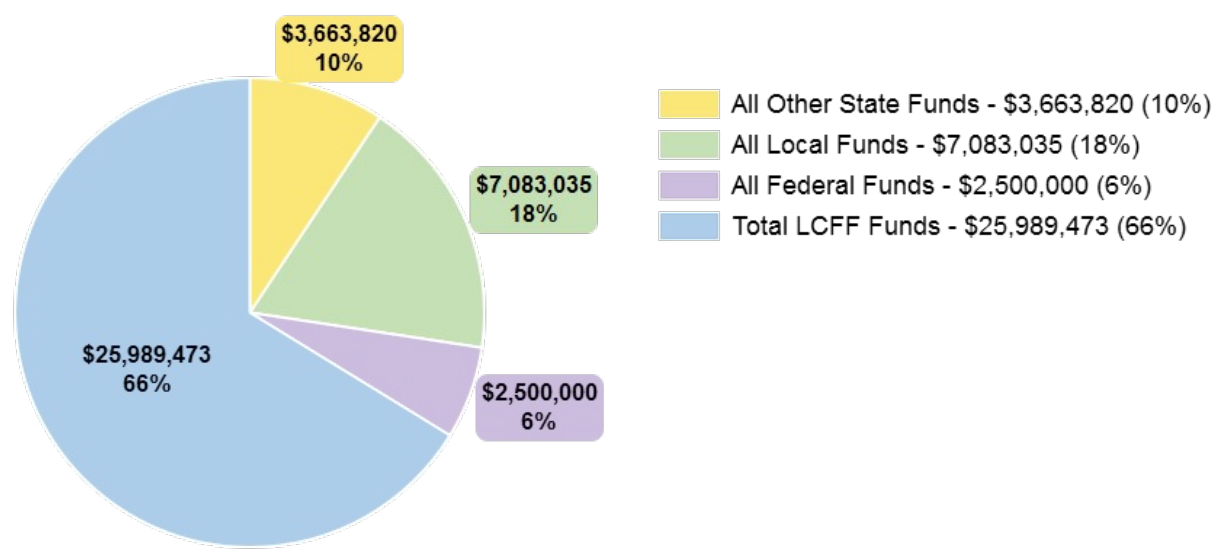


LCFF Budget Overview for Parents

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

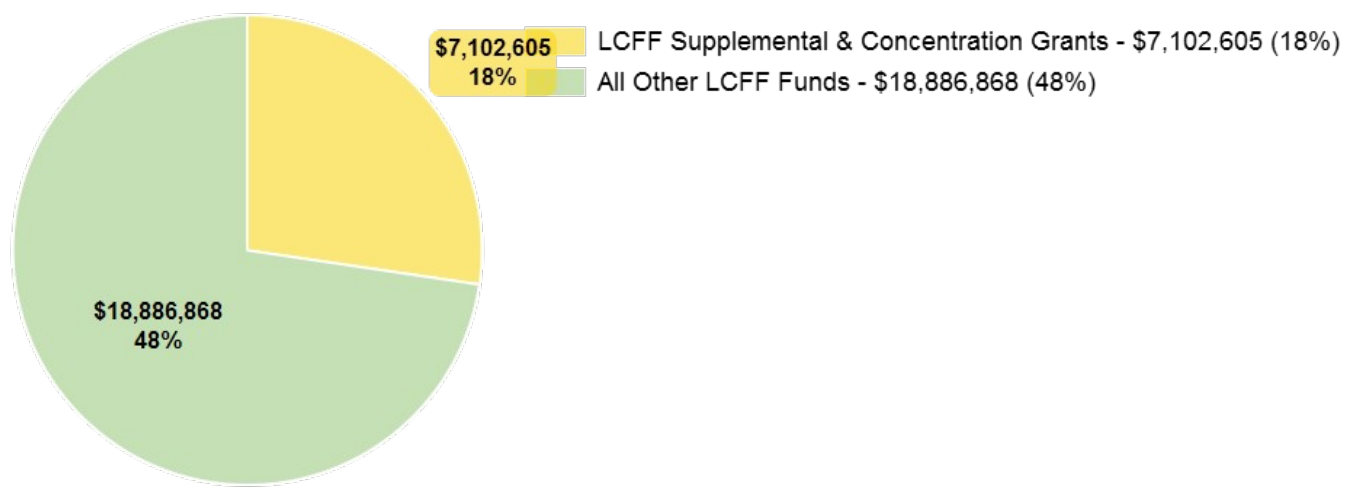
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$3,663,820	10%
All Local Funds	\$7,083,035	18%
All Federal Funds	\$2,500,000	6%
Total LCFF Funds	\$25,989,473	66%

Breakdown of Total LCFF Funds



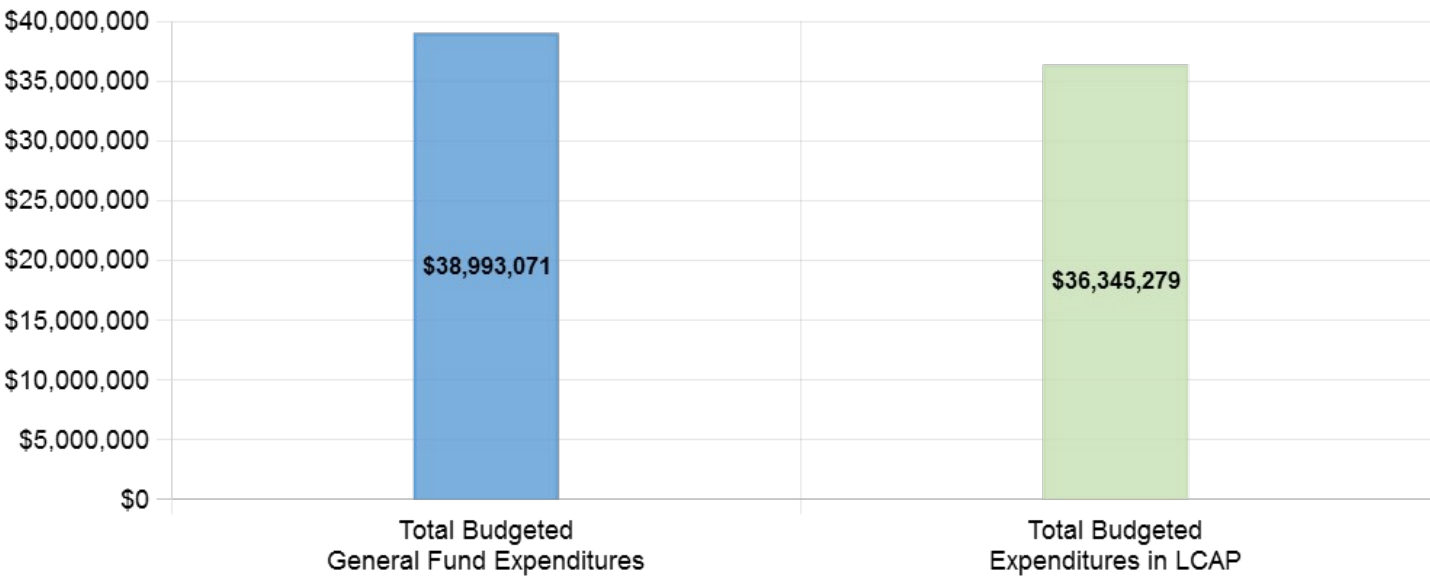
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$7,102,605	18%
All Other LCFF Funds	\$18,886,868	48%

These charts show the total general purpose revenue Ravenswood City Elementary expects to receive in the coming year from all sources.

The total revenue projected for Ravenswood City Elementary is \$39,236,328, of which \$25,989,473 is Local Control Funding Formula (LCFF), \$3,663,820 is other state funds, \$7,083,035 is local funds, and \$2,500,000 is federal funds. Of the \$25,989,473 in LCFF Funds, \$7,102,605 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$38,993,071
Total Budgeted Expenditures in LCAP	\$36,345,279

This chart provides a quick summary of how much Ravenswood City Elementary plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Ravenswood City Elementary plans to spend \$38,993,071 for the 2019-20 school year. Of that amount, \$36,345,279 is tied to actions/services in the LCAP and \$2,647,792 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- The General Fund expenditures not specified in this LCAP include the salaries and benefits of:
- District administration
- District administration support staff
- District business services support staff

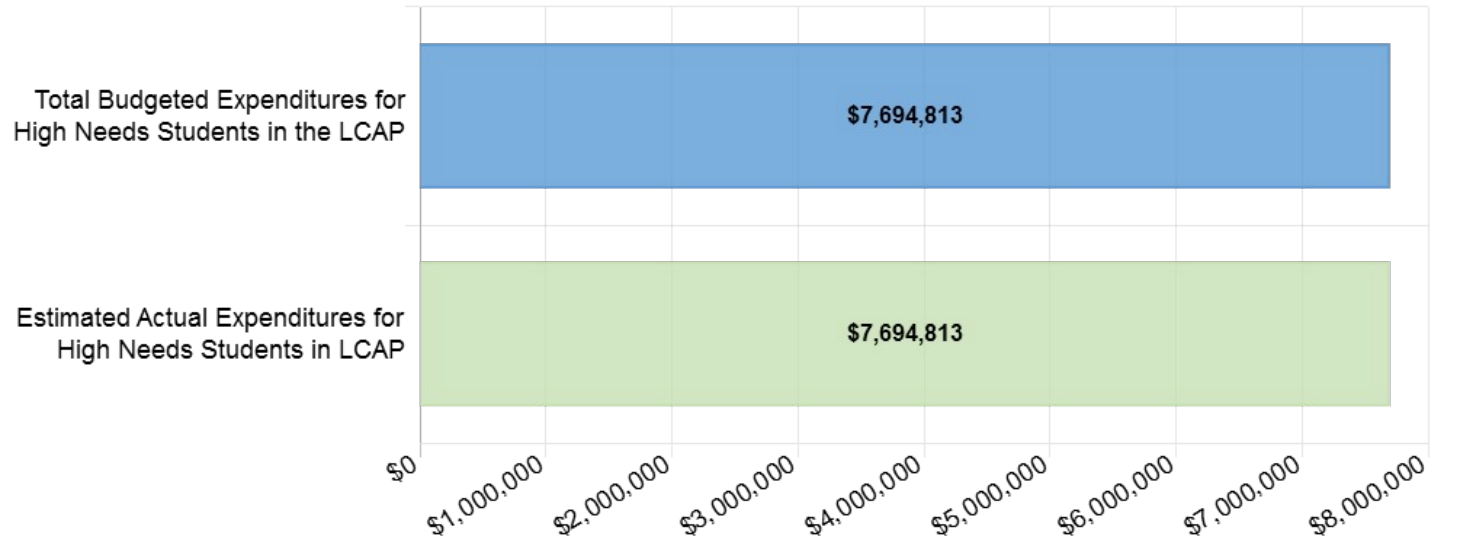
Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Ravenswood City Elementary is projecting it will receive \$7,102,605 based on the enrollment of foster youth, English learner, and low-income students. Ravenswood City Elementary must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Ravenswood City Elementary plans to spend \$7,193,248 on actions to meet this requirement.

Update on Increased or Improved Services for

High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$7,694,813
Estimated Actual Expenditures for High Needs Students in LCAP	\$7,694,813

This chart compares what Ravenswood City Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ravenswood City Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Ravenswood City Elementary's LCAP budgeted \$7,694,813 for planned actions to increase or improve services for high needs students. Ravenswood City Elementary estimates that it will actually spend \$7,694,813 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Ravenswood City Elementary	Ms. Gina Sudaria	gsudaria@ravenswoodschools.or
	Interim Superintendent	650-329-2800

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Ravenswood City Elementary is a small urban district serving 2,411 TK-8th grade students in 7 schools: Belle Haven Elementary, Brentwood Academy, Cesar Chavez Academy, Costano Elementary, Los Robles - Ronald McNair Magnet Academy, Ravenswood Comprehensive Middle School, and Willow Oaks Elementary. Ravenswood Comprehensive Middle School (RCMS). All current 6th and 7th graders in the district attend RCMS. The district is in the second year of a three year transition to a comprehensive middle school. By 2019-2020, RCMS will be the only 6-8 middle school and all other schools in the district will serve K-5 students.

Ravenswood schools are diverse with 81% Latino students, 7% African American, 10% Pacific Islander, and 2% other. Ravenswood has an unduplicated pupil count of 82%. Unduplicated pupils are any students eligible for free or reduced price meals, foster youth, and English Learners. 56% of students in Ravenswood are English Learners.

Ravenswood successfully exited the “Ravenswood Self Improvement Plan “ (RSIP) but will continue a two year self monitoring plan to ensure parent participation and service delivery. Ravenswood’s special education program utilizes a service delivery model called the “Schoolwide Applications Model” (SAM), an integrated service delivery model sometimes referred to as an “inclusion” or “full inclusion” model. 96% of students with Individualized Education Programs are in general education classrooms, accessing the general education curricula, and receiving various levels of supports and services.

Many programs and support services have been put in place to close the achievement gap including:

Integrated and designated English Language Development
Professional development and coaching for teachers
Teacher collaboration by grade and/or content
AVID membership
Extended day learning
Summer learning
Parent engagement activities
Student access to supplemental programs
High school transition support

Despite these programs and services, a significant achievement gap persists. 54% of Ravenswood students are considered homeless. Many students live in situations with multiple families to one domicile, foster kinship, and shelters. The high cost of living in Silicon Valley and the lack of affordable and safe housing negatively impacts the well-being and educational outcomes of Ravenswood children and parents.

Ravenswood has implemented several services to help support our homeless students and families. Ravenswood provides transportation services for families receiving food at the food distribution center. Ravenswood operates a food pantry out of the district office to provide food to homeless students and families when they are in need. Additionally, Ravenswood provides uniforms and transportation to all homeless students and installed washers and dryers at all school sites for the exclusive use of homeless students and families.

Ravenswood has established goals focused on student achievement, equitable access to programs and supports, technology integration, high school transition, and facilities development/maintenance. A full array of metrics were reviewed and the metrics included were selected based on their relevance to these goal areas.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Working closely with stakeholders throughout the district, five goals have been identified for focus within the next three years.

Goal 1: All students will receive high quality instruction in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and other California State Standards (ELD, Music, Art, Social Studies, PE) from highly qualified, trained, and professionally supported teachers.

Goal 2: All students, Pre-K through 8th grade, will have equitable access to programs, supports, and services as needed to respond to student behavioral, social emotional, and academic needs.

Goal 3: Integrate technology into all subject areas to increase student achievement and engagement with 21st century skills and better prepare students for their future career choices.

Goal 4: Ensure a smooth transition to high school for all students by developing systems and programs that monitor student progress towards social, behavior, attendance, and reaching academic goals.

