

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ravenswood City Elementary

CDS Code: 41689990000000

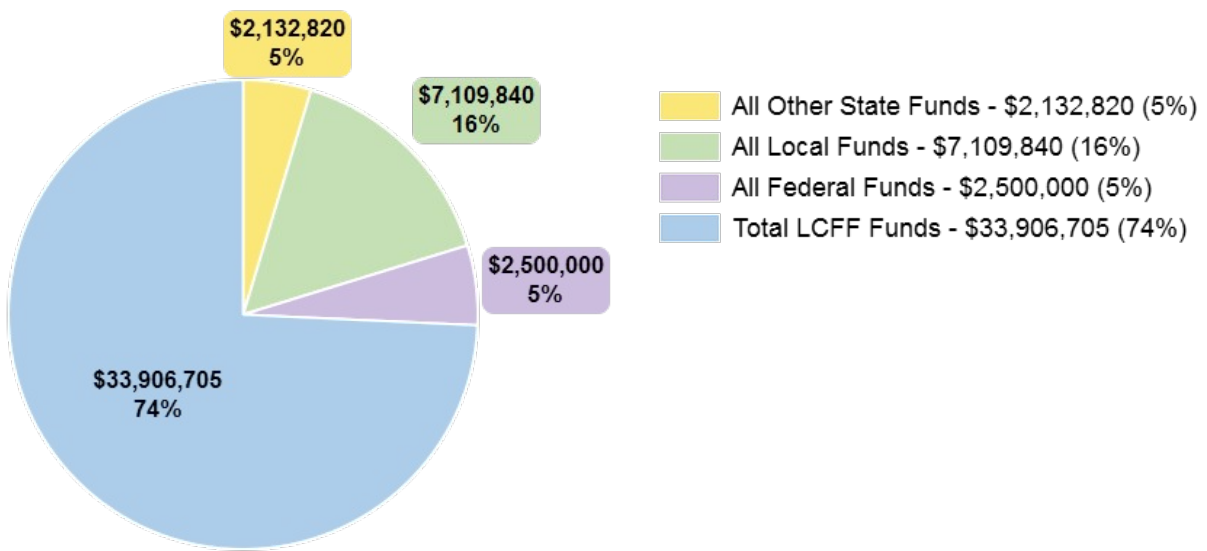
Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA Contact Information: Ms. Gina Sudaria | [gsudaria@ravenswoodschools.org](mailto:gsudaria@ravenswoodschools.org) | 650-329-2800

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).

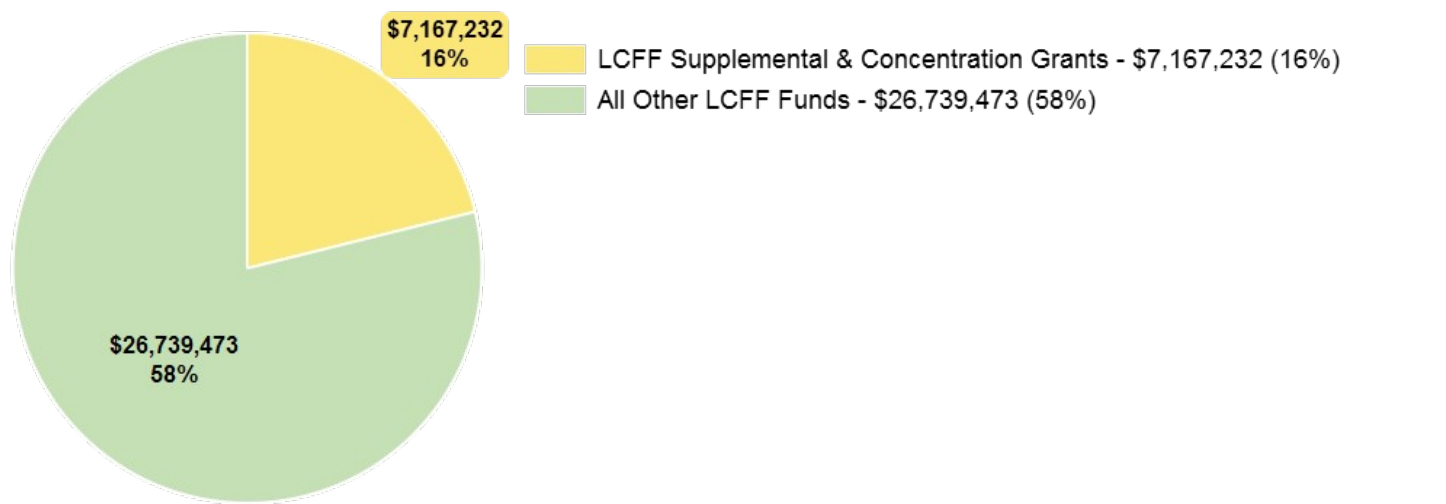
## Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$2,132,820	5%
All Local Funds	\$7,109,840	16%
All Federal Funds	\$2,500,000	5%
Total LCFF Funds	\$33,906,705	74%

# Breakdown of Total LCFF Funds



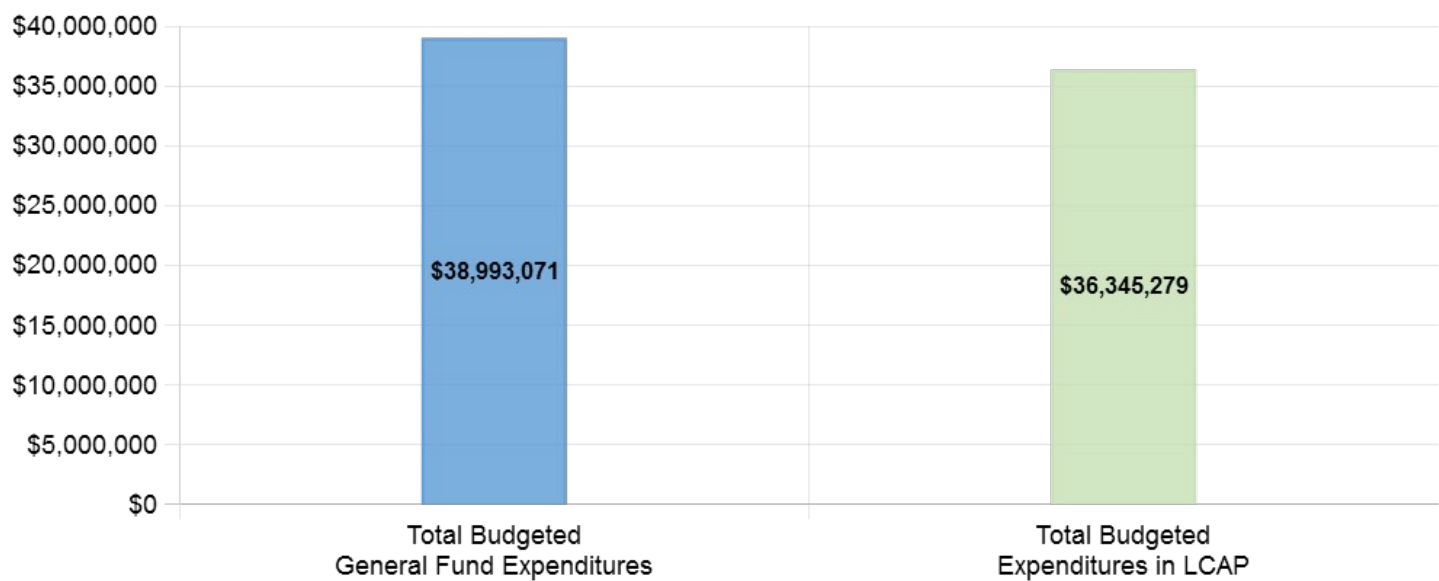
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$7,167,232	16%
All Other LCFF Funds	\$26,739,473	58%

