticipated. As a result, leadership time and staff capacity were often directed toward immediate student support, supervision, behavior response, and stabilizing school systems, which at times limited the consistency or depth of implementation of some proactive culture-building efforts.

Second, while the SPSA planned for schoolwide belonging through SEL curricula, family events, clubs, and community partnerships, the implementation of these efforts varied depending on staffing capacity, student needs, and operational realities across the year. Some strategies were more fully realized than others. For example, family engagement events, student clubs, and field trip opportunities were strong visible components of implementation, while consistent schoolwide use of proactive SEL and restorative systems still requires further strengthening.

Third, some budgeted expenditures likely shifted in practice to respond to evolving school needs. Funds intended to support climate, engagement, and student experience were likely used flexibly to ensure the continuation of key staffing, student activities, family events, partnerships, and direct student support. This was appropriate given the school's context, but it means that actual expenditures may not have aligned perfectly to the original distribution envisioned in the plan.

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.):

For the upcoming year, this goal should remain a major priority, but the work should be more tightly focused on measurable outcomes connected to attendance, suspension, and student belonging. In the 2026–2027 SPSA, these changes are reflected in Goal 2, which more explicitly connects belonging and family engagement to improved attendance, stronger school climate, and a more consistent student experience.

For next year, the school's strategies should place greater emphasis on strengthening Tier 1 behavior systems, relaunching and consistently implementing restorative and PBIS structures, improving attendance systems and family communication, and ensuring that student belonging efforts are not limited to events but are embedded into the daily experience of students across classrooms and common spaces. Clubs, affinity spaces, family engagement opportunities, and field trips should continue, but they should sit within a more coherent schoolwide system for belonging and behavior.

The updated goal should also include clearer progress monitoring metrics, such as chronic absenteeism, average daily attendance, suspension data, and student perception data related to safety, belonging, and connectedness. These changes can be found in the 2026–2027 SPSA, Goal 2, including the strategies related to school culture, attendance, family engagement, PBIS/restorative practices, and student belonging.

Budget Summary

Federal Funds

Title I, Part A: School Allocation	\$480,371
Title I, Part A: School Parent and Family Engagement Reservation	\$5,000
Title III - Immigrant	\$9,443
Title III - EL	\$40,000
Total Funds provided through Federal Programs	\$534,814
Federal Funds Allocated Directly as indicated on the Consolidated Application <i>(Title I Part A Allocation, and Parent and Family Engagement)</i>	\$485,371

State or Local Funds

Ravenswood Education Foundation (REF)	\$1,149,701
General Fund (including Supplemental and Concentration)	\$239,032
Total Funds provided through State or Local Programs	\$1,388,713

Budgeted Funds

Total Proposed Expenditures for Goal 1	\$902,942
Total Proposed Expenditures for Goal 2	\$1,020,585
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,923,527

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 : 2/26/2026