Goal 5: Development and maintenance of warm, safe, and dry facilities to improve student experience and performance.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Ravenswood students increased their English Language Arts achievement on the SBAC by 8.4 points. We have had a sustained focus on Balanced Literacy for several years and are proud of our students work. Ravenswood has also decreased the suspension rate by 1.7 points.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The district rubric indicator is “red” for “all students” based on the 2018 CAASPP English Language Arts and Mathematics results. CAASPP English Language Arts status for all students is 65.5 points below standard. CAASPP English Language Arts change for all students increased by 8.4 points. CAASPP Mathematics status for all students is 100.1 points below standard. CAASPP Mathematics change for all students declined by 4.4 points. Ravenswood invests in recruiting and retaining highly qualified teachers, building instructional leadership capacity through Instructional coaching and facilitator training, teacher collaboration by grade level and/or content area, professional development around CCSS, and induction support for 1st and 2nd year teachers. See Goal 1, Action 1, 3, and 4

Ravenswood City Elementary qualified for differentiated assistance under the California school accountability system. County Offices of Education use the evaluation rubrics to determine eligibility in order to provide technical assistance to any school district that qualifies. A school district is eligible for technical assistance if any student group met the criteria for two or more LCFF priorities. A review of Ravenswood City Elementary's performance indicators on the California School Dashboard indicated the District meets these criteria in the following areas: Student Achievement - Academic Indicator for student groups African American and Students with Disabilities, and School Climate - Suspension Rate student groups African American and Students with Disabilities.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

African American students perform two levels below the "all student" performance in Chronic Absenteeism - students who are absent 10 percent or more of the enrolled instructional days. All students are at yellow performance level while African Americans are performing red at 20.9% chronically absent: an increase of 4.1 points. All students present 15.6% chronically absent.

During the 2018-19 school year, RCSD has modified it's School Attendance Review Board (SARB) procedures. The District SARB meets with families with students with increased truancy after the school site has completed pre-SARB meetings. We have increased the frequency of these district-level meetings and added district level management staff and a police officer from East Palo Alto to the board. We communicate to families both their legal obligation to send their students to school and our mutual desire to have students in school to learn and grow and have fun.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

No schools have been identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

No schools have been identified for CSI.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

No schools have been identified for CSI.

Annual Update

LCAP Year Reviewed:

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

All students will receive high quality instruction in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and other California State Standards (ELD, Music, Art, Social Studies, PE) from highly qualified, trained, and professionally supported teachers.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: 1, 2

Annual Measurable Outcomes

Expected

100%

100%

Actual

100%

100%

Expected

100%

Revised Target:

All -93.7/+2 (O, L/M)

EL -94.5/+2 (O, L/M)

H -97.9/+3 (O, VL/I)

IS -157.3/+3 (O, VL/I)

AA -116.6/+3 (O, VL/I)

Revised Target:

All -70.9/+3 (O, VL/I)

EL -74.6/+3 (O, VL/I)

H -79/+3 (O, VL/I)

IS -134.1/+3 (O, VL/I)

AA -78.1/+3 (O, VL/I)

Revised Target:

All -114.5/+3 (O, VL/I)

Actual

100%

All: -100.1; Very Low and Decreased

English Learners: -101.2; Very Low and Decreased

Hispanic: -99.2; Very Low and Decreased

Students with Disabilities: -159.6; Very Low and Maintained

African Americans: -124.3; Very Low and Decreased

All: -65.5; Low and Increased

English Learners: -68.6: Low and Increased

Hispanic: -65.7: Low and Increased

Students with Disabilities: -126.9: Very Low and Increased

African Americans: -75.1: Very Low and Increased

All: -142.2: Very Low

These grade levels are transitioning to the comprehensive middle school. As a result, their scores are not directly comparable to the prior year.

Expected

Revised Target:
All -66.7/+3 (Y, L/I)

Revised Target:
86.4/+3 (B, VH/I)

18%

33%

Actual

All: -93.3; Very Low
These grade levels are transitioning to the comprehensive middle school. As a result, their scores are not directly comparable to the prior year.

The state has transitioned to a new test of English Language Development and so isn't reporting that data yet on the dashboard. The portion of our students at different levels is:
Well Developed = 24.4%
Moderately Developed = 38.5%
Somewhat Developed = 22.5%
Beginning Stage = 14.7%

6.7%

Since the state has changed the test of English Language Development, the dashboard won't report English Learner progress until the 2019-20 school year.

Expected

Revised Target:

K 50%
1st 46%
2nd 50%
3rd 37%
4th 43%
5th 29%

1st 1.6
2nd 1.1
3rd 1.2
4th 1
5th 1.1

Revised Target:

6th 1.7
7th 1
8th 1

Changing metric to % of students who are at or above grade level in Math at the end of the year due to Common Core State Standards aligned curriculum adoption.

Actual

K 53%
1st 41%
2nd 48%
3rd 37%
4th 36%
5th 16%

We no longer use this assessment and are not able to present comparable data.

We no longer use this assessment and are not able to present comparable data.

Kindergarten = 64%
First Grade = 46%
Second Grade = 28%

Expected

Changing metric to % of students who are at or above grade level in Math at the end of the year due to Common Core State Standards aligned curriculum adoption.

K 74%
1st 57%
2nd 39%
3rd 29%
4th 28%
5th 12%
6th 5%
7th 24%
8th 34%

Actual

Percent of students meeting expectation:
K 59%
1st 46%
2nd 41%

Data for this outcome is not longer available. We have stopped using the Let's Go Learn assessment in favor of local benchmarks and NWEA MAP assessments.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
--------------------------	-------------------------	-----------------------	-------------------------------

All students will be served by teachers who are appropriately assigned and fully credentialed in their subject areas. We will provide high quality instruction to our low income, English Learners, and foster youth by recruiting and retaining highly qualified teachers.

- Teachers will collaborate consistently with their grade level and/or content area team to plan instruction, analyze student data, and address student concerns.

100% of students were served by teachers who were appropriately assigned and fully credentialed in their subject areas. Ravenswood continued to provide professional development opportunities that ensured we were able to support our low income, English Learners, and foster youth. Teacher participated in Professional Learning Communities as part of this professional development. Teachers collaborated regularly with their grade level team around curriculum planning, student data, and student concerns.

\$8,950,161
\$2,095,000
\$1,431,700

\$8,950,161
\$2,095,000
\$1,431,700

Action 2

Planned Actions/Services

Commensurate instructional materials to meet the needs of all students will be provided in all subject areas, including continued development of curriculum maps.

Actual Actions/Services

All students were provided with commensurate instructional materials.

Budgeted Expenditures

\$200,000
\$50,000
\$50,000

Estimated Actual Expenditures

\$200,000
\$50,000
\$50,000

Action 3**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Provide professional development, facilitated by teacher leaders and supported by Curriculum & Instruction department, to deepen teacher and administrator understanding of the CCSS and NGSS, and analyze common formative assessments to inform instruction.

- Provide induction support for 1st and 2nd year teachers to clear their credential through professional development workshops, induction activity completion, and coaching.

- TK-8th English Language Arts teachers will receive training and support on the adopted curriculum for their grade span, and accompanying instructional practices: Balanced Literacy and Units of Study in Reading and Writing for TK-5, and StudySync for 6-8.

- TK-8th grade Math teachers will

- Teacher

\$100,000

\$200,000

\$100,000

\$200,000

Planned Actions/Services

receive training and support on the adopted curriculum for their grade span and best practices to support mathematics instruction: Investigations for K-5 and Big Ideas for 6-8.

- TK-8th grade Science teachers will receive training and support on the Next Generation Science Standards and will explore science curricula and develop science labs. Transition to Next Generation Science Standards will continue with piloting of science curriculum and implementation of science labs.

Actual Actions/Services**Budgeted Expenditures****Estimated Actual Expenditures****Action 4****Planned Actions/Services**

Build instructional leadership capacity in the district through Instructional Coaching and Facilitator Training for administrators and teacher leaders.

Actual Actions/Services

Instructional Coaching and Facilitator Training was provided.

Budgeted Expenditures

\$485,000

Estimated Actual Expenditures

\$485,000

Action 5

Planned Actions/Services

Continue to integrate art and music within and across the instructional day. Implement research-based art & music curricula. Continue VAPA showcases.

Actual Actions/Services

The VAPA showcase was presented.

Budgeted Expenditures

\$125,000

Estimated Actual Expenditures

\$125,000

Action 6

Planned Actions/Services

All schools will maintain staffed and equipped Makerspaces at all sites, offering students hands-on opportunities to use tools and technologies to build, code, engineer and grapple with real world problems.
- An additional Makerspace will be added for the exclusive use of 7th grade students at the Comprehensive Middle School.

Actual Actions/Services

All school had staffed and equipped Makerspaces.

Budgeted Expenditures

\$200,000
\$200,000

Estimated Actual Expenditures

\$200,000
\$200,000

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide high quality summer learning opportunities across grade levels and content areas in partnership with community organizations.

Summer programs are presented in partnership with the Boys and Girls Club and the Jose Valdes summer math program at Stanford.

\$100,000
\$185,000
\$84,708
\$50,000
\$40,000

\$100,000
\$185,000
\$84,708
\$50,000
\$40,000

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide AVID Elementary membership to Brentwood Academy and AVID Secondary membership to Ravenswood Comprehensive Middle School. Provide AVID training for district and site administrators and teachers at the AVID Summer Institute. Participants will provide site level professional development in AVID strategies to support student access to common core content.

AVID will be focused on the middle school.

\$20,000
\$24,000

\$20,000
\$24,000

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide student access to content through integrated ELD and development of English acquisition through designated ELD based on assessed students' English language proficiency. Provide supplemental material needs for English Learners.

- Provide support to site administrators to lead teachers in monitoring progress of English Learners through data analysis and ongoing collaboration.

ELD instruction is inconsistent.

\$113,301
\$29,000
\$39,000
\$116,054

\$113,301
\$29,000
\$39,000
\$116,054

Action 10

Planned Actions/Services

Monitor implementation of the Multi-Tiered System of Supports, parent participation at IEP meetings and service delivery.

- Maintain Integrated Services coordinators to monitor the accurate implementation of Individualized Education Programs (IEPs) for students and provide consultation, leadership

Actual Actions/Services

MTSS was implemented both school and district wide.

Budgeted Expenditures

\$862,427
\$6,480,255
\$4,920,841

Estimated Actual Expenditures

\$862,427
\$6,480,255
\$4,920,841

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

and resources at the school site level with an emphasis on IEP coordination and support.

- Maintain Integrated Services teachers to develop and update IEPs, compose goals and interventions for students with IEPs, and provide support to general education teachers.

- Provide professional development to paraprofessionals twice a month to support students with disabilities to make progress in general education classrooms academically, socially, and behaviorally.

- Develop co-teaching model by providing professional development and ongoing collaboration.

Action 11**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Ravenswood Comprehensive Middle School will implement the Summit Personal Learning Platform (PLP) with all students (6th & 7th graders) and teachers in core content areas.	The Summit platform and curricula are used and will be adopted.	\$19,680 \$20,700 \$4,289	\$19,680 \$20,700 \$4,289
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Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students with disabilities whose unique needs cannot be met by district services will be provided instruction through the local non-public schools.	Students for who we cannot provide services are placed in non-public schools.	\$850,000	\$850,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

In compliance with the federal consent decree and the "Ravenswood Self Improvement Plan", Ravenswood utilizes a service delivery model calld the "School wide Applications Model", an integrated service delivery model sometimes referred to as full inclusion.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

100% of students received instruction from appropriately assigned and fully credentialed teachers and had access to standards aligned instructional materials in the core subjects.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no material changes to this goal.

Goal 2

All students, Pre-K through 8th grade, will have equitable access to programs, supports, and services as needed to respond to student behavioral, social emotional, and academic needs.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 4, 5, 6, 7, 8

Local Priorities: 2, 3, 6

Annual Measurable Outcomes

Expected

Revised Target:
All 4/-1.5 (Y, H/D)
IS 9.2/-1.5 (O, VH/D)
AA 6.3/-1.5 (O, VH/D)
PI 5.8/-1.5 (Y, H/D)
2 Races 7.9/-1.5 (O, VH/D)
FY 9.6/-1.5 (O, VH/D)

0%

Actual

All: 3.8%. Declined by 1.7%
IS / Students with Disabilities: 8.6%. Declined Significantly
African Americans : 6.6% Declined
Pacific Islanders: 3.3% Declined Significantly
2 Races: 2.6% Declined
Foster Youth: 0% Declined

0%

Expected

98%

Revised Target:

All 12%

PI 19%

2 Races 38%

65%

52%

83%

71%

89%

Actual

94%

All: 15.6% Declined

Pacific Islander: 21% Declined

Two or more races: 35.1% Declined

60%

50%

85%

70%

85%

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Maintain two PBIS coordinators, expand the PBIS program at each school, and provide PBIS professional development a minimum of 4 times a year.

Actual Actions/Services

RCSD provided sites with two district based PBIS coordinators. These coordinators supported site-based PBIS teams and both site-based and district-level MTSS processes.

Budgeted Expenditures

\$12,500
\$217,818
\$10,000

Estimated Actual Expenditures

\$12,500
\$217,818
\$10,000

Action 2**Planned Actions/Services**

Provide student access to counseling services through community partnerships in order to promote social and emotional growth.

Actual Actions/Services

All sites had access to counseling services through community partnerships. The partner that served the most schools was Counseling and Support Services for Youth (CASSY).

Budgeted Expenditures

\$75,000
\$120,000

Estimated Actual Expenditures

\$75,000
\$120,000

Action 3**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Implement intervention instruction, systems, and supports across content areas to aid students in their development toward the CCSS, when students do not meet grade level goals as determined by local assessment data.

Academic intervention was provided most directly through two vehicles: Reading Recovery and ELA TOSAs. Teacher trained in Reading Recovery provided students directly to students in need of Tier III intervention at each site. ELA Teachers on Special Assignment provided services both directly to students and coached teachers to enhance their capacity in literacy instruction.

See Goal 1, Action 1

See Goal 1, Action 1

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide quality extended day learning programming rooted in youth development, to best support academic and personal growth. Program aligns instructional school day with after school by providing structured homework time, academic activities aligned to common core state standards, and development of 21st century skills. Students engage in a variety of enrichment opportunities including sports, visual and performing arts, and project-based STEM activities that utilize technology, promote self-efficacy and self-confidence.	Sites provided After School Programs aligned with the school day to support academic and personal growth toward the development of common core state standard knowledge and 21st century skills.	\$799,680	\$799,680
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
---------------------------------	--------------------------------	------------------------------	--------------------------------------

Continue developing and providing programs, support systems, and trainings to encourage and support parents in an effort to reinforce and extend learning at home.

The district continued to collaborate with parents and families through our District Advisory Committee and District English Learner Advisory Committee to support and encourage parent participation in learning at school and reinforce learning at home.