*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 \$45,649,365, of which \$33,906,705 is Local Control Funding Formula (LCFF), \$2,132,820 is other state funds, \$7,109,840 is local funds, and \$2,500,000 is federal funds. Of the \$33,906,705 in LCFF Funds, \$7,167,232 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

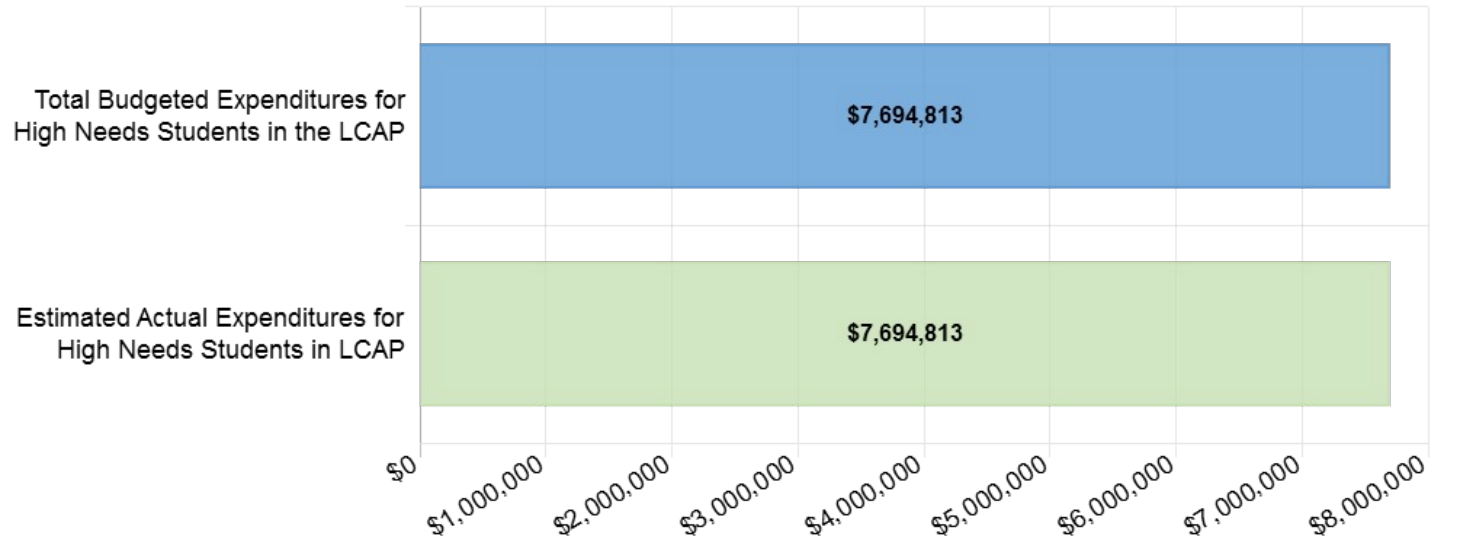
## Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Ravenswood City Elementary is projecting it will receive \$7,167,232 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. 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 TK-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. Ravenswood met all of it's Local Indicators on the CA School Dashboard: Teachers were assigned appropriately, Standards were implemented and students had access to a broad course of study. RCSD engaged parents an families to capture feedback on the effectiveness and priorities for our programs. The local climate survey also reported broadly positive feedback from students, staff and families.

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 Mathematics results. CAASPP English Language Arts status for all students is 65.5 points below standard. 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 the district qualifies for DA based on 1 student group: African American/Black. This group is “red” for Academic Math (& “orange” for ELA) and “red” for Chronic Absenteeism. No other student group meets the DA eligibility requirement.

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	Actual
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Metric:  
HQT (% of teachers who are fully credentialed and appropriately assigned.)

Target:  
100%

Outcome:  
100%

Metric:  
Percent of teachers receiving professional development around CCSS

Target:  
100%

Outcome:  
100%

Metric:  
Students with daily access to instructional materials.

Target:  
100%

Outcome:  
100%

**Expected****Metric:**

SBAC Math (3rd - 8th)

(Status / Change - Average Distance from Level 3)

**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)

**Metric: SBAC ELA (3-8)**

(Status / Change Average Distance from Level 3)

**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)

**Metric: SBAC Math (6-8)**

(Status / Change Average Distance from Level 3)

**Revised Target:**

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

**Actual****Outcome:**

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

**Outcome:**

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

**Outcome:**

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**

Metric: SBAC ELA (6-8)  
 (Status / Change Average Distance from Level 3)  
 Revised Target:  
 All -66.7/+3 (Y, L/I)

Metric: EL Progress  
 (Status / Change Average Distance from Level 3)  
 Revised Target:  
 86.4/+3 (B, VH/I)

Metric: EL Reclassification  
 18%

Metric: % ELs Making Progress Towards English Proficiency  
 33%

**Actual**

Outcome:  
 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.

Outcome:  
 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%

Outcome:  
 6.7%

Outcome:  
 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

Metric: Reading at Grade Level K-5 EOY  
(Fountas & Pinnell)  
Revised Target:  
K 50%  
1st 46%  
2nd 50%  
3rd 37%  
4th 43%  
5th 29%

Metric: Years Growth in 1-5 Reading Level  
(Fountas & Pinnell)  
Target:  
1st 1.6  
2nd 1.1  
3rd 1.2  
4th 1  
5th 1.1

Metric: Years Growth in 6-8 Reading  
(Let's Go Learn)  
Revised Target:  
6th 1.7  
7th 1  
8th 1

## Actual

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

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

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

Expected

Metric: Meeting Grade Level Expectations in K-2 Math  
(Math Interview, Let's Go Learn)  
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.

Metric: YEars Growth in 3-8 Math  
(Let's Go Learn)  
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.

Metric: % at or above grade level in Math  
(EOY K-8)  
K 74%  
1st 57%  
2nd 39%  
3rd 29%  
4th 28%  
5th 12%  
6th 5%  
7th 24%  
8th 34%

Actual

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

Outcome:  
Percent of students meeting expectation:  
3rd 50%  
4th 60%  
5th 61%

Outcome:  
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

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.