\$5,000

\$5,000

Action 6

Planned Actions/Services

Provide a districtwide Newcomer Program to support EL students, entering school from outside of the United States, in learning English.

Actual Actions/Services

All Newcomers - students with a U.S. school entry date of less than one year - attended a dedicated program of English language instruction and development. The spend part of their day in the scaffolded language environment and the complement in the general education setting.

Budgeted Expenditures

See Goal 1, Action 9

Estimated Actual Expenditures

See Goal 1, Action 9

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Train identified staff member at each site to serve as foster youth liaison and continue to implement districtwide identification & communication system for foster and homeless youth, including providing clothing and food for families in need through partnerships with organizations throughout the community. Provide transportation to foster and homeless youth.

Staff members were not able to work directly with foster youth.

\$122,417
\$15,000
\$20,000

\$122,417
\$15,000
\$20,000

Action 8

Planned Actions/Services

Provide transportation for families receiving food at the food distribution center. Provide food via a food pantry at the District Office for homeless students and families in need. Provide uniforms for homeless students at no charge. Provide washers and dryers at all school sites for the exclusive use of homeless families.

Actual Actions/Services

Washers and dryers are available to families at each site. The district continued to provide uniforms for homeless students at no charge. The food pantry continued to serve families.

Budgeted Expenditures

\$8,092
\$50,116

Estimated Actual Expenditures

\$8,092
\$50,116

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The district maintained two PBIS coordinators who provided support directly to teams at schools and to teachers in district professional development. The high school transition coordinator supports 8th graders in their transition to 9th grade. Members from curriculum and instruction, student services, and special education work together in the Multi-Tiered Systems of Support (MTSS) team to implement and monitor interventions to support student learning and behavior. We also assembled a team to examine reasons behind chronic student absenteeism. That team worked with families to increase attendance.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

While chronic absenteeism increased for African American students (by 4%), it declined for all students by 1%. We will continue to implement our Student Attendance Review Board to determine the root causes of student absence. As a result of our Positive Behavior Interventions and Support, our suspension rate has declined by 1.3% to a total of 6.6% of students being suspended at least once.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes have been made to the actions and services provided under this goal. The district will continue to implement these actions and services and monitor the results. Providing equitable access to programs, supports, and services to respond to student behavioral, social emotional, and

academic needs will increase student growth in these areas.

Goal 3

Integrate technology into all subject areas to increase student achievement and engagement with 21st century skills and better prepare students for their future career choices.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: 2, 7, 8

Annual Measurable Outcomes

Expected	Actual
80%	0%
22%	22%
33%	33%

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1**Planned Actions/Services**

Provide students with access to supplemental programs and tools to support educational goals and building 21st century skills, with programs such as Dreambox Learning, Common Sense Digital Citizenship lessons, and Raz-Kids for struggling readers.

Actual Actions/Services

All TK-8 students were provided access to Raz Kids, a program to support reading at their just-right reading level. Students can access the program both at school and at home. All TK-8 students received at least three Digital Citizenship lessons about how to be safe and how to be a good citizen on the internet.

Budgeted Expenditures

\$80,000

Estimated Actual Expenditures

\$80,000

Action 2**Planned Actions/Services**

Maintain 1:1 access to instructional devices in 3rd through 8th grade classrooms, in alignment with CCSS and Balanced Literacy Initiative.

Actual Actions/Services

The district purchased spare parts and repaired classroom laptops and laptop storage carts for students in grades Three through Eight.

Budgeted Expenditures

\$87,000

Estimated Actual Expenditures

\$87,000

Action 3**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Implement operational plan to provide technology support staff in an appropriate ratio to support the needs of technology services at each school site and districtwide.

Each site was provided an staff member dedicated to technological support.

\$223,818

\$223,818

Action 4

Planned Actions/Services

Continue developing and upgrading technologies and provide staff training which support the needs of identified technology services district wide.
- Refresh instructional staff equipment to keep up with CCSS and Balanced Literacy Initiative needs.

Actual Actions/Services

The district continues to purchase new Chromebooks and laptops to refresh the technology available to staff and students. Teachers participated in a EdTech professional development day where they self-selected topics including the use of Google Classrooms, blended learning technologies, and student data collection programs.

Budgeted Expenditures

\$132,135

Estimated Actual Expenditures

\$132,135

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Update infrastructure as needed to meet demands of evolving technology, as detailed in the Ravenswood IT Assessment and Future Plan.

The district leveraged E-Rate funding and contracted for services to improve the data infrastructure.

\$100,000

\$100,000

Action 6

Planned Actions/Services

Implement and mount permanent Audio/Visual equipment, including mounted projectors and interactive whiteboards, in 8th grade classrooms at the Comprehensive Middle School.

Actual Actions/Services

The Middle School classrooms do not have interactive whiteboards, but they do have mounted projectors and mounted Audio/Visual equipment.

Budgeted Expenditures

\$50,000

Estimated Actual Expenditures

\$50,000

Action 7

Planned Actions/Services

Provide 1:1 home access to instructional devices to all 6th and 7th graders attending the Comprehensive Middle School.

Actual Actions/Services

6th and 7th grade students do not have access to technology that they can take home. This is being planned for future implementation.

Budgeted Expenditures

\$100,000

Estimated Actual Expenditures

\$100,000

Action 8

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Action/Service removed during development of 2018-19.

No service was provided.

N/A

N/A

Action 9**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Provide Newcomer students with access to supplemental programs and tools to better prepare student understanding of cognitive skills and common core standards.

Students participating in the Newcomer program used ImagineLearning as supplemental blended learning program to facilitate English language acquisition.

\$5,000

\$5,000

Action 10**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Action/Service removed during development of 2018-19.

No service was provided.

N/A

N/A

Action 11**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Provide 5th grade English Learners at risk of becoming Long Term English Learners with access to Imagine Learning for supplemental English support and access to Imagine Math for supplemental math support. Imagine Learning is focused on oral language, academic vocabulary, instruction in the five essential components of reading, and strategic first-language support. Imagine Math is effective as a remedial or intervention program for struggling students but also addresses the learning needs of all students with rigorous, standards-rich instruction.	English Learners in 5th grade used the Imagine Learning program to supplement English language development.	\$5,500	\$5,500
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have supported both student access to technology and student and teacher ability to integrate technology into instruction. The district continues to supply Chromebooks to students in grades 3 to 8 and iPads in some lower grades. TECHIE Team teachers are teachers from different schools that support their sites both in technical application of technology and strategies to integrate technology in instruction.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We were able to maintain the access to technology for students in 3rd to 8th grade. 22% of classrooms have permanent audio visual equipment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a result of this analysis, we are planning for an adoption on individual technology access in the middle school. Students will have a dedicated electronic device for their use and we will investigate possibilities for that device to be used at home.

Goal 4

Ensure a smooth transition to high school for all students by developing systems and programs that monitor student progress towards social, behavior, attendance, and reaching academic goals.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6, 7, 8

Local Priorities: 7, 8

Annual Measurable Outcomes

Expected	Actual
0%	0%
100%	100%
Revised Target: 87%	The data is not available at this time.
28%	The data is not available at this time.

Expected

66%

Actual

The data is not available at this time.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

High School Transition Coordinator supports students who are struggling academically with group meetings, where an academic goal plan is created.
- High School Transition Coordinator communicates with parents/guardians about high school matriculation and preparation.

Actual Actions/Services

The High School Transition Coordinator met with each student to develop an academic goal. They facilitated visits from the high school counselors to organize their placement and enrollment in high school.

Budgeted Expenditures

\$110,000
\$67,976

Estimated Actual Expenditures

\$110,000
\$67,976

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

High School Transition Coordinator, Curriculum & Instruction Content Coordinators, Administrators, and Teachers continue ongoing articulation with SUHSD to support our rising 9th graders' transition to high school.	The Coordinator met with counselors from all of the high schools where Ravenswood students will attend to support 9th grade transition.	\$4,500	\$4,500
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services for this goal were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The effectiveness of these actions and services are measured by Middle School drop-out rate, 8th grade promotion rate, and high school graduation rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no material changes made to this goal.

Goal 5

Development and maintenance of warm, safe, and dry facilities to improve student experience and performance.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities: 1, 6

Annual Measurable Outcomes

Expected

75%

Actual

75%

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue implementation of Facilities Master Plan with the	The work on the conversion of 4 classrooms at RMS has begun	\$6,000,000	\$6,000,000

Planned Actions/Services

conversion of 4 classrooms at Ravenswood Comprehensive Middle School (RCMS) into science labs including chemical resistant laboratory cabinets, emergency shower and eyewash, resilient flooring, energy efficient windows, HVAC system, LED lighting, and acoustical ceilings. A new music room will be provided at RCMS with music storage cabinets, resilient flooring, energy efficient windows, HVAC system, LED lighting, acoustical ceilings, and acoustical wall treatments. The existing locker rooms at RCMS will receive 100 new 3-tier lockers, epoxy floor, paint, LED lighting and ADA upgrades to the existing restrooms. The Ronald McNair campus will receive several upgrades, including 4 new modular TK/K classrooms, new TK/K playground, revised parking layout and Kindergarten drop off, new elementary playground, and new restroom building.

Actual Actions/Services

along with all of the other improvements listed in Planned Actions/Services.

The Ronald McNair campus received all of the upgrades listed under Planned Actions/Services. The upgrades were substantially completed by the beginning of the 2018-19 school year and were ready for use on the first day of school.

A new district-wide telephone system was installed and is operational.

Budgeted Expenditures**Estimated Actual Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

A contract was issued, and work is ongoing, to convert 4 classrooms at Ravenswood Middle School (RMS) into science labs including chemical resistant laboratory cabinets, emergency shower and eyewash, resilient flooring, energy efficient windows, HVAC system, LED lighting, and acoustical ceilings. The contract and the ongoing work also includes a new music room RMS with music storage cabinets, resilient flooring, energy efficient windows, HVAC system, LED lighting, acoustical ceilings, and acoustical wall treatments. The existing locker rooms at RMS will receive 100 new 3-tier lockers, epoxy floor, paint, LED lighting and ADA upgrades to the existing restrooms.

The Ronald McNair campus received several upgrades, including 4 new modular TK/K classrooms, new TK/K playground, revised parking layout and Kindergarten drop off, new elementary playground, and a new restroom building.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The implementation of these projects will provide updated and modern facilities for the students use. The updates ensure that the students are warm, safe, and dry.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between the budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes made to this goal.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Parents were engaged both through a direct survey and through school and district collaboration teams. Parents participated in School Site Counsels and district-wide Advisement Counsels and English Learner Advisory Committees.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The primary feedback of these bodies was a desire to reconsider our delivery of services to students with disabilities. The delivery of these services will be considered for possible changes for next year.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 1

All students will receive high quality instruction in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and other California State Standards (ELD, Music, Art, Social Studies, PE) from highly qualified, trained, and professionally supported teachers.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: 1, 2

Identified Need:

Ravenswood City School District has identified the following needs related to state priorities 1 and 2 across the district:

Students require highly qualified teachers who are skilled in the teaching of state standards.

Students require access to California standards-aligned instructional materials.

Ravenswood City School District has identified the following needs related to state priorities 4, 7, and 8 across the district:

Students across all grade levels must acquire solid foundational skills for success in the next grade level.

English Learners, Low Income, Foster Youth, and Integrated Services students need assistance with achieving academic proficiency on district and state assessments.

Supporting Data Used to Identify Needs:

Number of teachers misassigned in 2016-17 (0) and 2017-18 (0).

Student access to California standards-aligned instructional materials in 2017-18 was 100% in ELA/ELD and math.

Performance on SBAC: 20% of all students met or exceeded standards on the ELA CAASPP exam in June 2017. 13% of all students met or exceeded standards on the Math CAASPP exam in June 2017.

California School Dashboard: English Learner Progress Indicator increased 8.9% to 83.4%. These results placed the district into the category of “High” and “Increased,” which is illustrated by the color green.

California School Dashboard: Mathematics (3-8) Academic Indicator for all students maintained at 0 points to 95.7 points below level 3. These results placed the district into the category of “Very Low” and “Maintained,” which is illustrated by the color red.

California School Dashboard: Mathematics (3-8) Academic Indicator for English Learners increased 2.7 points to 96.5 points below level 3. These results placed the district into the category of “Very Low” and “Maintained,” which is illustrated by the color red.

California School Dashboard: Mathematics (3-8) Academic Indicator for Homeless students declined 1.5 points to 100.9 points below level 3. These results placed the district into the category of “Very Low” and “Maintained,” which is illustrated by the color red.

California School Dashboard: Mathematics (3-8) Academic Indicator for students with disabilities increased 4.7 points to 160.3 points below level 3. These results placed the district into the category of “Very Low” and “Increased,” which is illustrated by the color orange.

California School Dashboard: Mathematics (3-8) Academic Indicator for African American students declined 4.9 points to 119.6 points below level 3. These results placed the district into the category of “Very Low” and “Declined,” which is illustrated by the color red.

California School Dashboard: English Language Arts (3-8) Academic Indicator for all students declined 3.5 points to 73.9 points below level 3. These results placed the district into the category of “Very Low” and “Declined,” which is illustrated by the color red.

California School Dashboard: English Language Arts (3-8) Academic Indicator for English Learners declined 0.4 to 77.6 points below level 3. These results placed the district into the category of “Very Low” and “Declined,” which is illustrated by the color red.

California School Dashboard: English Language Arts (3-8) Academic Indicator for Homeless students declined 0.1 points to 82 points below level 3. These results placed the district into the category of “Very Low” and “Maintained,” which is illustrated by the color red.

California School Dashboard: English Language Arts (3-8) Academic Indicator for students with disabilities declined 4.9 points to 137.1 points below level 3. These results placed the district into the category of “Very Low” and “Declined,” which is illustrated by the color red.