#### Actual Actions/Services

100% of students were served by teachers who were appropriately assigned and fully credentialed in their subject areas. Ravenswood continued to provide profession 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, and collaborated with their grade level team around curriculum planning, student data, and student concerns.

#### Budgeted Expenditures

\$8,950,161 - LCFF Base - Object codes 1000-1999, 3000-3999 (Salary & Benefits)  
\$2,095,000 - Supplemental & Concentration & REF - Object Codes 1000-1999, 3000-3999 (Salary & Benefits)  
\$1,431,700 - REF & TOSA Foundation - Object Codes 1000-1999, 3000-3999 (Salary & Benefits)

#### Estimated Actual Expenditures

\$8,950,161 - LCFF Base - Object codes 1000-1999, 3000-3999 (Salary & Benefits)  
\$2,095,000 - Supplemental & Concentration & REF - Object Codes 1000-1999, 3000-3999 (Salary & Benefits)  
\$1,431,700 - REF & TOSA Foundation - Object Codes 1000-1999, 3000-3999 (Salary & Benefits)

### Action 2

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

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

All students were provided with commensurate instructional materials.

\$200,000 - LCFF Base - Object codes 2000-2999, 3000-3999 (Salary & Benefits) & 4000-4999 (Books & Supplies)  
 \$50,000 - Supplemental & Concentration - Object codes 2000-2999, 3000-3999 (Salary & Benefits) & 4000-4999 (Books & Supplies)  
 \$50,000 - Title I - Object codes 2000-2999, 3000-3999 (Salary & Benefits) & 4000-4999 (Books & Supplies)

\$200,000 - LCFF Base - Object codes 2000-2999, 3000-3999 (Salary & Benefits) & 4000-4999 (Books & Supplies)  
 \$50,000 - Supplemental & Concentration - Object codes 2000-2999, 3000-3999 (Salary & Benefits) & 4000-4999 (Books & Supplies)  
 \$50,000 - Title I - Object codes 2000-2999, 3000-3999 (Salary & Benefits) & 4000-4999 (Books & Supplies)

### Action 3

#### Planned 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

#### Actual Actions/Services

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

#### Budgeted Expenditures

\$100,000 - LCFF Base - Object codes 1000-1999, 3000-3999 (Salaries & Benefits) & 5000-5999 (Services & Other Operating Expenditures)  
 \$200,000 - Title II - Object codes 1000-1999, 3000-3999 (Salaries & Benefits) & 5000-5999 (Services & Other Operating Expenditures)

#### Estimated Actual Expenditures

\$100,000 - LCFF Base - Object codes 1000-1999, 3000-3999 (Salaries & Benefits) & 5000-5999 (Services & Other Operating Expenditures)  
 \$200,000 - Title II - Object codes 1000-1999, 3000-3999 (Salaries & Benefits) & 5000-5999 (Services & Other Operating Expenditures)



**Planned Actions/Services**

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

**Actual Actions/Services**

- Provided induction support for 1st and 2nd year teachers to clear their credential through professional development workshops, induction activity completion, and coaching.
- TK-5 and 8th grade teachers engaged in Professional Learning Community Inquiry Cycles around core content areas and Positive Behavior Supports & Interventions in teams with their grade level teams
- TK-5 teachers had the opportunity to attend after school PD series across content areas and directly linked to district adopted curricula: Crash Course in Reading & Writing Workshop, Reading Intervention, Common Core Math Practices, and NGSS workshops
- 6-7 teachers at Ravenswood Middle School received yearlong training in the Summit Learning platform and curricula in the four core content areas: ELA, Math,

**Budgeted Expenditures****Estimated Actual Expenditures**

**Planned Actions/Services**

will continue with piloting of science curriculum and implementation of science labs.

**Actual Actions/Services**

Social Studies, and Science

**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 training and ongoing forums were provided by Curriculum & Instruction in partnership with the New Teacher Center to TOSAs (Teachers on Special Assignment) who provided induction coaching and literacy coaching, and Teacher Leader Coaches who supported literacy and math instruction. Facilitator training was provided for teacher leaders and administrators who facilitated Professional Learning Community (PLC) Inquiry Cycles.

**Budgeted Expenditures**

\$485,000 - REF - Object Codes 5000-5999 (Services & Other Operating Expenditures)

**Estimated Actual Expenditures**

\$485,000 - REF - Object Codes 5000-5999 (Services & Other Operating Expenditures)

**Action 5****Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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

Art and music classes continued at each of our schools. Art and music teacher teams met regularly to collaborate around their standards-based curricula to increase coherence across school sites. We held two VAPA showcases, one for TK-5 students and one for 6-8 students.

\$125,000 - LCFF Base - Object Codes 5000-5999 (Services & Other Operating Expenditures)

\$125,000 - LCFF Base - Object Codes 5000-5999 (Services & Other Operating Expenditures)

## 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, and one Makerspace was added at Ravenswood Middle School to help serve 7th grade students.

### Budgeted Expenditures

\$200,000 - Supplemental & Concentration - Object codes 1000-1999, 2000-2999, 3000-3999 (Salaries & Benefits) & 4000-4999 (Books & Supplies)  
\$200,000 - REF - Object codes 1000-1999, 2000-2999, 3000-3999 (Salaries & Benefits) & 4000-4999 (Books & Supplies)

### Estimated Actual Expenditures

\$200,000 - Supplemental & Concentration - Object codes 1000-1999, 2000-2999, 3000-3999 (Salaries & Benefits) & 4000-4999 (Books & Supplies)  
\$200,000 - REF - Object codes 1000-1999, 2000-2999, 3000-3999 (Salaries & Benefits) & 4000-4999 (Books & Supplies)

## Action 7

**Planned Actions/Services**

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

**Actual Actions/Services**

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

**Budgeted Expenditures**

\$100,000 - LCFF Base - Object Codes 1000-1999, 2000-2999 ,3000-3999 (Salaries & Benefits) & 4000-4999 Books & Supplies)  
 \$185,000 - REF - Object Codes 1000-1999, 2000-2999 ,3000-3999 (Salaries & Benefits) & 4000-4999 Books & Supplies)  
 \$84,708 - The Big Lift - Object Codes 1000-1999, 2000-2999 ,3000-3999 (Salaries & Benefits) & 4000-4999 Books & Supplies)  
 \$50,000 - Title I - Object Codes 1000-1999, 2000-2999 ,3000-3999 (Salaries & Benefits) & 4000-4999 Books & Supplies)  
 \$40,000 - ASES - Object Codes 1000-1999, 2000-2999 ,3000-3999 (Salaries & Benefits) & 4000-4999 Books & Supplies)