California School Dashboard: English Language Arts (3-8) Academic Indicator for African American students declined 6.6 points to 81.1 points below level 3. These results placed the district into the category of “Very Low” and “Declined,” which is illustrated by the color red.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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HQT (% of teachers who are fully credentialed and appropriately assigned)	100%	100%	100%	100%
Implementation of CCSS (% of teachers receiving professional development around CCSS)	100%	100%	100%	100%
Access to Instructional Materials (% of students with daily access to instructional materials)	100%	100%	100%	100%

Metrics/Indicators**Baseline****2017-18****2018-19****2019-20**

SBAC Math (3-8)
(Status/Change -
Average distance
from level 3)

All -95.7/-2.4 (R, VL/D)
EL -99.2/-7.8 (R, VL/D)
AA -114.6/2.1 (R, VL/M)

Target:
All -91.7/4 (Y, L/M)
EL -91.2/8 (Y, L/I)
AA -106.6/8 (R, VL/I)

Actual:
All -95.7/0 (R, VL/M)
EL -96.5/+2.7 (R, VL/M)
H -100.9/-1.5 (R, VL/M)
IS -160.3/+4.7 (O, VL/I)
AA -119.6/-4.9 (R, VL/D)

Revised Target:
All -93.7/+2 (O, L/M)
EL -94.5/+2 (O, L/M)
H -97.9/+3 (O, VL/I)
IS -157.3/+3 (O, VL/I)
AA -116.6/+3 (O, VL/I)

Revised Target:
All -90.7/+3 (Y, L/I)
EL -91.5/+3 (Y, L/I)
H -94.9/+3 (Y, L/I)
IS -154.3/+3 (O, VL/I)
AA -113.6/+3 (O, VL/I)

SBAC ELA (3-8)
(Status/Change -
Average distance
from level 3)

All -70.3/3.2 (R, VL/M)
IS -132.2/6.6 (R, VL/M)
EL -77.3/-2.6 (R, VL/D)

Target:
All -65.3/5 (Y, L/M)
IS -122.2/10 (O, VL/I)
EL -69.3/8 (Y, L/I)

Actual:
All -73.9/-3.5 (R, VL/D)
EL -77.6/-0.4 (R, VL/M)
H -82/-0.1 (R, VL/M)
IS -137.1/-4.9 (R, VL/D)
AA -81.1/-6.6 (R, VL/D)

Revised Target:
All -70.9/+3 (O, VL/I)
EL -74.6/+3 (O, VL/I)
H -79/+3 (O, VL/I)
IS -134.1/+3 (O, VL/I)
AA -78.1/+3 (O, VL/I)

Revised Target:
All -67.9/+3 (Y, L/I)
EL -71.6/+3 (O, VL/I)
H -76/+3 (O, VL/I)
IS -131.1/+3 (O, VL/I)
AA -75.1/+3 (O, VL/I)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC Math (6-8) (Status/Change - Average distance from level 3)	All -112.3/-2.4 (R, VL/D)	Target: All -105.3/7 (O, VL/I) Actual: All -117.5/-5.7 (R, VL/D)	Revised Target: All -114.5/+3 (O, VL/I)	Revised Target: All -111.5/+3 (O, VL/I)
SBAC ELA (6-8) (Status/Change - Average distance from level 3)	All -66.5/3.2 (Y, L/M)	Target: All -56.5/10 (Y, L/I) Actual: All -69.7/-3.1	Revised Target: All -66.7/+3 (Y, L/I)	Revised Target: All -63.7/+3 (Y, L/I)
EL Progress - Status/Change	84.6/3.8 (G, H/I)	Target: 85.6/1 (B, VH/M) Actual: 83.4/+8.9 (G, H/I)	Revised Target: 86.4/+3 (B, VH/I)	Revised Target: 89.4/+3 (B, VH/I)
EL Reclassification Rate	14%	Target: 16% Actual: 8%	18%	20%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of ELs Making Progress Towards English Proficiency	29%	Target: 31% Actual: Did not administer 2017-18 Annual CELDT. Summative ELPAC results not yet received.	33%	35%
Reading at Grade Level K-5 EOY (Fountas & Pinnell)	K 56% 1st 45% 2nd 48% 3rd 39% 4th 40% 5th 33%	Target: K 58% 1st 47% 2nd 50% 3rd 41% 4th 42% 5th 35% Actual: K 46% 1st 42% 2nd 46% 3rd 33% 4th 39% 5th 25%	Revised Target: K 50% 1st 46% 2nd 50% 3rd 37% 4th 43% 5th 29%	Revised Target: K 54% 1st 50% 2nd 54% 3rd 41% 4th 47% 5th 33%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Years Growth in 1-5 Reading (Fountas & Pinnell)	1st 1.2 2nd 0.7 3rd 0.8 4th 0.6 5th 0.7	Target: 1st 1.4 2nd 0.9 3rd 1 4th 0.8 5th 0.9 Actual: 1st 1.4 2nd 1 3rd 0.9 4th 0.93 5th 0.9	1st 1.6 2nd 1.1 3rd 1.2 4th 1 5th 1.1	1st 1.8 2nd 1.3 3rd 1.4 4th 1.2 5th 1.3
Years Growth in 6-8 Reading (Let's Go Learn)	6th 1.8 7th 1 8th 1.3	Target: 6th 2 7th 1.2 8th 1.5 Actual: 6th 1.5 7th 0.3 8th 0.29	Revised Target: 6th 1.7 7th 1 8th 1	Revised Target: 6th 1.9 7th 1.2 8th 1.2

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Meeting Grade Level Expectations in K-2 Math (Math Interview, Let's Go Learn)	K 67% 1st 71% 2nd 40%	Changing metric to % of students who are at or above grade level in Math at the end of the year due to Common Core State Standards aligned curriculum adoption.	Changing metric to % of students who are at or above grade level in Math at the end of the year due to Common Core State Standards aligned curriculum adoption.	Changing metric to % of students who are at or above grade level in Math at the end of the year due to Common Core State Standards aligned curriculum adoption.
Years Growth in 3-8 Math (Let's Go Learn)	3rd 0.2 4th 0.2 5th 0 6th 0.4 7th 0.1 8th 0	Changing metric to % of students who are at or above grade level in Math at the end of the year due to Common Core State Standards aligned curriculum adoption.	Changing metric to % of students who are at or above grade level in Math at the end of the year due to Common Core State Standards aligned curriculum adoption.	Changing metric to % of students who are at or above grade level in Math at the end of the year due to Common Core State Standards aligned curriculum adoption.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% at or above grade level in Math EOY K-8	17-18 Actual: K 70% 1st 53% 2nd 35% 3rd 25% 4th 24% 5th 8% 6th 1% 7th 20% 8th 30%	Metric developed during 18-19	K 74% 1st 57% 2nd 39% 3rd 29% 4th 28% 5th 12% 6th 5% 7th 24% 8th 34%	K 78% 1st 61% 2nd 43% 3rd 33% 4th 32% 5th 16% 6th 9% 7th 28% 8th 38%

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

All students will be served by teachers who are appropriately assigned and fully credentialed in their subject areas. We will provide high quality instruction to our low income, English Learners, and foster youth by recruiting and retaining highly qualified teachers.

- Teachers will collaborate consistently with their grade level and/or content area team to plan instruction, analyze student data, and address student concerns.

All students will be served by teachers who are appropriately assigned and fully credentialed in their subject areas. We will provide high quality instruction to our low income, English Learners, and foster youth by recruiting and retaining highly qualified teachers.

- Teachers will collaborate consistently with their grade level and/or content area team to plan instruction, analyze student data, and address student concerns.

All students will be served by teachers who are appropriately assigned and fully credentialed in their subject areas. We will provide high quality instruction to our low income, English Learners, and foster youth by recruiting and retaining highly qualified teachers.

- Teachers will collaborate consistently with their grade level and/or content area team to plan instruction, analyze student data, and address student concerns.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,445,000 \$1,100,000 \$3,055,000	\$8,950,161 \$2,095,000 \$1,435,000	\$8,055,145 \$1,885,500 \$1,827,800
Source	LCFF Base LCFF S&C Other Local Funds	LCFF Base LCFF S&C Other Local Funds	LCFF Base LCFF S&C Ravenswood Education Foundation TOSA Foundation
Budget Reference	1000 & 3000 (salaries/benefits)	1000 & 3000 (salaries/benefits)	1000 & 3000 (salaries/benefits)

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

2017-18 Actions/Services

Commensurate instructional materials to meet the needs of all students will be provided in all subject areas, including continued development of curriculum maps.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Commensurate instructional materials to meet the needs of all students will be provided in all subject areas, including continued development of curriculum maps.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Commensurate instructional materials to meet the needs of all students will be provided in all subject areas, including continued development of curriculum maps.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$425,000

\$550,000

\$200,000

\$50,000

\$50,000

\$180,000

\$45,000

\$45,000

Source

LCFF Base

LCFF S&C

LCFF Base

LCFF S&C

Title I

LCFF Base

LCFF S&C

Title I

Year	2017-18	2018-19	2019-20
Budget Reference	2000, 3000, 4000 (salaries/benefits & instructional materials)	2000, 3000, 4000 (salaries/benefits & instructional materials)	2000, 3000, 4000 (salaries, benefits, & instructional materials)

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide professional development, facilitated by teacher leaders and supported by Curriculum & Instruction department, to deepen teacher and administrator understanding of the CCSS and NGSS, and analyze common formative assessments to inform instruction.

- Provide induction support for 1st and 2nd year teachers to clear their credential through professional development workshops, induction activity completion, and coaching.
- TK-8th English Language Arts teachers will receive training and support on the adopted curriculum for their grade span, and accompanying instructional practices: Balanced Literacy and Units of Study in Reading and Writing for TK-5, and StudySync for 6-8.
- TK-8th grade Math teachers will receive training and support on the adopted curriculum for their grade span and best practices to support mathematics instruction: Investigations for K-5 and Big Ideas for 6-8.
- TK-8th grade Science teachers will receive training and support on the Next Generation Science Standards and will explore science curricula and develop science labs.

Provide professional development, facilitated by teacher leaders and supported by Curriculum & Instruction department, to deepen teacher and administrator understanding of the CCSS and NGSS, and analyze common formative assessments to inform instruction.

- Provide induction support for 1st and 2nd year teachers to clear their credential through professional development workshops, induction activity completion, and coaching.
- TK-8th English Language Arts teachers will receive training and support on the adopted curriculum for their grade span, and accompanying instructional practices: Balanced Literacy and Units of Study in Reading and Writing for TK-5, and StudySync for 6-8.
- TK-8th grade Math teachers will receive training and support on the adopted curriculum for their grade span and best practices to support mathematics instruction: Investigations for K-5 and Big Ideas for 6-8.
- TK-8th grade Science teachers will receive training and support on the Next Generation Science Standards and will explore science curricula and develop science labs.

Provide professional development, facilitated by teacher leaders and supported by Curriculum & Instruction department, to deepen teacher and administrator understanding of the CCSS and NGSS, and analyze common formative assessments to inform instruction.

- Provide induction support for 1st and 2nd year teachers to clear their credential through professional development workshops, induction activity completion, and coaching.
- TK-8th English Language Arts teachers will receive training and support on the adopted curriculum for their grade span, and accompanying instructional practices: Balanced Literacy and Units of Study in Reading and Writing for TK-5, and StudySync for 6-8.
- TK-8th grade Math teachers will receive training and support on the adopted curriculum for their grade span and best practices to support mathematics instruction: Investigations for K-5 and Big Ideas for 6-8.
- TK-8th grade Science teachers will receive training and support on the Next Generation Science Standards and will explore science curricula and develop science labs.

Transition to Next Generation Science Standards will continue with piloting of science curriculum and implementation of science labs.

Transition to Next Generation Science Standards will continue with adoption of NGSS based science curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$400,000 \$1,000,000	\$100,000 \$200,000	\$90,000 \$200,000
Source	LCFF Base Other Local Funds	LCFF Base Title II	LCFF Base Title II
Budget Reference	1000, 3000, 5000 (salaries/benefits & consultants)	1000, 3000, 5000 (salaries/benefits & consultants)	1000, 3000, 5000 (salaries, benefits, & consultants)

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
Scope of Services:
Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

New

Modified

Modified

2017-18 Actions/Services
2018-19 Actions/Services
2019-20 Actions/Services

Build instructional leadership capacity in the district through Instructional Coaching and Facilitator Training for administrators and teacher leaders.

Build instructional leadership capacity in the district through Instructional Coaching and Facilitator Training for administrators and teacher leaders.

Build instructional leadership capacity in the district through Instructional Coaching and Facilitator Training for administrators and teacher leaders.

Budgeted Expenditures
Year
2017-18
2018-19
2019-20
Amount

\$575,000

\$485,000

\$485,000

Source

Other Local Funds

Other Local Funds

Ravenswood Education Foundation

Year	2017-18	2018-19	2019-20
Budget Reference	5000 (consultants)	5000 (consultants)	5000 (consultants)

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Continue to integrate art and music within and across the instructional day. Implement research-based art & music curricula. Continue VAPA showcases.

Continue to integrate art and music within and across the instructional day. Implement research-based art & music curricula. Continue VAPA showcases.

Continue to integrate art and music within and across the instructional day. Implement research-based art & music curricula. Continue VAPA showcases.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$115,000	\$125,000	\$112,500
Source	LCFF S&C	LCFF Base	LCFF Base
Budget Reference	4000 (instructional materials)	5000 (contracts)	5000 (contracts)

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

All schools will maintain staffed and equipped Makerspaces at all sites, offering students hands-on opportunities to use tools and technologies to build, code, engineer and grapple with real world problems.

All schools will maintain staffed and equipped Makerspaces at all sites, offering students hands-on opportunities to use tools and technologies to build, code, engineer and grapple with real world problems.
- An additional Makerspace will be added for the exclusive use of 7th grade students at the Comprehensive Middle School.

All schools will maintain staffed and equipped Makerspaces at all sites, offering students hands-on opportunities to use tools and technologies to build, code, engineer and grapple with real world problems.
- An additional Makerspace will be added for the exclusive use of 8th grade students at the Comprehensive Middle School.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$115,000
\$350,000

\$200,000
\$200,000

\$180,000
\$200,000

Year	2017-18	2018-19	2019-20
Source	LCFF Base Other Local Funds	LCFF S&C Other Local Funds	LCFF S&C Ravenswood Education Foundation
Budget Reference	1000, 2000, 3000, 4000 (salaries/benefits & instructional materials)	1000, 2000, 3000, 4000 (salaries/benefits & instructional materials)	1000, 2000, 3000, 4000 (certificated & classified salaries & benefits, & instructional materials)

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18**for 2018-19****for 2019-20**

New

Modified

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Provide high quality summer learning opportunities across grade levels and content areas in partnership with community organizations.

Provide high quality summer learning opportunities across grade levels and content areas in partnership with community organizations.

Provide high quality summer learning opportunities across grade levels and content areas in partnership with community organizations.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

\$110,000
\$150,000

\$100,000
\$185,000
\$84,708
\$50,000
\$40,000

\$90,000
\$185,000
\$84,708
\$50,000
\$40,000

Source

LCFF Base
Other Local Funds

LCFF Base
Other Local Funds
Big Lift
Title I
ASES Supplemental

LCFF Base
Ravenswood Education Foundation
Big Lift
Title I
ASES Supplemental

Year	2017-18	2018-19	2019-20
Budget Reference	1000, 2000, 3000, 4000 (salaries/benefits & instructional materials)	1000, 2000, 3000, 4000 (salaries/benefits & instructional materials)	1000, 2000, 3000, 4000 (classified & certificated salaries & benefits & instructional materials)

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

Specific Schools, Brentwood Academy and Ravenswood Comprehensive Middle School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Provide AVID Elementary membership to Brentwood Academy and AVID Secondary membership to Belle Haven, Cesar Chavez Academy, Costano, Ronald McNair Academy, and Willow Oaks Elementary. Provide AVID training for district and site administrators and teachers at the AVID Summer Institute. Participants will provide site level professional development in AVID strategies to support student access to common core content.

2018-19 Actions/Services

Provide AVID Elementary membership to Brentwood Academy and AVID Secondary membership to Ravenswood Comprehensive Middle School. Provide AVID training for district and site administrators and teachers at the AVID Summer Institute. Participants will provide site level professional development in AVID strategies to support student access to common core content.

2019-20 Actions/Services

Provide AVID Elementary membership to Brentwood Academy and AVID Secondary membership to Ravenswood Comprehensive Middle School. Provide AVID training for district and site administrators and teachers at the AVID Summer Institute. Participants will provide site level professional development in AVID strategies to support student access to common core content.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,000 \$30,000 \$90,000	\$20,000 \$24,000	\$18,000 \$24,000
Source	LCFF S&C Other Local Funds Other Federal Funds (Title II)	LCFF S&C Other Federal Funds (Title II)	LCFF S&C Title II

**Budget
Reference**

1000, 3000, & 5000 (salaries/benefits & contracts)

1000, 3000, & 5000 (salaries/benefits & contracts)

1000, 3000, & 5000 (salaries, benefits, & contracts)

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Location(s)**

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Scope of Services:****Location(s)**

English Learners

LEA-Wide

All Schools

Actions/Services**Select from New, Modified, or Unchanged
for 2017-18****Select from New, Modified, or Unchanged
for 2018-19****Select from New, Modified, or Unchanged
for 2019-20**

New

Modified

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Provide student access to content through integrated ELD and development of English acquisition through designated ELD based on assessed students' English language proficiency. Identify supplemental material needs for English Learners.

- Provide training to site administrators to support teachers in monitoring progress of English Learners through data analysis and ongoing collaboration.

Provide student access to content through integrated ELD and development of English acquisition through designated ELD based on assessed students' English language proficiency. Provide supplemental material needs for English Learners.

- Provide support to site administrators to lead teachers in monitoring progress of English Learners through data analysis and ongoing collaboration.

Provide student access to content through integrated ELD and development of English acquisition through designated ELD based on assessed students' English language proficiency. Provide supplemental material needs for English Learners.

- Provide support to site administrators to lead teachers in monitoring progress of English Learners through data analysis and ongoing collaboration.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$60,000	\$113,301 \$29,000 \$39,000 \$116,054	\$113,301 \$29,000 \$39,000 \$116,054
Source	Other Federal Funds (Title III)	Other Federal Funds (Title III LEP) Other Federal Funds (Title III Imm) LCFF S&C Other Federal Funds (Title I)	Title III - LEP Title III - Imm LCFF S&C Title I

**Budget
Reference**

1000, 3000, 4000 (salaries/benefits & instructional materials)

1000, 2000, 3000, 4000
(salaries/benefits & instructional materials)

1000, 2000, 3000, 4000 (classified & certificated salaries & benefits & instructional materials)

Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Location(s)**

Students with Disabilities

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services

**Select from New, Modified, or Unchanged
for 2017-18****Select from New, Modified, or Unchanged
for 2018-19****Select from New, Modified, or Unchanged
for 2019-20**

Unchanged

Modified

Modified

2017-18 Actions/Services

In compliance with a federal consent decree and the “Ravenswood Self Improvement Plan” (RSIP), Ravenswood utilizes a service delivery model called the “Schoolwide Applications Model” (SAM), an integrated service delivery model sometimes referred to as an “inclusion” or “full inclusion” model. 90% of students with Individualized Education Programs are in general education classrooms, accessing the general education curricula, and receiving various levels of supports and services.

- Maintain Integrated Services coordinators to monitor the accurate implementation of Individualized Education Programs (IEPs) for students and provide consultation, leadership and resources at the school site level with an emphasis on IEP coordination and support.
- Maintain Integrated Services teachers to develop and update IEPs, compose goals and interventions for students with IEPs, and provide support to general education teachers.
- Provide professional development to paraprofessionals twice a month to support students with disabilities to make progress in general education classrooms academically,

2018-19 Actions/Services

Monitor implementation of the Multi-Tiered System of Supports, parent participation at IEP meetings and service delivery.

- Maintain Integrated Services coordinators to monitor the accurate implementation of Individualized Education Programs (IEPs) for students and provide consultation, leadership and resources at the school site level with an emphasis on IEP coordination and support.
- Maintain Integrated Services teachers to develop and update IEPs, compose goals and interventions for students with IEPs, and provide support to general education teachers.
- Provide professional development to paraprofessionals twice a month to support students with disabilities to make progress in general education classrooms academically, socially, and behaviorally.
- Develop co-teaching model by providing professional development and ongoing collaboration.

2019-20 Actions/Services

Monitor implementation of the Multi-Tiered System of Supports, parent participation at IEP meetings and service delivery.

- Maintain Integrated Services coordinators to monitor the accurate implementation of Individualized Education Programs (IEPs) for students and provide consultation, leadership and resources at the school site level with an emphasis on IEP coordination and support.
- Maintain Integrated Services teachers to develop and update IEPs, compose goals and interventions for students with IEPs, and provide support to general education teachers.
- Provide professional development to paraprofessionals twice a month to support students with disabilities to make progress in general education classrooms academically, socially, and behaviorally.
- Develop co-teaching model by providing professional development and ongoing collaboration.

socially, and behaviorally.
 - Develop co-teaching model by providing professional development and ongoing collaboration.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$400,000 \$8,200,758 \$5,100,000	\$862,427 \$6,480,255 \$4,920,841	\$862,427 \$5,832,230 \$4,428,757
Source	Other Federal Funds LCFF Base LCFF S&C	Federal Revenue LCFF Base LCFF S&C	Federal Revenue LCFF Base LCFF S&C
Budget Reference	1000, 2000, 3000, 4000 (salaries/benefits & instructional materials)	1000, 2000, 3000, 4000, 5000 (salaries/benefits, instructional materials, contracts)	1000, 2000, 3000, 4000, 5000 (classified & certificated salaries & benefits, instructional materials, & contracts)

Action #11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

Specific Schools, Ravenswood Comprehensive Middle School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

**Select from New, Modified, or Unchanged
for 2017-18**

**Select from New, Modified, or Unchanged
for 2018-19**

**Select from New, Modified, or Unchanged
for 2019-20**

New

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Action/Service added during development of
2018-19.

Ravenswood Comprehensive Middle School
will implement the Summit Personal
Learning Platform (PLP) with all students
(6th & 7th graders) and teachers in core
content areas.

Ravenswood Comprehensive Middle School
will implement the Summit Personal
Learning Platform (PLP) with all students
(6th-8th graders) and teachers in core
content areas.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	Action/Service added during development of 2018-19.	\$19,680 \$20,700 \$4,289	\$23,969 \$8,700 \$12,000
Source	Action/Service added during development of 2018-19.	LCFF Base Other Local Funds Other Federal Funds (Title II)	LCFF Base & Title II CZI Foundation Ravenswood Education Foundation
Budget Reference	Action/Service added during development of 2018-19.	1000, 3000, 5000 (salaries/benefits & contracts)	1000, 3000, 5000 (salaries, benefits, & contracts)

Action #12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

Students with Disabilities

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

New

Select from New, Modified, or Unchanged
for 2018-19

New

Select from New, Modified, or Unchanged
for 2019-20

Modified

2017-18 Actions/Services

Action/Service added during development of
2018-19.

2018-19 Actions/Services

Students with disabilities whose unique
needs cannot be met by district services will
be provided instruction through the local non-
public schools.

2019-20 Actions/Services

Students with disabilities whose unique
needs cannot be met by district services will
be provided instruction through the local non-
public schools.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

Action/Service added during development
of 2018-19.

\$850,000

\$850,000

Source

Action/Service added during development
of 2018-19.

Other State Funds

Other State Funds

Budget
Reference

Action/Service added during development
of 2018-19.

5000 (contracts)

5000 (contracts)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 2

All students, Pre-K through 8th grade, will have equitable access to programs, supports, and services as needed to respond to student behavioral, social emotional, and academic needs.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 4, 5, 6, 7, 8

Local Priorities: 2, 3, 6

Identified Need:

Ravenswood City School District has identified the following needs related to state priorities 2, 3, 4, 5, 6, 7 and 8 across the district:
Based on stakeholder feedback, there is a need for access to more counselors and a social emotional curriculum.
Based on stakeholder feedback, there is a need for tutoring in Math and ELA.
Through local and state assessment, the MTSS process (school site teams, including teachers, administrators, and specialists, meet to look at student data, including behavior, academics, and attendance to identify needs that currently are not being met and communicates those needs to a mid-level team, including site representatives from all schools and district level representatives, and recommendations are passed on to the District Instructional Leadership Team DILT for implementation), and stakeholder feedback, there is a need for intervention instruction, systems, and supports across content areas to aid students in their development toward the CCSS, when students are not meeting grade level expectations.

Supporting Data Used to Identify Needs:
California School Dashboard: Suspension Rate Indicator for all students indicated an increase of 1.5% to 5.5%. These results placed the district into

the categories of “High” and “Increased,” which is illustrated by the color orange.

California School Dashboard: Suspension Rate Indicator for foster youth indicated an increase of 2.8% to 11.1%. These results placed the district into the categories of “Very High” and “Increased Significantly,” which is illustrated by the color red.

California School Dashboard: Suspension Rate Indicator for students with disabilities indicated an increase of 4.6% to 10.7%. These results placed the district into the categories of “Very High” and “Increased Significantly,” which is illustrated by the color red.

California School Dashboard: Suspension Rate Indicator for African American students indicated an increase of 0.3% to 7.8%. These results placed the district into the categories of “Very High” and “Increased,” which is illustrated by the color red.

California School Dashboard: Suspension Rate Indicator for Pacific Islander students indicated an increase of 2.2% to 7.3%. These results placed the district into the categories of “Very High” and “Increased Significantly,” which is illustrated by the color red.

California School Dashboard: Suspension Rate Indicator for students of two or more races indicated an increase of 3.7% to 9.4%. These results placed the district into the categories of “Very High” and “Increased Significantly,” which is illustrated by the color red.

Chronic Absenteeism Rate for all students is 15%.

Chronic Absenteeism Rate for Pacific Islanders is 23%.

Chronic Absenteeism Rate for students of two or more races is 41%.

School Attendance Rate: 95%

Homeless: 44%

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Suspension -
Status/Change

All 2.8/-0.8 (G, M/D)
AA 4.4/-4.2 (Y, H/DS)
IS 7.5/-0.09 (O, VH/D)
PI 3.9/-1.1 (Y, H/D)
2 Races 4.3/2.5 (O, H/IS)

Target:
All 2.3/-0.5 (G, M/D)
AA 2.9/-1.5 (G, M/D)
IS 6/-1.5 (Y, H/D)
PI 2.9/-1 (G, M/D)
2 Races 2.8/-1.5 (G, M/D)

2017-18 Actual:
All 5.5/+1.5 (O, H/I)
IS 10.7/+4.6 (R, VH/IS)
AA 7.8/+0.3 (R, VH/I)
PI 7.3/+2.2 (R, VH/IS)
2 Races 9.4/+3.7 (R, VH/IS)
FY 11.1/+2.8 (R, VH/IS)

Revised Target:
All 4/-1.5 (Y, H/D)
IS 9.2/-1.5 (O, VH/D)
AA 6.3/-1.5 (O, VH/D)
PI 5.8/-1.5 (Y, H/D)
2 Races 7.9/-1.5 (O, VH/D)
FY 9.6/-1.5 (O, VH/D)

Revised Target:
All 3/-1 (G, M/D)
IS 7.2/-2 (Y, VH/DS)
AA 4.8/-1.5 (Y, H/D)
PI 4.3/-1.5 (Y, H/D)
2 Races 6.4/-1.5 (O, VH/D)
FY 7.6/-2 (Y, VH/DS)

Expulsion Rate

0%

0%

0%

0%

School Attendance
Rate (Average % of
students attending
on a daily basis)

95%

2017-18 Actual:
95%

98%

100%

Chronic Absenteeism Rate (% of cumulative students missing 10% or more of days enrolled)	2%	Target: 1.5% 2017-18 Actual: All 15% PI 23% 2 Races 41%	Revised Target: All 12% PI 19% 2 Races 38%	Revised Target: All 9% PI 16% 2 Races 35%
School Climate K-5 (% of CHKS respondents rating school connectedness high)	61%	2017-18 Actual: Data not available as of June 2018. Data will be shared at a regularly scheduled public board meeting when available.	65%	67%
School Climate 6-8 (% of CHKS respondents rating school connectedness high)	48%	2017-18 Actual: Data not available as of June 2018. Data will be shared at a regularly scheduled public board meeting when available.	52%	54%

School Climate K-5 (% of CHKS respondents that feel safe at school)	79%	2017-18 Actual: Data not available as of June 2018. Data will be shared at a regularly scheduled public board meeting when available.	83%	85%
School Climate 6-8 (% of CHKS respondents that perceive school as safe)	67%	2017-18 Actual: Data not available as of June 2018. Data will be shared at a regularly scheduled public board meeting when available.	71%	73%
Parent Involvement (% of CHKS respondents that agree parents feel welcome to participate at this school)	85%	2017-18 Actual: Data not available as of June 2018. Data will be shared at a regularly scheduled public board meeting when available.	89%	91%

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

New

Select from New, Modified, or Unchanged
for 2018-19

Modified

Select from New, Modified, or Unchanged
for 2019-20

Modified

2017-18 Actions/Services

Maintain two PBIS coordinators, expand the PBIS program at each school, and provide PBIS professional development a minimum of 4 times a year.

2018-19 Actions/Services

Maintain two PBIS coordinators, expand the PBIS program at each school, and provide PBIS professional development a minimum of 4 times a year.

2019-20 Actions/Services

Maintain two PBIS coordinators, expand the PBIS program at each school, and provide PBIS professional development a minimum of 4 times a year. Add PBIS Leaders at every

school site.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$700,000	\$12,500 \$217,818 \$10,000	\$12,250 \$196,036 \$10,000
Source	LCFF S&C	LCFF Base LCFF S&C Title I	LCFF Base LCFF S&C Title I
Budget Reference	1000, 2000, 3000, 4000 (salaries/benefits & instructional materials)	2000, 3000, 4000, 5000 (salaries/benefits, instructional materials & contracts)	2000, 3000, 4000, 5000 (salaries/benefits, instructional materials & contracts)

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
Scope of Services:
Location(s)

N/A

N/A

N/A

Actions/Services
**Select from New, Modified, or Unchanged
for 2017-18**
**Select from New, Modified, or Unchanged
for 2018-19**
**Select from New, Modified, or Unchanged
for 2019-20**

New

Modified

Modified

2017-18 Actions/Services
2018-19 Actions/Services
2019-20 Actions/Services

Provide student access to counseling services through community partnerships in order to promote social and emotional growth.