**Estimated Actual Expenditures**

\$86,000 - LCFF Base - Object Codes 1000-1999, 2000-2999 ,3000-3999 (Salaries & Benefits) & 4000-4999 Books & Supplies)  
 \$150,000 - REF - Object Codes 1000-1999, 2000-2999 ,3000-3999 (Salaries & Benefits) & 4000-4999 Books & Supplies)  
 \$122,545 - The Big Lift - Object Codes 1000-1999, 2000-2999 ,3000-3999 (Salaries & Benefits) & 4000-4999 Books & Supplies)  
 \$85,000 - Title I - Object Codes 1000-1999, 2000-2999 ,3000-3999 (Salaries & Benefits) & 4000-4999 Books & Supplies)  
 \$42,500 - ASES - Object Codes 1000-1999, 2000-2999 ,3000-3999 (Salaries & Benefits) & 4000-4999 Books & Supplies)

**Action 8**

**Planned 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.

**Actual Actions/Services**

AVID membership was provided to Ravenswood Middle School, and the district High School Transition Coordinator and two teachers from RMS attended summer and school year AVID training. Willow Oaks school also offered an AVID elective to its 8th grade students, and Brentwood Academy continued implementing school-wide AVID strategies.

**Budgeted Expenditures**

\$20,000 - LCFF Base & Supplemental & Concentration - Object codes 1000-1999, 3000-3999 (Salaries & Benefits) & 5000-5999 (Services & Other Operating Expenditures)  
\$24,000 - Title II - Object codes 1000-1999, 3000-3999 (Salaries & Benefits) & 5000-5999 (Services & Other Operating Expenditures)

**Estimated Actual Expenditures**

\$20,000 - LCFF Base & Supplemental & Concentration - Object codes 1000-1999, 3000-3999 (Salaries & Benefits) & 5000-5999 (Services & Other Operating Expenditures)  
\$24,000 - Title II - Object codes 1000-1999, 3000-3999 (Salaries & Benefits) & 5000-5999 (Services & Other Operating Expenditures)

**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. Teachers provide varying levels of integrated and designated English Language Development. Supplemental materials were provided to Newcomer students and Long Term ELs in order to address their particular needs. English learner data was available to staff to monitor progress of students.

\$113,301 - Title III - Object Codes 1000-1999, 2000-2999 ,3000-3999 (Salaries & Benefits) & 4000-4999 (Books & Supplies)  
 \$29,000 - Title III - Immigrant Money - Object Codes 1000-1999, 2000-2999 ,3000-3999 (Salaries & Benefits) & 4000-4999 (Books & Supplies)  
 \$39,000 - Supplemental & Concentration - Object Codes 1000-1999, 2000-2999 ,3000-3999 (Salaries & Benefits) & 4000-4999 (Books & Supplies)  
 \$116,054 - Title I - Object Codes 1000-1999, 2000-2999 ,3000-3999 (Salaries & Benefits) & 4000-4999 (Books & Supplies)

\$113,301 - Title III - Object Codes 1000-1999, 2000-2999 ,3000-3999 (Salaries & Benefits) & 4000-4999 (Books & Supplies)  
 \$29,000 - Title III - Immigrant Money - Object Codes 1000-1999, 2000-2999 ,3000-3999 (Salaries & Benefits) & 4000-4999 (Books & Supplies)  
 \$39,000 - Supplemental & Concentration - Object Codes 1000-1999, 2000-2999 ,3000-3999 (Salaries & Benefits) & 4000-4999 (Books & Supplies)  
 \$116,054 - Title I - Object Codes 1000-1999, 2000-2999 ,3000-3999 (Salaries & Benefits) & 4000-4999 (Books & Supplies)

## Action 10

### Planned Actions/Services

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

### Actual Actions/Services

MTSS was implemented both school and district wide. Parents participated in IEP meetings. Service delivery was monitored.

### Budgeted Expenditures

\$862,427 - Federal Revenue - Object Codes 1000-1999, 2000-2999, 3000-3999 (Salaries & Benefits), 4000-4999

### Estimated Actual Expenditures

\$862,427 - Federal Revenue - Object Codes 1000-1999, 2000-2999, 3000-3999 (Salaries & Benefits), 4000-4999

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

**Actual Actions/Services**

There was one coordinator this year. Special Education teachers have been writing and implementing IEPs, paras have been invited to trainings monthly. Co-Teaching has not been implemented this year.

**Budgeted Expenditures**

(Books & Supplies), & 5000-5999 (Services & Other Operating Expenditures)  
 \$6,480,255 - LCFF Base - Object Codes 1000-1999, 2000-2999, 3000-3999 (Salaries & Benefits), 4000-4999 (Books & Supplies), & 5000-5999 (Services & Other Operating Expenditures)  
 \$4,920,841 - Supplemental & Concentration - Object Codes 1000-1999, 2000-2999, 3000-3999 (Salaries & Benefits), 4000-4999 (Books & Supplies), & 5000-5999 (Services & Other Operating Expenditures)

**Estimated Actual Expenditures**

(Books & Supplies), & 5000-5999 (Services & Other Operating Expenditures)  
 \$6,480,255 - LCFF Base - Object Codes 1000-1999, 2000-2999, 3000-3999 (Salaries & Benefits), 4000-4999 (Books & Supplies), & 5000-5999 (Services & Other Operating Expenditures)  
 \$4,920,841 - Supplemental & Concentration - Object Codes 1000-1999, 2000-2999, 3000-3999 (Salaries & Benefits), 4000-4999 (Books & Supplies), & 5000-5999 (Services & Other Operating Expenditures)

**Action 11**

**Planned Actions/Services**

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

**Actual Actions/Services**

RMS piloted the Summit PLP and curricula in all four core content areas, ELA, Math, Social Studies, and Science in both 6th and 7th grades. The Summit curricula were adopted by the Board of Trustees for implementation in the 2019-2020 school year.

**Budgeted Expenditures**

\$19,680 - Title II - Object codes 1000-1999, 3000-3999 (Salaries & Benefits) & 5000-5999 (Services & Other Operating Expenditures)  
 \$20,700 - REF & CZI - Object codes 1000-1999, 3000-3999 (Salaries & Benefits) & 5000-5999 (Services & Other Operating Expenditures)  
 \$4,289 - LCFF Base - Object codes 1000-1999, 3000-3999 (Salaries & Benefits) & 5000-5999 (Services & Other Operating Expenditures)

**Estimated Actual Expenditures**

\$19,680 - Title II - Object codes 1000-1999, 3000-3999 (Salaries & Benefits) & 5000-5999 (Services & Other Operating Expenditures)  
 \$20,700 - REF & CZI - Object codes 1000-1999, 3000-3999 (Salaries & Benefits) & 5000-5999 (Services & Other Operating Expenditures)  
 \$4,289 - LCFF Base - Object codes 1000-1999, 3000-3999 (Salaries & Benefits) & 5000-5999 (Services & Other Operating Expenditures)

**Action 12****Planned Actions/Services**

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

**Actual Actions/Services**

Students for whom we cannot provide services are placed in non-public schools.