Provide student access to counseling services through community partnerships in order to promote social and emotional growth.

Provide student access to counseling services through community partnerships in order to promote social and emotional growth.

Budgeted Expenditures
Year
2017-18
2018-19
2019-20
Amount

\$105,000
\$100,000

\$75,000
\$120,000

\$75,000
\$108,000

Source	LCFF S&C Other Local Funds	LCFF S&C Other Local Funds	LCFF S&C Ravenswood Education Foundation
Budget Reference	1000, 3000, 5000 (salaries/benefits & contracts)	5000 (contracts)	5000 (contracts)

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

2017-18 Actions/Services

Identify intervention instruction, systems, and supports across content areas to aid students in their development toward the CCSS, when students do not meet grade level goals as determined by local assessment data.

2018-19 Actions/Services

Implement intervention instruction, systems, and supports across content areas to aid students in their development toward the CCSS, when students do not meet grade level goals as determined by local assessment data.

2019-20 Actions/Services

Evaluate and refine intervention instruction, systems, and supports across content areas to aid students in their development toward the CCSS, when students do not meet grade level goals as determined by local assessment data.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

\$135,000

See Goal 1, Action 1

See Goal 1, Action 1

Source

LCFF S&C

See Goal 1, Action 1

See Goal 1, Action 1

**Budget
Reference**

1000, 3000, 4000 (salaries/benefits & instructional materials)

See Goal 1, Action 1

See Goal 1, Action 1

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Location(s)**

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services**Select from New, Modified, or Unchanged
for 2017-18****Select from New, Modified, or Unchanged
for 2018-19****Select from New, Modified, or Unchanged
for 2019-20**

New

Modified

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Provide quality extended day learning programming rooted in youth development, to best support academic and personal growth. Program aligns instructional school day with after school by providing structured homework time, academic activities aligned to common core state standards, and development of 21st century skills. Students engage in a variety of enrichment opportunities including sports, visual and

Provide quality extended day learning programming rooted in youth development, to best support academic and personal growth. Program aligns instructional school day with after school by providing structured homework time, academic activities aligned to common core state standards, and development of 21st century skills. Students engage in a variety of enrichment opportunities including sports, visual and

Provide quality extended day learning programming rooted in youth development, to best support academic and personal growth. Program aligns instructional school day with after school by providing structured homework time, academic activities aligned to common core state standards, and development of 21st century skills. Students engage in a variety of enrichment opportunities including sports, visual and

performing arts, and project-based STEM activities that utilize technology, promote self-efficacy and self-confidence.

performing arts, and project-based STEM activities that utilize technology, promote self-efficacy and self-confidence.

performing arts, and project-based STEM activities that utilize technology, promote self-efficacy and self-confidence.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$220,000	\$799,680	\$739,680
Source	LCFF Base	ASES	ASES
Budget Reference	2000, 3000, 4000 (salaries/benefits & instructional materials)	2000, 3000, 4000, 5000 (salaries/benefits, instructional materials & contracts)	2000, 3000, 4000, 5000 (Classified & certificated salaries & benefits, instructional materials, & contracts)

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services**Select from New, Modified, or Unchanged for 2017-18**

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Continue developing and providing programs, support systems, and trainings to encourage and support parents in an effort to reinforce and extend learning at home.

2018-19 Actions/Services

Continue developing and providing programs, support systems, and trainings to encourage and support parents in an effort to reinforce and extend learning at home.

2019-20 Actions/Services

Continue developing and providing programs, support systems, and trainings to encourage and support parents in an effort to reinforce and extend learning at home.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

\$175,000
\$100,000

\$5,000

\$5,000

Source

LCFF S&C
Other Local Funds

LCFF S&C

LCFF S&C

Budget Reference	1000, 2000, 3000, 5000 (salaries/benefits & contracts)	1000, 2000, 3000, 5000 (salaries/benefits & contracts)	1000, 2000, 3000, 5000 (Classified & certificated salaries & benefits, & contracts)
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Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
Specific Student Groups, Immigrants	Specific Grade spans, 3-8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services

Provide a districtwide Newcomer Program to support EL students, entering school from outside of the United States, in learning English.

2018-19 Actions/Services

Provide a districtwide Newcomer Program to support EL students, entering school from outside of the United States, in learning English.

2019-20 Actions/Services

Provide a districtwide Newcomer Program to support EL students, entering school from outside of the United States, in learning English.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$150,000	See Goal 1, Action 9	See Goal 1, Action 9
Source	LCFF S&C	See Goal 1, Action 9	See Goal 1, Action 9
Budget Reference	1000, 2000, 3000, 4000 (salaries/benefits & instructional materials)	See Goal 1, Action 9	See Goal 1, Action 9

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

Foster Youth

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Train identified staff member at each site to serve as foster youth liaison and continue to implement districtwide identification & communication system for foster and homeless youth, including providing clothing and food for families in need through partnerships with organizations throughout the community. Provide transportation to foster and homeless youth.

Train identified staff member at each site to serve as foster youth liaison and continue to implement districtwide identification & communication system for foster and homeless youth, including providing clothing and food for families in need through partnerships with organizations throughout the community. Provide transportation to foster and homeless youth.

Train identified staff member at each site to serve as foster youth liaison and continue to implement districtwide identification & communication system for foster and homeless youth, including providing clothing and food for families in need through partnerships with organizations throughout the community. Provide transportation to foster and homeless youth.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$225,000	\$122,417 \$15,000	\$102,417 \$15,000
Source	LCFF S&C	LCFF Base Other Local Funds	LCFF Base Ravenswood Education Foundation
Budget Reference	1000, 2000, 3000 (salaries/benefits)	2000, 3000, 4000 (salaries/benefits & instructional materials)	2000, 3000, 4000 (salaries, benefits, & instructional materials)

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

Foster Youth

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

2017-18 Actions/Services

Action/Service added during development of 2018-19.

Select from New, Modified, or Unchanged for 2018-19

New

2018-19 Actions/Services

Provide transportation for families receiving food at the food distribution center. Provide food via a food pantry at the District Office for homeless students and families in need. Provide uniforms for homeless students at no charge. Provide washers and dryers at all school sites for the exclusive use of homeless families.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Provide transportation for families receiving food at the food distribution center. Provide food via a food pantry at the District Office for homeless students and families in need. Provide uniforms for homeless students at no charge. Provide washers and dryers at all school sites for the exclusive use of homeless families.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

Action/Service added during development of 2018-19.

\$8,092
\$50,116

\$8,092
\$50,116

Source

Action/Service added during development of 2018-19.

LCFF Base
LCFF Base

LCFF Base
LCFF Base

**Budget
Reference**

Action/Service added during development of 2018-19.	4000 (instructional materials) 6000 (capital outlay)	4000 (instructional materials) 6000 (capital outlay)
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(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 3

Integrate technology into all subject areas to increase student achievement and engagement with 21st century skills and better prepare students for their future career choices.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: 2, 7, 8

Identified Need:

Ravenswood City School District has identified the following needs related to state priorities 1 and 2 across the district:
Students require highly qualified teachers who are skilled in the use of technology.
Students require access to technology in alignment with California state standards.

Ravenswood City School District has identified the following needs related to state priorities 4, 7, and 8 across the district:
Students across all grade levels must acquire solid foundational technology skills for success in the next grade level.
English Learners, Low Income, Foster Youth, and Integrated Services students need access to supplemental programs and tools to support educational goals.

Supporting Data Used to Identify Needs:
Based on stakeholder feedback, there is a need for increased access to instructional devices for K-2 grades.

Based on stakeholder feedback, there is a need for access to instructional devices for students at home.

Based on stakeholder feedback, there is a need for access to supplemental programs and tools to support educational goals and building 21st century skills.

Based on stakeholder feedback, there is a need for repairing and upgrading technology.

Based on stakeholder feedback, there is a need for implementation of A/V equipment in classrooms.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of Students with Access to Instructional Devices in the Classroom	67%	74%	80%	84%
% of Students with Access to Instructional Devices at Home	0%	2017-18 Actual: 0%	22%	33%
% of Classrooms with Permanent A/V Equipment	0%	22%	33%	44%

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide students with access to supplemental programs and tools to support educational goals and building 21st century	Provide students with access to supplemental programs and tools to support educational goals and building 21st century	Provide students with access to supplemental programs and tools to support educational goals and building 21st century

skills, with programs such as Dreambox Learning, Common Sense Digital Citizenship lessons, and Raz-Kids for struggling readers.

skills, with programs such as Dreambox Learning, Common Sense Digital Citizenship lessons, and Raz-Kids for struggling readers.

skills, with programs such as Dreambox Learning, Common Sense Digital Citizenship lessons, and Raz-Kids for struggling readers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<div>\$70,000</div> <div>\$20,000</div>	<div>\$80,000</div>	<div>\$72,000</div>
Source	<div>LCFF Base</div> <div>LCFF S&C</div>	<div>LCFF S&C</div>	<div>LCFF S&C</div>
Budget Reference	<div>4000 & 5000 (instructional materials & contracts)</div>	<div>5000 (contracts)</div>	<div>5000 (contracts)</div>

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain 1:1 access to instructional devices in 3rd through 8th grade classrooms, in alignment with CCSS and Balanced Literacy Initiative. Provide 2:1 access to instructional devices for all 2nd graders.

Maintain 1:1 access to instructional devices in 3rd through 8th grade classrooms, in alignment with CCSS and Balanced Literacy Initiative.

Maintain 1:1 access to instructional devices in 3rd through 8th grade classrooms, in alignment with CCSS and Balanced Literacy Initiative.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$200,000

\$87,000

\$400,000

Source

LCFF Base

LCFF Base

LCFF Base

**Budget
Reference**

4000 (instructional materials)

4000 (instructional materials)

4000 (instructional materials)

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Location(s)**

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

New

Modified

Modified

2017-18 Actions/Services

Implement operational plan to provide technology support staff in an appropriate ratio to support the needs of technology services at each school site and districtwide.

2018-19 Actions/Services

Implement operational plan to provide technology support staff in an appropriate ratio to support the needs of technology services at each school site and districtwide.

2019-20 Actions/Services

Implement operational plan to provide technology support staff in an appropriate ratio to support the needs of technology services at each school site and districtwide.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$510,000	\$223,818	\$201,436
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	2000 & 3000 (salaries/benefits)	2000 & 3000 (salaries/benefits)	2000 & 3000 (salaries & benefits)

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

New

Modified

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Continue developing and upgrading technologies and provide staff training which support the needs of identified technology services district wide.
- Refresh instructional staff equipment to keep up with CCSS and Balanced Literacy Initiative needs.

Continue developing and upgrading technologies and provide staff training which support the needs of identified technology services district wide.
- Refresh instructional staff equipment to keep up with CCSS and Balanced Literacy Initiative needs.

Continue developing and upgrading technologies and provide staff training which support the needs of identified technology services district wide.
- Refresh instructional staff equipment to keep up with CCSS and Balanced Literacy Initiative needs.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

\$60,000

\$132,135

\$132,135

Source

LCFF Base

LCFF Base

LCFF Base

**Budget
Reference**

5000 (contracts)

5000 (contracts)

5000 (contracts)

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Location(s)**

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

New

Modified

Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Update infrastructure as needed to meet demands of evolving technology.	Update infrastructure as needed to meet demands of evolving technology, as detailed in the Ravenswood IT Assessment and Future Plan.	Update infrastructure as needed to meet demands of evolving technology, as detailed in the Ravenswood IT Assessment and Future Plan.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$100,000	\$1,000,000
Source	LCFF Base	Building Fund	Building Fund
Budget Reference	5000 (contracts)	6000 (capital outlay)	6000 (capital outlay)

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	Specific Schools, Ravenswood Comprehensive Middle School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement and mount permanent Audio/Visual equipment, including mounted projectors and interactive whiteboards, in 6th and 7th grade classrooms at the Comprehensive Middle School.

Implement and mount permanent Audio/Visual equipment, including mounted projectors and interactive whiteboards, in 8th grade classrooms at the Comprehensive Middle School.

Implement and mount permanent Audio/Visual equipment, including mounted projectors and interactive whiteboards, in 5th grade classrooms districtwide.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$120,000

\$50,000

\$50,000

Source

LCFF Base

LCFF Base

LCFF Base

**Budget
Reference**

4000 (instructional materials)

6000 (capital outlay)

6000 (capital outlay)

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Location(s)**

All Students

Specific Schools, Ravenswood Comprehensive Middle School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

New

Modified

Modified

2017-18 Actions/Services

Provide 1:1 home access to instructional devices to all 6th graders attending the Comprehensive Middle School.

2018-19 Actions/Services

Provide 1:1 home access to instructional devices to all 6th and 7th graders attending the Comprehensive Middle School.

2019-20 Actions/Services

Provide 1:1 home access to instructional devices to all 6th to 8th graders attending the Comprehensive Middle School.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$100,000	\$400,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000 (instructional materials)	4000 (instructional materials)	4000 (instructional materials)

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

Specific Schools, Ravenswood Child Development Center

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services**Select from New, Modified, or Unchanged
for 2017-18****Select from New, Modified, or Unchanged
for 2018-19****Select from New, Modified, or Unchanged
for 2019-20**

New

Modified

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Provide Ravenswood Child Development Center students with access to supplemental programs to better prepare student understanding of cognitive skills, such as Accelerating Young Minds (AYM) educational software technology.

Action/Service removed during development of 2018-19.

Action/Service removed during development of 2018-19.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

\$34,000

N/A

N/A

Source

Other State Funds

N/A

N/A

**Budget
Reference**

4000 & 5000 (instructional materials & contracts)

N/A

N/A

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Location(s)**

Specific Student Groups, Immigrants

Specific Grade spans, 3-8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services

**Select from New, Modified, or Unchanged
for 2017-18****Select from New, Modified, or Unchanged
for 2018-19****Select from New, Modified, or Unchanged
for 2019-20**

New

Modified

Modified

2017-18 Actions/Services

Provide Newcomer students with access to supplemental programs and tools to better prepare student understanding of cognitive skills and common core standards, such as Accelerating Young Minds (AYM) educational software technology.

2018-19 Actions/Services

Provide Newcomer students with access to supplemental programs and tools to better prepare student understanding of cognitive skills and common core standards.

2019-20 Actions/Services

Provide Newcomer students with access to supplemental programs and tools to better prepare student understanding of cognitive skills and common core standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$5,000	\$5,500
Source	Other Federal Funds (Title III)	Other Federal Funds (Title III)	Title III
Budget Reference	4000 & 5000 (instructional materials & contracts)	4000 (instructional materials)	4000 (instructional materials)

Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Location(s)**

Specific Student Groups, Migrant Education

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services**Select from New, Modified, or Unchanged
for 2017-18****Select from New, Modified, or Unchanged
for 2018-19****Select from New, Modified, or Unchanged
for 2019-20**

New

Modified

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Provide Migrant Education students after school small group instruction with access to online adaptive standards-aligned learning program to help support students in meeting grade level common core standards in ELA and Math.