**Budgeted Expenditures**

\$850,000 - LCFF Base - Object Codes 5000-5999 (Services & Other Operating Expenditures)

**Estimated Actual Expenditures**

\$850,000 - LCFF Base - Object Codes 5000-5999 (Services & Other Operating 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.

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. Note that the middle school will no longer be using our current reading level assessment, Let's Go Learn. They will be using the NWEA MAP assessments. Those data are what we will use to analyze future outcomes. The district will establish a new baseline as a result of changes in the state proficiency test for EL progress, the status/change and percent of English Learners making Progress Toward English Proficiency indicators in 2019-20. The metrics "Meeting Grade Level K-2 Math" and "Year's Growth in 3-8 Math" are being removed because the district no longer uses these assessments. The new baseline for these metrics, using the current assessments in Pearson Investigations and MAP is 2018-19 with targets for 2019-20.



# 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

Metric: Suspension - Status / Change  
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)

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

**Expected**

Metric:  
Expulsion Rate  
0%

Metric: School Attendance Tate  
(Average % of students attending on a daily basis)  
98%

Metric: Chronic Absenteeism Rate  
(% of cumulative students missing 10% or more of days enrolled)  
Revised Target:  
All 12%  
PI 19%  
2 Races 38%

Metric: School Climate K-5  
(% of students surveyed rating school climate high)  
65%

School Climate 6-8  
(% of students surveyed rating school climate high)  
52%

**Actual**

0%

94%

All: 15.6% Declined  
Pacific Islander: 21% Declined  
Two or more races: 35.1% Declined

60%

50%

Expected	Actual
Metric: School Climate K-5 (% of students surveyed responding that they feel safe at school) 83%	85%
Metric: School Climate 6-8 (% of students surveyed responding that they feel safe at school) 71%	70%
Metric Parent Involvement (% of parents surveyed that report feeling welcome to participate in school) 89%	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	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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

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. The PBIS coordinators led an after school PD series with 4 sessions focused on helping teachers to implement PBIS strategies and support individual students.

\$12,500 - LCFF Base - Object Codes 2000-2999, 3000-3999(Salaries & Benefits), 4000-4999 (Books & Supplies), & 5000-5999 (Services & Other Operating Expenditures)  
 \$217,818 - Supplemental & Concentration - Object Codes 2000-2999, 3000-3999(Salaries & Benefits), 4000-4999 (Books & Supplies), & 5000-5999 (Services & Other Operating Expenditures)  
 \$10,000 - Title I - Object Codes 2000-2999, 3000-3999(Salaries & Benefits), 4000-4999 (Books & Supplies), & 5000-5999 (Services & Other Operating Expenditures)

\$12,500 - LCFF Base - Object Codes 2000-2999, 3000-3999(Salaries & Benefits), 4000-4999 (Books & Supplies), & 5000-5999 (Services & Other Operating Expenditures)  
 \$217,818 - Supplemental & Concentration - Object Codes 2000-2999, 3000-3999(Salaries & Benefits), 4000-4999 (Books & Supplies), & 5000-5999 (Services & Other Operating Expenditures)  
 \$12,500 - Title I - Object Codes 2000-2999, 3000-3999(Salaries & Benefits), 4000-4999 (Books & Supplies), & 5000-5999 (Services & Other Operating Expenditures)

## Action 2

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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).

\$75,000 - Supplemental & Concentration - Object Codes 5000-5999 (Services & Other Operating Expenditures)  
\$120,000 - REF - Object Codes 5000-5999 (Services & Other Operating Expenditures)

\$75,000 - Supplemental & Concentration - Object Codes 5000-5999 (Services & Other Operating Expenditures)  
\$90,000 - REF - Object Codes 5000-5999 (Services & Other Operating Expenditures)

### Action 3

#### Planned 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.

#### Actual Actions/Services

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.

#### Budgeted Expenditures

See Goal 1, Action 1

#### Estimated Actual Expenditures

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 - ASES Funding - Object Codes 2000-2999, 3000-3999 (Salaries & Benefits), 4000-4999 (Books & Supplies), & 5000-5999 (Services & Other Operating Expenditures)

\$750,000 - ASES Funding - Object Codes 2000-2999, 3000-3999 (Salaries & Benefits), 4000-4999 (Books & Supplies), & 5000-5999 (Services & Other Operating Expenditures)

## 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 - Supplemental & Concentration - Object Codes 1000-1999, 2000-2999, 3000-3999 (Salaries & Benefits) & 5000-5999 (Services & Other Operating Expenditures)

\$4,000 - Supplemental & Concentration - Object Codes 1000-1999, 2000-2999, 3000-3999 (Salaries & Benefits) & 5000-5999 (Services & Other Operating Expenditures)

## 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.

District staff in the Student Services department worked with site office staff to serve and communicate with foster and homeless youth and their families. The district provided transportation to foster and homeless youth, and worked with partners to provide them access to clothing and food.

\$122,417 - LCFF Base - Object Codes 2000-2999, 3000-3999 (Salaries & Benefits) & 4000-4999 (Books & Supplies)  
 \$15,000 - REF - Object Codes 2000-2999, 3000-3999 (Salaries & Benefits) & 4000-4999 (Books & Supplies)  
 \$20,000 - LCFF Base - Object Codes 2000-2999, 3000-3999 (Salaries & Benefits) & 4000-4999 (Books & Supplies)

\$122,417 - LCFF Base - Object Codes 2000-2999, 3000-3999 (Salaries & Benefits) & 4000-4999 (Books & Supplies)  
 \$13,000 - REF - Object Codes 2000-2999, 3000-3999 (Salaries & Benefits) & 4000-4999 (Books & Supplies)  
 \$20,000 - LCFF Base - Object Codes 2000-2999, 3000-3999 (Salaries & Benefits) & 4000-4999 (Books & Supplies)

## Action 8

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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.

Washers and dryers are available to families at each site. The district continued to provide uniforms for homeless students at no charge. The district provided food for homeless families via the food pantry, and transportation to food distribution centers for part of the year. Two of our school sites served as food distribution centers in partnership with a local food bank, Second Harvest.

\$8,092 - LCFF Base - Object Codes 4000-4999 (Books & Supplies) & 6000-6999 (Capital Outlay)  
\$50,116 - LCFF Base - Object Codes 4000-4999 (Books & Supplies) & 6000-6999 (Capital Outlay)

\$8,092 - LCFF Base - Object Codes 4000-4999 (Books & Supplies) & 6000-6999 (Capital Outlay)  
\$45,000- Supplemental & Concentration - Object Codes 4000-4999 (Books & Supplies) & 6000-6999 (Capital Outlay)

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 for African America students 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

Metric:  
Percentage of students with access to instructional devices in the classroom.  
Target: 80%

Metric:  
Percentage of students with access to instructional devices as home:  
Target: 22%

Actual

Outcome:  
80%

Outcome:  
0% (See note in analysis)

**Expected**

Metric: Percentage of classrooms with permanent Audio Visual equipment:  
Target 33%

**Actual**

Outcome:  
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**

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
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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.