Action/Service removed during development of 2018-19.

Action/Service removed during development of 2018-19.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$158,500	N/A	N/A
Source	Other Federal Funds (Title I, Part C)	N/A	N/A
Budget Reference	1000, 2000, 3000, 5000, 7000 (salaries/benefits, contracts, & indirect costs)	N/A	N/A

Action #11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

Specific Grade spans, 5th grade

Actions/Services

**Select from New, Modified, or Unchanged
for 2017-18**

New

2017-18 Actions/Services

Action/Service added during the development of 2018-19.

**Select from New, Modified, or Unchanged
for 2018-19**

New

2018-19 Actions/Services

Provide 5th grade English Learners at risk of becoming Long Term English Learners with access to Imagine Learning for supplemental English support and access to Imagine Math for supplemental math support. Imagine Learning is focused on oral language, academic vocabulary, instruction in the five essential components of reading, and strategic first-language support. Imagine Math is effective as a remedial or intervention program for struggling students but also addresses the learning needs of all students with rigorous, standards-rich instruction.

**Select from New, Modified, or Unchanged
for 2019-20**

Modified

2019-20 Actions/Services

Provide 5th grade English Learners at risk of becoming Long Term English Learners with access to Imagine Learning for supplemental English support and access to Imagine Math for supplemental math support. Imagine Learning is focused on oral language, academic vocabulary, instruction in the five essential components of reading, and strategic first-language support. Imagine Math is effective as a remedial or intervention program for struggling students but also addresses the learning needs of all students with rigorous, standards-rich instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Action/Service added during the development of 2018-19.	\$5,500	\$5,500

Source	Action/Service added during the development of 2018-19.	Other Federal Funds (Title III)	Title III
Budget Reference	Action/Service added during the development of 2018-19.	5000 (contracts)	5000 (contracts)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 4

Ensure a smooth transition to high school for all students by developing systems and programs that monitor student progress towards social, behavior, attendance, and reaching academic goals.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6, 7, 8

Local Priorities: 7, 8

Identified Need:

Ravenswood City School District has identified the following needs related to state priorities 3, 4, 5, 6, 7, and 8 across the district:
Based on data from cooperating high school districts, Ravenswood students traditionally have higher high school dropout rates, enrollment in fewer Advanced Placement and A-G courses, and lower matriculation into college than their peers from surrounding districts.
Based on stakeholder feedback, there is a need for one to one support for transition to high school earlier than 8th grade.

Supporting Data Used to Identify Needs:
Middle School Dropout Rate: 0%
8th Grade Promotion Rate: 100%
High School Graduation Rate: 85%
Completion of A-G Requirements: 24%

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Middle School Dropout Rate (% of 6-8 grade students dropping out annually)	0%	0%	0%	0%
8th grade Promotion Rate (% of 8th grade students promoted to high school)	100%	100%	100%	100%
High School Graduation Rate (% of students graduating from Sequoia Union High School District)	60%	Target: 62% Actual: 85%	Revised Target: 87%	Revised Target: 89%

Completion of A-G Requirements (% of students completing A-G requirements in Sequoia Union High School District)

24%

Target:
26%

28%

30%

% of students in Sequoia Union High School District with more than 60 credits after 9th grade year

17-18 Actual:
64%

Metric developed during
18-19

66%

68%

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Support students who are struggling academically with one on one meetings, where High School Transition Counselor creates academic goal plan with students.
- High School Transition counseling team communicates with students and parents/guardians about high school matriculation and preparation.

High School Transition Coordinator supports students who are struggling academically with group meetings, where an academic goal plan is created.
- High School Transition Coordinator communicates with parents/guardians about high school matriculation and preparation.

High School Transition Coordinator supports students who are struggling academically with group meetings, where an academic goal plan is created.
- High School Transition Coordinator communicates with parents/guardians about high school matriculation and preparation.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20**

Amount	\$100,000 \$100,000	\$110,000 \$67,976	\$99,000 \$67,976
Source	LCFF Base Other Local Funds	LCFF Base Other Local Funds	LCFF Base Ravenswood Education Foundation
Budget Reference	2000 & 3000 (salaries/benefits)	1000, 2000 & 3000 (salaries/benefits)	1000, 2000 & 3000 (Classified & certificated salaries & benefits)

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

New

2017-18 Actions/Services

High School Transition Department, Middle School Content Coordinators, Administrators, and Teachers continue ongoing articulation with SUHSD to support our rising 9th graders' transition to high school.

Select from New, Modified, or Unchanged
for 2018-19

Modified

2018-19 Actions/Services

High School Transition Coordinator, Curriculum & Instruction Content Coordinators, Administrators, and Teachers continue ongoing articulation with SUHSD to support our rising 9th graders' transition to high school.

Select from New, Modified, or Unchanged
for 2019-20

Modified

2019-20 Actions/Services

High School Transition Coordinator, Curriculum & Instruction Content Coordinators, Administrators, and Teachers continue ongoing articulation with SUHSD to support our rising 9th graders' transition to high school.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$5,000

\$4,500

\$4,500

Source

LCFF S&C

LCFF S&C

LCFF S&C

Budget
Reference

1000 & 3000 (salaries/benefits)

5000 (contracts)

5000 (contracts)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 5

Development and maintenance of warm, safe, and dry facilities to improve student experience and performance.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities: 1, 6

Identified Need:

Ravenswood City School District has identified the following needs related to state priority 1 across the district:

Students require schools that are warm, safe, and dry.

Students require schools that are well maintained.

Supporting Data Used to Identify Needs:

Schools rated “fair” on the California Facilities Inspection Tool in 2017-18: 100%

Based on stakeholder feedback, there is a need for window coverings.

Based on stakeholder feedback, there is a need for more custodial staff.

Based on stakeholder feedback, there is a need for air conditioning.

Based on stakeholder feedback, there is a need for playground improvements.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities – FIT Compliance (% of schools with an overall rating of good or excellent on the Facilities Inspection Tool)	50%	62.5%	75%	87.5%
Belle Haven Elementary FIT Compliance	Baseline included during development of 2018-19: Fair	2017-18 Actual: Fair	Good	Exemplary
Brentwood Academy FIT Compliance	Baseline included during development of 2018-19: Fair	2017-18 Actual: Fair	Good	Exemplary
Cesar Chavez Academy	Baseline included during development of 2018-19: Fair	2017-18 Actual: Fair	Good	N/A (Cesar Chavez Academy is closing after 2018-19)

Costano Elementary FIT Compliance	Baseline included during development of 2018-19: Fair	2017-18 Actual: Fair	Good	Exemplary
Los Robles Magnet Academy FIT Compliance	Baseline included during development of 2018-19: Fair	2017-18 Actual: Fair	Good	Exemplary
Ravenswood Comprehensive Middle School FIT Compliance	Baseline included during development of 2018-19: Fair	2017-18 Actual: Fair	Good	Exemplary
Willow Oaks FIT Compliance	Baseline included during development of 2018-19: Fair	2017-18 Actual: Fair	Good	Exemplary

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services**Select from New, Modified, or Unchanged
for 2017-18**

New

**Select from New, Modified, or Unchanged
for 2018-19**

Modified

**Select from New, Modified, or Unchanged
for 2019-20**

Modified

2017-18 Actions/Services

Continue implementation of Facilities Master Plan with community input, including, but not limited to, development of comprehensive middle school with appropriate facilities, neighborhood schools, and repairs to existing facilities.

2018-19 Actions/Services

Continue implementation of Facilities Master Plan with the conversion of 4 classrooms at Ravenswood Comprehensive Middle School (RCMS) into science labs including chemical resistant laboratory cabinets, emergency shower and eyewash, resilient flooring, energy efficient windows, HVAC system, LED lighting, and acoustical ceilings. A new

2019-20 Actions/Services

Continue implementation of Facilities Master Plan with community input, including, but not limited to, development of comprehensive middle school with appropriate facilities, neighborhood schools, and repairs to existing facilities.

music room will be provided at RCMS with music storage cabinets, resilient flooring, energy efficient windows, HVAC system, LED lighting, acoustical ceilings, and acoustical wall treatments. The existing locker rooms at RCMS will receive 100 new 3-tier lockers, epoxy floor, paint, LED lighting and ADA upgrades to the existing restrooms. The Ronald McNair campus will receive several upgrades, including 4 new modular TK/K classrooms, new TK/K playground, revised parking layout and Kindergarten drop off, new elementary playground, and new restroom building.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,500,000	\$6,000,000	\$7,000,000
Source	Other Local Funds (Fund 21 - Bond)	Building Fund (Measure H)	Building Fund (Measure H)
Budget Reference	4000, 5000, 6000 (instructional materials, contracts & capital outlay)	6000 (capital outlay)	6000 (capital outlay)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$8,432,709	39.04%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Increase in Services:

Provide student access to content through integrated ELD and development of English acquisition through designated ELD based on assessed students' English language proficiency. Identify supplemental material needs for English Learners (Goal 1, Action 9). This additional instruction is an increase in service both qualitatively (EL students will benefit from designated ELD) and quantitatively (EL students will benefit from additional supplemental materials).

Provide a districtwide Newcomer Program to support EL students, entering school from outside of the United States, in learning English (Goal 2, Action 6). This additional instruction is an increase in service qualitatively (EL students will benefit from the smaller class size, allowing for more attention to their specific reading and language needs).

Improvement in Services:

Provide training to site administrators to support teachers in monitoring progress of English Learners through data analysis and ongoing collaboration (Goal 1, Action 9). This training will result in an improvement of instruction and supplemental support for ELs and LTELs.

Train identified staff member at each site to serve as foster youth liaison and continue to implement districtwide identification & communication system for foster and homeless youth, including providing clothing and food for families in need through partnerships with organizations throughout the community (Goal 2, Action 7). This training will result in improved identification of foster and homeless youth and improved communication of services available to support the varying needs of those families.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis:

Goal 1, Action 1: All students will be served by teachers who are appropriately assigned and fully credentialed in their subject areas. We will provide high quality instruction to our low income, English Learners, and foster youth by recruiting and retaining highly qualified teachers. ? Teachers will collaborate consistently with their grade level and/or content area team to plan instruction, analyze student data, and address student concerns. (\$1,100,000)

How this action/service is principally directed to the goals for unduplicated pupils:

Due to a shortage of teachers, Ravenswood has to compete with local school districts that can offer higher salaries. With the high cost of living in Silicon Valley, new teachers are forced to live out of the area and commute. The quality of a student's teacher has a high impact on their educational experience and outcomes. By providing highly qualified teachers, we ensure our unduplicated pupils receive high quality instruction and support from teachers who are skilled in the teaching of state standards. To meet the needs of our unduplicated pupils, funds have been budgeted to recruit and retain teachers with expertise working with culturally and linguistically diverse pupils.

How this action/service will be effective in meeting our goals for unduplicated pupils:

By recruiting, hiring, and retaining highly qualified teachers, we will better serve low income, English learners, and foster youth. Highly qualified teachers will support our unduplicated pupils to access differentiated content, provide supplemental support, and ultimately help our unduplicated pupils meet common core state standards. Teacher collaboration across grade level and/or content areas provides time to share best instructional practices, look at student data, and address concerns about all students, but specifically those students who require additional support, such as low income, English Learners, and foster youth. Action steps from teacher collaboration will address concerns about specific students and data trends related to instructional practices, better supporting our low income, English Learners, and foster youth.

Goal 1, Action 2: Commensurate instructional materials to meet the needs of all students will be provided in all subject areas, including continued development of curriculum maps. (\$550,000)

How this action/service is principally directed to the goals for unduplicated pupils:

Low income, English Learners, and foster youth need access to California standards-aligned instructional materials, across content areas, in order to

make academic progress and growth.

How this action/service will be effective in meeting our goals for unduplicated pupils:

Developing curriculum maps provides opportunities to examine the special needs and supports of our unduplicated pupils, across content areas, and allows the implementation of differentiated instruction and supplemental support to meet those unique needs.

Goal 1, Action 5: Continue to integrate art and music within and across the instructional day. Implement research-based art & music curricula. Continue VAPA showcase. (\$115,000)

How this action/service is principally directed to the goals for unduplicated pupils:

Visual and Performing Arts (VAPA) are an essential component of high quality education for our students and as identified by the California Department of Education frameworks. We have credentialed art & music teachers at each school site to serve our unduplicated pupils.

How this action/service will be effective in meeting our goals for unduplicated pupils:

Through our VAPA programs, low income, English Learners, and foster youth have enriching experiences in the arts. Our unduplicated pupils have consistent access to VAPA courses every week, which provides access to experiences in the arts they would not receive.

Goal 1, Action 8: Provide AVID Elementary membership to Brentwood Academy and AVID Secondary membership to Belle Haven, Cesar Chavez Academy, Costano, Ronald McNair Academy, and Willow Oaks Elementary. Provide AVID training for district and site administrators and teachers at the AVID Summer Institute. Participants will provide site level professional development in AVID strategies to support student access to common core content. (\$45,000)

How this action/service is principally directed to the goals for unduplicated pupils:

Low income, English Learners, and foster youth need access to California standards-aligned instructional materials, across content areas, in order to make academic progress and growth. AVID strategies, grounded in writing, inquiry, collaboration, organization and reading, provide access points to the curriculum and support the processing of content information.

How this action/service will be effective in meeting our goals for unduplicated pupils:

AVID memberships at school sites provides low income, English Learners, and foster youth access to the AVID elective curriculum and supplemental AVID materials to across content areas. Administrators and teachers attending the AVID Summer Institute will provide site level professional development in AVID strategies to support low income, English Learners, and foster youth access to common core content.

Goal 2, Action 1: Maintain two PBIS coordinators, expand the PBIS program at each school, and provide PBIS professional development a minimum of 4 times a year. (\$700,000)

How this action/service is principally directed to the goals for unduplicated pupils:

Research shows that efforts to improve school climate and learning are not separate endeavors. They must be implemented as a comprehensive school-wide approach. Schools must have equitable discipline practices and behavioral interventions that promote positive social-emotional development and that respond to negative behaviors, in order to re-engage disconnected unduplicated pupils.

How this action/service will be effective in meeting our goals for unduplicated pupils:

Expansion of the PBIS program through site teacher leaders and comprehensive professional development opportunities will enhance the knowledge of providers and increase the one-on-one support of unduplicated pupils at every school site. This professional development will create and reinforce positive school cultures of achievement for all students, including unduplicated pupils and those at risk of academic failure.

Goal 2, Action 2: Provide student access to counseling services through community partnerships in order to promote social and emotional growth. (\$105,000)

How this action/service is principally directed to the goals for unduplicated pupils:

Providing access to counseling services will ensure that low income, English Learners, and foster youth receive the individual and group support they need to navigate trauma, stressors, and daily life. Unduplicated pupils at every school site will have access to counseling, promoting social and emotional growth.

How this action/service will be effective in meeting our goals for unduplicated pupils:

Unduplicated pupils enter school with greater challenges than other students. Many students are behind academically due to crises in their personal lives. Providing counseling allows these students conquer their emotional needs, which allows them to focus on their academic needs. If students do not receive social and emotional support, it undermines any teaching efforts to close achievement gaps.

Goal 2, Action 3: Identify intervention instruction, systems, and supports across content areas to aid students in their development toward the CCSS, when students do not meet grade level goals as determined by local assessment data. (\$135,000)

How this action/service is principally directed to the goals for unduplicated pupils:

Low income, English Learners, and foster youth need assistance with achieving academic proficiency on district and state assessments as well as meeting ongoing grade level goals. While classroom teachers support all students, intervention is necessary to ensure our most struggling students receive the instruction they need to achieve at the same level as all other students.

How this action/service will be effective in meeting our goals for unduplicated pupils:

By identifying intervention instruction, systems, and supports across content areas, our low income, English Learners, and foster youth will be provided varied and differentiated instruction with their zone of proximal development. With this support, students will be able to better access the curriculum and content area standards, therefore increasing their development in understanding grade level materials and improving on district and state assessments.

Goal 2, Action 5: Continue developing and providing programs, support systems, and trainings to encourage and support parents in an effort to reinforce and extend learning at home. (\$175,000)

How this action/service is principally directed to the goals for unduplicated pupils:

Ravenswood will continue to have an effective District Advisory Council (DAC) and District English Learner Advisory Committee (DELAC) comprised of parents, community members, and staff who work collaboratively with district administrators on programs related to Title I and English Learners. All school sites have an active School Site Council (SSC) and English Learner Advisory Committees (ELAC) to address the needs of all students, including low income, English Learners, and foster youth. Workshops are held to build the capacity of our parents to be strong leaders at home and within the school district. Parents also have the opportunity to participate in workshops and classes around nutrition, health, positive behavior supports, and speech/language supports.

How this action/service will be effective in meeting our goals for unduplicated pupils:

Research shows that one of the most effective ways to increase student achievement is for parents to be actively involved in the education of their children. When parents are involved, students achieve more, regardless of their socio-economic status, ethnic/racial background or parents' educational level. The programs, support systems, and trainings provided by Ravenswood promote parental involvement and foster collaboration. Special workshops and classes provide an opportunity for parents of unduplicated pupils to access information that may have been inaccessible for reasons including: work obligations, childcare needs, lack of transportation, language barrier, etc.

Goal 3, Action 1: Provide students with access to supplemental programs and tools to support educational goals and building 21st century skills, with programs such as Dreambox Learning, Common Sense Digital Citizenship lessons, and Raz-Kids for struggling readers. (\$20,000)

How this action/service is principally directed to the goals for unduplicated pupils:

Ravenswood provides access to supplemental programs and tools in the form of technology and blended learning programs to support low income, English Learners, and foster youth in making grade level growth, meeting educational goals, and building skills that will help them reach success in the following years.

How this action/service will be effective in meeting our goals for unduplicated pupils:

Access to online blended learning programs support low income, English Learners, and foster youth access to core content by providing diagnostic assessments, differentiated lesson materials, and an engaging platform. It also reinforces 21st century skills, which students need for success. Many of our unduplicated pupils do not have access to technology at home, so providing access during the school day is essential for skill building.

Goal 4, Action 2: Content Coordinators, Administrators, and Teachers continue ongoing articulation with SUHSD to support our rising 9th graders' transition to high school. (\$5,000)

How this action/service is principally directed to the goals for unduplicated pupils:
Low Income, English Learners, and foster youth need support in the transition from our elementary school district to our local comprehensive high school. We want students to be educated about supportive resources in high school, receive instruction that is tailored to their needs, and be connected to specific teachers and programs to ensure a quality high school education experience.

How this action/service will be effective in meeting our goals for unduplicated pupils:
District staff collaborates closely with high school district and site staff to create a more seamless TK-12 experience for our unduplicated pupils. An articulation professional development day, with teachers from both districts, is focused on serving low income, English Learners, Long Term English Learners (LTELs), and foster youth by helping high school staff learn about the specific needs of unduplicated pupils.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$7,707,159	38.82%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Increase in Services:
Provide student access to content through integrated ELD and development of English acquisition through designated ELD based on assessed students' English language proficiency. Identify supplemental material needs for English Learners (Goal 1, Action 9). This additional instruction is an increase in service both qualitatively (EL students will benefit from designated ELD) and quantitatively (EL students will benefit from additional supplemental materials).

Provide a districtwide Newcomer Program to support EL students, entering school from outside of the United States, in learning English (Goal 2, Action 6). This additional instruction is an increase in service qualitatively (EL students will benefit from the smaller class size, allowing for more attention to their specific reading and language needs).

Improvement in Services:

Provide training to site administrators to support teachers in monitoring progress of English Learners through data analysis and ongoing collaboration (Goal 1, Action 9). This training will result in an improvement of instruction and supplemental support for ELs and LTELs.

Train identified staff member at each site to serve as foster youth liaison and continue to implement districtwide identification & communication system for foster and homeless youth, including providing clothing and food for families in need through partnerships with organizations throughout the community (Goal 2, Action 7). This training will result in improved identification of foster and homeless youth and improved communication of services available to support the varying needs of those families.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis:

Goal 1, Action 1: All students will be served by teachers who are appropriately assigned and fully credentialed in their subject areas. We will provide high quality instruction to our low income, English Learners, and foster youth by recruiting and retaining highly qualified teachers. Teachers will collaborate consistently with their grade level and/or content area team to plan instruction, analyze student data, and address student concerns. (\$2,095,000)

How this action/service is principally directed to the goals for unduplicated pupils:

Due to a shortage of teachers, Ravenswood has to compete with local school districts that can offer higher salaries. With the high cost of living in Silicon Valley, new teachers are forced to live out of the area and commute. The quality of a student's teacher has a high impact on their educational experience and outcomes. By providing highly qualified teachers, we ensure our unduplicated pupils receive high quality instruction and support from teachers who are skilled in the teaching of state standards. To meet the needs of our unduplicated pupils, funds have been budgeted to recruit and retain teachers with expertise working with culturally and linguistically diverse pupils.

How this action/service will be effective in meeting our goals for unduplicated pupils:

By recruiting, hiring, and retaining highly qualified teachers, we will better serve low income, English learners, and foster youth. Highly qualified teachers will support our unduplicated pupils to access differentiated content, provide supplemental support, and ultimately help our unduplicated pupils meet common core state standards. Teacher collaboration across grade level and/or content areas provides time to share best instructional practices, look at student data, and address concerns about all students, but specifically those students who require additional support, such as low income, English Learners, and foster youth. Action steps from teacher collaboration will address concerns about specific students and data trends related to instructional practices, better supporting our low income, English Learners, and foster youth.

Goal 1, Action 2: Commensurate instructional materials to meet the needs of all students will be provided in all subject areas, including continued development of curriculum maps. (\$50,000)

How this action/service is principally directed to the goals for unduplicated pupils:

Low income, English Learners, and foster youth need access to California standards-aligned instructional materials, across content areas, in order to make academic progress and growth.

How this action/service will be effective in meeting our goals for unduplicated pupils:

Developing curriculum maps provides opportunities to examine the special needs and supports of our unduplicated pupils, across content areas, and allows the implementation of differentiated instruction and supplemental support to meet those unique needs.

(New) Goal 1, Action 6: All schools will maintain staffed and equipped Makerspaces at all sites, offering students hands-on opportunities to use tools and technologies to build, code, engineer and grapple with real world problems. An additional Makerspace will be added for the exclusive use of 7th grade students at the Comprehensive Middle School. (\$200,000)

How this action/service is principally directed to the goals for unduplicated pupils:

STEM education encompasses the processes of critical thinking, analysis, and collaboration in which students integrate the processes and concepts in real world contexts of science, technology, engineering, and mathematics. Makerspace access is key to fostering the development of STEM skills and competencies for college, career, and life for our unduplicated pupils.

How this action/service will be effective in meeting our goals for unduplicated pupils:

Through our Makerspaces, low income, English Learners, and foster youth have enriching experiences in science, technology, engineering, and mathematics. Through STEM education, students learn to become problem solvers, innovators, creators, and collaborators and go on to fill the critical pipeline of engineers, scientists, and innovators.

Goal 1, Action 8: Provide AVID Elementary membership to Brentwood Academy and AVID Secondary membership to Ravenswood Comprehensive Middle School. Provide AVID training for district and site administrators and teachers at the AVID Summer Institute. Participants will provide site level professional development in AVID strategies to support student access to common core content. (\$20,000)

How this action/service is principally directed to the goals for unduplicated pupils:

Low income, English Learners, and foster youth need access to California standards-aligned instructional materials, across content areas, in order to make academic progress and growth. AVID strategies, grounded in writing, inquiry, collaboration, organization and reading, provide access points to the curriculum and support the processing of content information.

How this action/service will be effective in meeting our goals for unduplicated pupils:

AVID memberships at school sites provides low income, English Learners, and foster youth access to the AVID elective curriculum and supplemental AVID materials to across content areas. Administrators and teachers attending the AVID Summer Institute will provide site level professional development in AVID strategies to support low income, English Learners, and foster youth access to common core content.

Goal 2, Action 1: Maintain two PBIS coordinators, expand the PBIS program at each school, and provide PBIS professional development a minimum of 4 times a year. (\$217,818)

How this action/service is principally directed to the goals for unduplicated pupils:

Research shows that efforts to improve school climate and learning are not separate endeavors. They must be implemented as a comprehensive school-wide approach. Schools must have equitable discipline practices and behavioral interventions that promote positive social-emotional development and that respond to negative behaviors, in order to re-engage disconnected unduplicated pupils.

How this action/service will be effective in meeting our goals for unduplicated pupils:

Expansion of the PBIS program through site teacher leaders and comprehensive professional development opportunities will enhance the knowledge of providers and increase the one-on-one support of unduplicated pupils at every school site. This professional development will create and reinforce positive school cultures of achievement for all students, including unduplicated pupils and those at risk of academic failure.

Goal 2, Action 2: Provide student access to counseling services through community partnerships in order to promote social and emotional growth. (\$75,000)

How this action/service is principally directed to the goals for unduplicated pupils:

Providing access to counseling services will ensure that low income, English Learners, and foster youth receive the individual and group support they need to navigate trauma, stressors, and daily life. Unduplicated pupils at every school site will have access to counseling, promoting social and emotional growth.

How this action/service will be effective in meeting our goals for unduplicated pupils:

Unduplicated pupils enter school with greater challenges than other students. Many students are behind academically due to crises in their personal lives. Providing counseling allows these students conquer their emotional needs, which allows them to focus on their academic needs. If students do not receive social and emotional support, it undermines any teaching efforts to close achievement gaps.

Goal 2, Action 3: Implement intervention instruction, systems, and supports across content areas to aid students in their development toward the CCSS, when students do not meet grade level goals as determined by local assessment data. (See Goal 1, Action 1)

How this action/service is principally directed to the goals for unduplicated pupils:

Low income, English Learners, and foster youth need assistance with achieving academic proficiency on district and state assessments as well as meeting ongoing grade level goals. While classroom teachers support all students, intervention is necessary to ensure our most struggling students receive the instruction they need to achieve at the same level as all other students.

How this action/service will be effective in meeting our goals for unduplicated pupils:

By identifying intervention instruction, systems, and supports across content areas, our low income, English Learners, and foster youth will be provided

varied and differentiated instruction with their zone of proximal development. With this support, students will be able to better access the curriculum and content area standards, therefore increasing their development in understanding grade level materials and improving on district and state assessments.

Goal 2, Action 5: Continue developing and providing programs, support systems, and trainings to encourage and support parents in an effort to reinforce and extend learning at home. (\$5,000)

How this action/service is principally directed to the goals for unduplicated pupils:

Ravenswood will continue to have an effective District Advisory Council (DAC) and District English Learner Advisory Committee (DELAC) comprised of parents, community members, and staff who work collaboratively with district administrators on programs related to Title I and English Learners. All school sites have an active School Site Council (SSC) and English Learner Advisory Committees (ELAC) to address the needs of all students, including low income, English Learners, and foster youth. Workshops are held to build the capacity of our parents to be strong leaders at home and within the school district. Parents also have the opportunity to participate in workshops and classes around nutrition, health, positive behavior supports, and speech/language supports.

How this action/service will be effective in meeting our goals for unduplicated pupils:

Research shows that one of the most effective ways to increase student achievement is for parents to be actively involved in the education of their children. When parents are involved, students achieve more, regardless of their socio-economic status, ethnic/racial background or parents' educational level. The programs, support systems, and trainings provided by Ravenswood promote parental involvement and foster collaboration. Special workshops and classes provide an opportunity for parents of unduplicated pupils to access information that may have been inaccessible for reasons including: work obligations, childcare needs, lack of transportation, language barrier, etc.

Goal 3, Action 1: Provide students with access to supplemental programs and tools to support educational goals and building 21st century skills, with programs such as Dreambox Learning, Common Sense Digital Citizenship lessons, and Raz-Kids for struggling readers. (\$80,000)

How this action/service is principally directed to the goals for unduplicated pupils:

Ravenswood provides access to supplemental programs and tools in the form of technology and blended learning programs to support low income, English Learners, and foster youth in making grade level growth, meeting educational goals, and building skills that will help them reach success in the following years.

How this action/service will be effective in meeting our goals for unduplicated pupils:

Access to online blended learning programs support low income, English Learners, and foster youth access to core content by providing diagnostic assessments, differentiated lesson materials, and an engaging platform. It also reinforces 21st century skills, which students need for success. Many of our unduplicated pupils do not have access to technology at home, so providing access during the school day is essential for skill building.

(New) Goal 4, Action 2: High School Transition Coordinator, Curriculum & Instruction Content Coordinators, Administrators, and Teachers continue ongoing articulation with SUHSD to support our rising 9th graders’ transition to high school. (\$4,500)

How this action/service is principally directed to the goals for unduplicated pupils:

Low Income, English Learners, and foster youth need support in the transition from our elementary school district to our local comprehensive high school. We want students to be educated about supportive resources in high school, receive instruction that is tailored to their needs, and be connected to specific teachers and programs to ensure a quality high school education experience.

How this action/service will be effective in meeting our goals for unduplicated pupils:

District staff collaborates closely with high school district and site staff to create a more seamless TK-12 experience for our unduplicated pupils. An articulation professional development day, with teachers from both districts, is focused on serving low income, English Learners, Long Term English Learners (LTELs), and foster youth by helping high school staff learn about the specific needs of unduplicated pupils.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$6,809,393	39%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Services forthcoming.