All TK-8 students were provided access to Raz Kids, a program to support reading at their just-right reading level, as well as Reflex Math to support math fact fluency. Students can access the programs both at school and at home. 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. 6-8 students also used the Ixl Learning online program for differentiated math practice.

\$80,000 - Supplemental & Concentration - Object Codes 5000-5999 (Services & Other Operating Expenditures)

\$0 - Supplemental & Concentration - Object Codes 5000-5999 (Services & Other Operating Expenditures)

## 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, maintaining 1:1 access to Chromebooks for all 3-8 students.

### Budgeted Expenditures

\$87,000 - LCFF Base - Object Codes 4000-4999 (Books & Supplies)

### Estimated Actual Expenditures

\$75,000 - LCFF Base - Object Codes 4000-4999 (Books & Supplies)

## Action 3



**Planned 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.

**Actual Actions/Services**

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

**Budgeted Expenditures**

\$223,818 - LCFF Base - Object Codes 2000-2999, 3000-3999 (Salaries & Benefits)

**Estimated Actual Expenditures**

\$220,000 - LCFF Base - Object Codes 2000-2999, 3000-3999 (Salaries & Benefits)

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

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.

The district continued to purchase new Chromebooks and laptops to refresh the technology available to staff and students. Primary grade and reading intervention teachers received new devices this year since their technology was in greatest need of refresh. 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.

\$132,135 - LCFF Base - Object Codes 5000-5999 (Services & Other Operating Expenditures)

\$135,425 - LCFF Base - Object Codes 5000-5999 (Services & Other Operating Expenditures)

## Action 5

### Planned Actions/Services

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

### Actual Actions/Services

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

### Budgeted Expenditures

\$100,000 - Building Fund - Object Codes 6000-6999 (Capital Outlay)

### Estimated Actual Expenditures

\$350,000 - Building Fund - Object Codes 6000-6999 (Capital Outlay). The District replaced the phone system resulting in an increased amount being spent.

## 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 projection screens and mounted Audio/Visual equipment. We have opted for screen casting technology in lieu of interactive whiteboard at RMS, allowing staff to cast the content from their device for view by the class.

### Budgeted Expenditures

\$50,000 - LCFF Base - Object Codes 6000-6999 (Capital Outlay)

### Estimated Actual Expenditures

\$45,000 - LCFF Base - Object Codes 6000-6999 (Capital Outlay)

## 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 yet have access to technology that they can take home. This is being planned for future implementation.

### Budgeted Expenditures

\$100,000 - LCFF Base - Object Codes 4000-4999 (Books & Supplies)

### Estimated Actual Expenditures

\$400,000 - LCFF Base - Object Codes 4000-4999 (Books & Supplies). More Chromebooks were replaced than anticipated.

## 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

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

### Actual Actions/Services

Students participating in the Newcomer program used the Lexia Core5 Reading online program as a supplemental blended learning program to facilitate English language acquisition.

### Budgeted Expenditures

\$5,000 - Title III - Object Codes 4000-4999 (Books & Supplies)

### Estimated Actual Expenditures

\$5,000 - Title III - Object Codes 4000-4999 (Books & Supplies)

## Action 10

### Planned Actions/Services

Action/Service removed during development of 2018-19.

### Actual Actions/Services

No service was provided.

### Budgeted Expenditures

N/A

### Estimated Actual Expenditures

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.

Long Term English Learners in 5th grade used the Imagine Learning program to supplement English language Development instruction. 5th Grade teachers had the opportunity to attend training from Imagine Learning on using this program, in order to grant access to the program to students and provide instructional time for usage.

\$5,500 - Title III - Object Codes  
4000-4999

\$5,500 - Title III - Object Codes  
4000-4999

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. 33% of classrooms have permanent audio visual equipment. We were not able to provide devices to students for home access. This is still a goal.

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 of 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

Middle School Dropout Rate (% of 6-8 grade students dropping out annually)  
0%

8th grade Promotion Rate (% of 8th grade students promoted to high school)  
100%

Actual

Outcome:  
0%

Outcome:  
100%

**Expected**

High School Graduation Rate (% of students graduating from Sequoia Union High School District)  
Revised Target:  
87%

Completion of A-G Requirements (% of students completing A-G requirements in Sequoia Union High School District)  
28%

% of students in Sequoia Union High School District with more than 60 credits after 9th grade year  
66%

**Actual**

The data is not available at this time.

The data is not available at this time.

Outcome:  
52%

**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
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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.

The High School Transition Coordinator oversaw alignment activities between our district and the high school district into which we feed. She worked directly with our High Transition Counselor, who met with each 8th grade student to develop academic goals and stay abreast of the high school transition process. They facilitated visits from the high school staff to explain high school options to 8th grade parents and students, and from counselors to organize their placement and enrollment in high school.

\$110,000 - LCFF Base - Object Codes 1000-1999, 2000-2999, 3000-3999 (Salaries & Benefits)  
\$67,976 - REF - Object Codes 1000-1999, 2000-2999, 3000-3999 (Salaries & Benefits)

\$110,000 - LCFF Base - Object Codes 1000-1999, 2000-2999, 3000-3999 (Salaries & Benefits)  
\$67,976 - REF - Object Codes 1000-1999, 2000-2999, 3000-3999 (Salaries & Benefits)

## 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 High School Transition Coordinator met with counselors from all of the high schools where Ravenswood students will attend to support 9th grade transition. The Curriculum & Instruction team also collaborated with high school district staff to administer 9th grade placement assessments, discuss curriculum alignment between middle school and high school, and hold high school transition events with 8th grade parents and students.

\$4,500 - Supplemental & Concentration - Object Codes 5000-5999 (Services & Other Operating Expenditures)

\$4,500 - Supplemental & Concentration - Object Codes 5000-5999 (Services & Other Operating 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.

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

Metric: Percentage of schools in Good or Excellent Repair on the Facility Inspection Tool.  
Target 75%  
Belle Haven Target: Good  
Brentwood: Good  
Cesar Chavez: Good  
Costano: Good  
Los Robles: Good  
Ravenswood Comprehensive MS: Good  
Willow Oaks: Good

### Actual

71%  
Belle Haven Target: Good  
Brentwood: Good  
Cesar Chavez: Good  
Costano: Fair  
Los Robles:Fair  
Ravenswood Comprehensive MS: Good  
Willow Oaks: Good

## 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

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 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

#### Actual Actions/Services

The work on the conversion of 4 classrooms at RMS has begun 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

\$6,000,000 Building Fund - Object Codes - 6000-6999 (Capital Outlay)

#### Estimated Actual Expenditures

\$6,500,000 Building Fund - Object Codes - 6000-6999 (Capital Outlay)

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

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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. Cesar Chavez will not have a goal for the FIT metric since the site will be closing.



# 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?

### 2018-2019 Stakeholder Engagement Process

The district engaged four groups of stakeholders.

In November 2018, 6th-8th grade students were surveyed in order to assess student evaluation of academic programs, social emotional supports, school climate, technology, and support of adults at their school sites. The survey found that most students felt safe in school and felt that they had at least one adult on campus with whom they could connect. The student survey also showed the curriculum as being new to the site and still undergoing improvements in implementation.

On 2/13/19 principals, vice principals, and additional administrators were presented the LCAP with goals/actions/services. They provided feedback on the services they thought were more and less effective. Teacher retention was recorded as the greatest need. PBIS and MTSS were discussed as effective and valuable services.

On 2/26/19 teachers and other school personnel at sites were engaged for feedback. Staff reported PBIS and counseling services as effective services and the lack of PE teachers and insufficient Special Education teachers as the greatest challenges.

During the week of 3/7/19 our Parent Advisory Committee (PAC) were explained the LCAP in School Site Councils/English Learner Advisory Councils and the District Advisory Council and District English Learner Advisory Council. Parents of Homeless students and Foster youth were included in those invited to these meetings. Parents value counseling services. They expressed the greatest need as a change in Special Education services. They

described a desire to have more Special Education services and more flexibility in the delivery mode of those services.

While all staff were engaged for feedback through their sites, the Certificated and Classified Bargaining Units were not engaged despite several attempts to collaborate. On 4/18/19 and 5/2/19, Bargaining Unit leadership were requested via email to provide dates that they were available. On 5/25/19, the district requested, in person, that the Certificated Bargaining Unit president to provide dates for possible collaboration. There were no responses.

Consultation with our Special Education Local Plan Area (SELPA) through the San Mateo County Office of Education also occurred. The initial consultation date with March 22, 2019, with follow-up meetings occurring through June.

A Public Hearing on our 2019-2020 LCAP Draft was held at our Board Meeting on June 13, 2019. We did not receive written questions necessitated written response.

Our 2019-2020 LCAP was approved at our Board Meeting on June 27, 2019, and resubmitted with additional revisions on August 8, 2019.

**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. The identified need for PE teachers will also be implemented in the next school year.

Goals/Actions/Services impacted include:

Goal 1, Actions 1, 2, 3, 4, 5, 6, 8, 10, 11

Goal 2, Actions 1, 2, 3

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**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

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
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)

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)

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)	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)	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)	Establish new baseline for new progress measures in ELPAC.
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%	With the transition from CELDT to ELPAC and top performance level of 5 to 4, the original baseline will not be comparable to the previous baseline. We will establish a new baseline.
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%	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	We will remove this metric. The district will transition the Middle School ELA assessments to the NWEA MAP test.

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.	Remove metric - District no longer uses this assessment.
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.	Remove metric - District no longer uses this assesment.

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 75% 1st 60% 2nd 41% 3rd 32% 4th 31% 5th 15% 6th 9% 7th 28% 8th 37%

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

Unchanged

### 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
<b>Amount</b>	\$14,445,000 \$1,100,000 \$3,055,000	\$8,950,161 \$2,095,000 \$1,435,000	\$8,950,161 \$2,095,000 \$1,435,000
<b>Source</b>	LCFF Base LCFF S&C Other Local Funds	LCFF Base LCFF S&C Other Local Funds	LCFF Base LCFF S&C Other Local Funds
<b>Budget Reference</b>	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

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

Unchanged

### 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.

### 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.

### 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

\$200,000

\$50,000

\$50,000

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
<b>Budget Reference</b>	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-5 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, Investigations Math Curriculum, and Next Generation Science Standards.
- 6-8 teachers will receive training and support on the adopted curriculum for their grade span, Summit Learning platform & curricula, and accompanying instructional practices



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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<div>\$400,000</div> <div>\$1,000,000</div>	<div>\$100,000</div> <div>\$200,000</div>	<div>\$90,000</div> <div>\$200,000</div>
Source	<div>LCFF Base</div> <div>Other Local Funds</div>	<div>LCFF Base</div> <div>Title II</div>	<div>LCFF Base</div> <div>Title II</div>
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

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

Unchanged

### 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

Other Local Funds

Budget Reference	5000 (consultants)	5000 (consultants)	5000 (consultants)
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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	Unchanged
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	\$125,000
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.

## Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$115,000

\$350,000

\$200,000

\$200,000

\$180,000

\$200,000

<b>Source</b>	LCFF Base Other Local Funds	LCFF S&C Other Local Funds	LCFF S&C Ravenswood Education Foundation
<b>Budget Reference</b>	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

Unchanged

**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

\$100,000  
\$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  
Other Local Funds  
Big Lift  
Title I  
ASES Supplemental

<b>Budget Reference</b>	1000, 2000, 3000, 4000 (salaries/benefits & instructional materials)	1000, 2000, 3000, 4000 (salaries/benefits & instructional materials)	1000, 2000, 3000, 4000 (salaries/benefits & instructional materials)
-------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------

Action #8

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

<b>Students to be Served</b>	<b>Location(s)</b>
All Students	Specific Schools, Brentwood Academy and Ravenswood Comprehensive Middle School

OR

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

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

Actions/Services

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

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

<b>Budget Reference</b>	1000, 3000, & 5000 (salaries/benefits & contracts)	1000, 3000, & 5000 (salaries/benefits & contracts)	1000, 3000, & 5000 (salaries, benefits, & contracts)
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Action #9

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

<b>Students to be Served</b>	<b>Location(s)</b>
N/A	N/A

OR

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

<b>Students to be Served</b>	<b>Scope of Services:</b>	<b>Location(s)</b>
English Learners	LEA-Wide	All Schools

Actions/Services

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

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)	Other Federal Funds (Title III LEP) Other Federal Funds (Title III Imm) LCFF S&C Other Federal Funds (Title I)

**Budget  
Reference**

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

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

1000, 2000, 3000, 4000 (salaries/benefits &amp; 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.

- Develop a new system for service delivery.
- 3 Special Education Program Specialists 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 Special Education 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 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
<b>Amount</b>	\$400,000 \$8,200,758 \$5,100,000	\$862,427 \$6,480,255 \$4,920,841	\$862,427 \$5,832,230 \$4,428,757
<b>Source</b>	Other Federal Funds LCFF Base LCFF S&C	Federal Revenue LCFF Base LCFF S&C	Federal Revenue LCFF Base LCFF S&C
<b>Budget Reference</b>	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**

<b>Amount</b>	Action/Service added during development of 2018-19.	\$19,680 \$20,700 \$4,289	\$19,680 \$8,700 \$12,000 \$4,289
<b>Source</b>	Action/Service added during development of 2018-19.	LCFF Base Other Local Funds Other Federal Funds (Title II)	LCFF Base CZI Foundation Ravenswood Education Foundation Title II
<b>Budget Reference</b>	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

Students with Disabilities

### 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

New

Unchanged

### 2017-18 Actions/Services

### 2018-19 Actions/Services

### 2019-20 Actions/Services

Action/Service added during development of  
2018-19.

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

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)

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)

Metric: Expulsion  
Rate

0%

0%

0%

0%

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

95%

2017-18 Actual:  
95%

98%

98%

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%	Target: All 9% PI 13% AA 15% 2 Races 29%
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, which may include but is not limited to Restorative



Justice practices.

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

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

Unchanged

### 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  
\$120,000

**Source**

LCFF S&C  
Other Local Funds

LCFF S&C  
Other Local Funds

LCFF S&C  
Other Local Funds

**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&amp;C

See Goal 1, Action 1

See Goal 1, Action 1

**Budget  
Reference**

1000, 3000, 4000 (salaries/benefits &amp; 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

Unchanged

**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	\$799,680
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 (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**

Unchanged

**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&amp;C

LCFF S&amp;C

<b>Budget Reference</b>	1000, 2000, 3000, 5000 (salaries/benefits & contracts)	1000, 2000, 3000, 5000 (salaries/benefits & contracts)	1000, 2000, 3000, 5000 (salaries/benefits & contracts)
-------------------------	--------------------------------------------------------	--------------------------------------------------------	--------------------------------------------------------

Action #6

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

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

OR

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

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

Actions/Services

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



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

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

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**

Foster Youth

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

**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**

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.

**2018-19 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.

**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.

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

<b>Amount</b>	\$225,000	\$122,417 \$15,000	\$102,417 \$15,000
<b>Source</b>	LCFF S&C	LCFF Base Other Local Funds	LCFF Base Ravenswood Education Foundation
<b>Budget Reference</b>	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 uniforms for homeless students at no charge. Provide access to washers and dryers at all school sites for the 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

<b>Budget Reference</b>	Action/Service added during development of 2018-19.	4000 (instructional materials) 6000 (capital outlay)	4000 (instructional materials) 6000 (capital outlay)
-------------------------	-----------------------------------------------------	---------------------------------------------------------	---------------------------------------------------------

Action #9

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

<b>Students to be Served</b>	<b>Location(s)</b>

OR

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

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

Actions/Services

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

N/A

N/A

Provide informational meetings for families around the importance of attendance. Provide documents for school staff to hold pre-SARB meetings to address attendance concerns. Create viz on Tableau to track chronic absenteeism. Provide recognition for students with high percentage of attendance and those who have improved.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

(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%	100%
% of Students with Access to Instructional Devices at Home	0%	2017-18 Actual: 0%	22%	90% for all target students 100% for 6-8 students
% of Classrooms with Permanent A/V Equipment	0%	22%	33%	50%

## 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 Reflex Math, 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&amp;C</div>	<div>LCFF S&amp;C</div>	<div>LCFF S&amp;C</div>
Budget Reference	<div>4000 &amp; 5000 (instructional materials &amp; 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

Unchanged

### 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

\$87,000

**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

Unchanged

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	\$223,818
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

Unchanged

### 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

Unchanged

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	\$100,000
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 projection screens, in 6th through 8th grade classrooms at the Comprehensive Middle School.

### 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**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$100,000	\$100,000	\$400,000
<b>Source</b>	LCFF Base	LCFF Base	LCFF Base
<b>Budget Reference</b>	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

Unchanged

**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 &amp; 5000 (instructional materials &amp; 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

Unchanged

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	\$5,000
Source	Other Federal Funds (Title III)	Other Federal Funds (Title III)	Other Federal Funds (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

Unchanged

**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
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Source	Other Federal Funds (Title I, Part C)	N/A	N/A
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Budget Reference	1000, 2000, 3000, 5000, 7000 (salaries/benefits, contracts, & indirect costs)	N/A	N/A
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## 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

Unchanged

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)	Other Federal Funds (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%	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

Unchanged

**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	\$110,000	\$110,000
	\$100,000	\$67,976	\$67,976
Source	LCFF Base	LCFF Base	LCFF Base
	Other Local Funds	Other Local Funds	Other Local Funds
Budget Reference	2000 & 3000 (salaries/benefits)	1000, 2000 & 3000 (salaries/benefits)	1000, 2000 & 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

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

Modified

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

Unchanged

**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.

**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.

**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&amp;C

LCFF S&amp;C

LCFF S&amp;C

**Budget  
Reference**

1000 &amp; 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	Remove this metric (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
\$7,167,232	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).

Increase in Services:

Provide support to school sites and families to address chronic absenteeism, including parent education on the importance of school attendance, improvement in the attendance data review process using a technology tool called Tableau, acknowledgement to students with excellent attendance or improvement in attendance, and support for the School Attendance Review Board (SARB) process.

Improvement in Services:



Narrow the scope of the AVID initiative to focus on the middle school (Goal 1, Action 8). This initiative will support low-income and English Learner students in grades 6 to 8 to develop the skills necessary to be successful in middle school and high school, foster a college-going culture, and apply study strategies across content areas to excel in core classes. Improve the instruction of English Learners through continued focus on integrated English Language Development (ELD) instruction (Goal 1, Action 9). This action will continue to focus teachers on English Learners as they learn curriculum and plan instruction with English Learners in mind, therefore increasing academic achievement for English Learners in core subjects such as English Language Arts and Mathematics.

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.

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. (\$180,000)

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 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. (\$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 1, Action 9: 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. (\$39,000)

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

English Learners need both integrated ELD and designated ELD instruction to become more proficient in the four domains of English, and also to effectively use their English skills to learn in the core content areas and increase their academic achievement.

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

This action will continue to focus teachers on English Learners as they learn curriculum and plan instruction with English Learners in mind, therefore increasing academic achievement for English Learners in core subjects such as English Language Arts and Mathematics.

Goal 1, Action 10: Monitor implementation of the Multi-Tiered System of Supports, parent participation at IEP meetings and service delivery.

- Develop a new system for service delivery.
- 3 Special Education Program Specialists 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 Special Education 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 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.

(\$4,428,757)

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

Low income, English Learners, and foster youth need access to tiered support systems in both academics and behavior so they are receiving foundational services on par with all other students in Tier 1, receiving appropriate interventions if needed in Tier 2, and increasing the intensity, length, or duration of those interventions in Tier 3; and including possible referral to Special Education assessment if needed.

Low income, English Learners, and foster youth determined to need an Individualized Education Plan (IEP) then need support and services from a range of school staff and parent involvement in the IEP process.

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

By implementing the Multi-Tiered Systems of Support, maintaining Special Education staff to provide services, and providing professional development to staff, students can be better served at all tiers of instruction in both academics and behavior.

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. (\$196,036)

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: 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. (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 Reflex Math, Common Sense Digital Citizenship lessons, and Raz-Kids for struggling readers. (\$72,000)

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: 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.