LCFF Budget Overview for Parents

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Local Educational Agency (LEA) Name: Ravenswood City School District

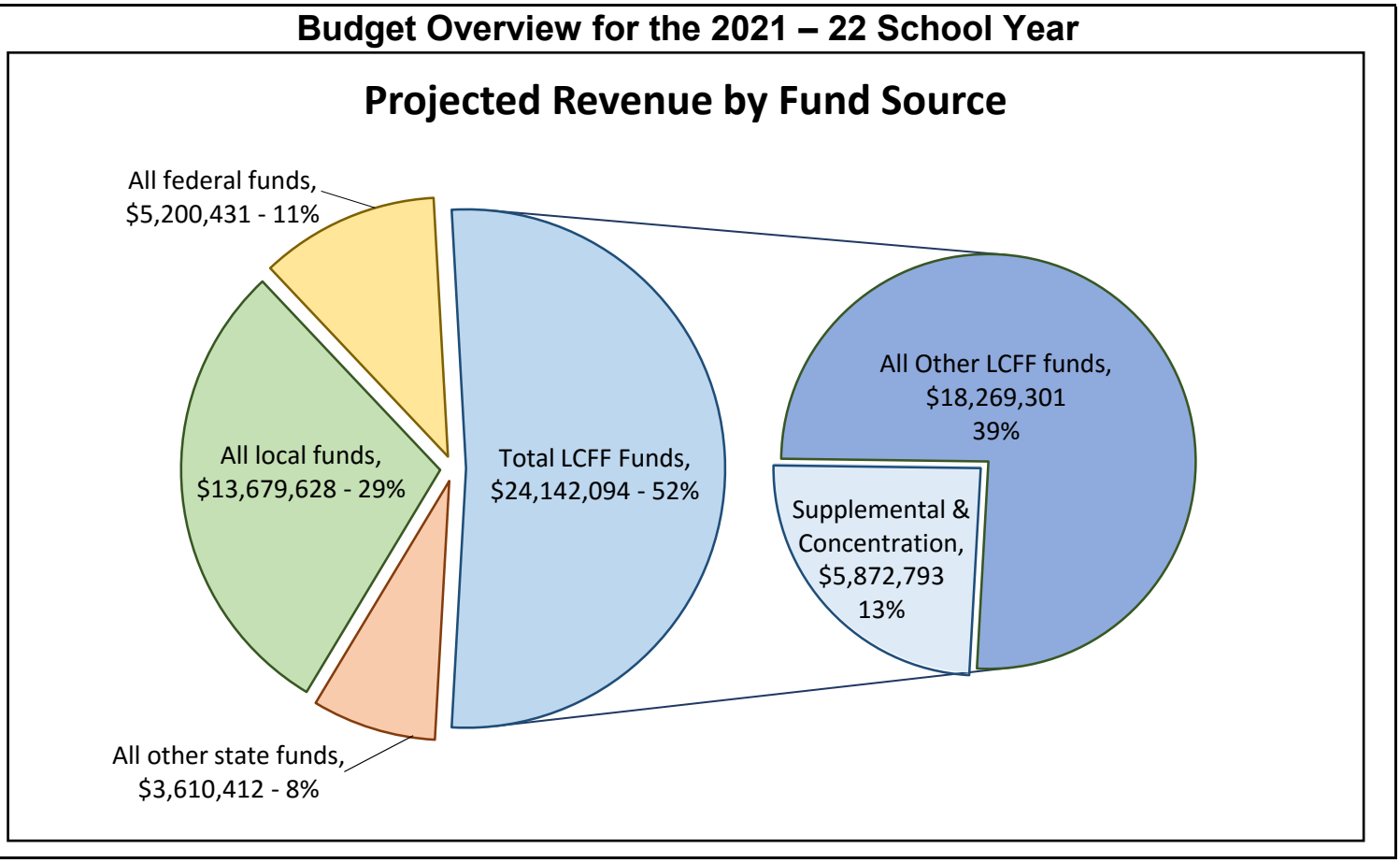
CDS Code: 41689990000000

School Year: 2021 – 22

LEA contact information: William Eger, weger@ravenswoodschools.org

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 2021 – 22 School Year



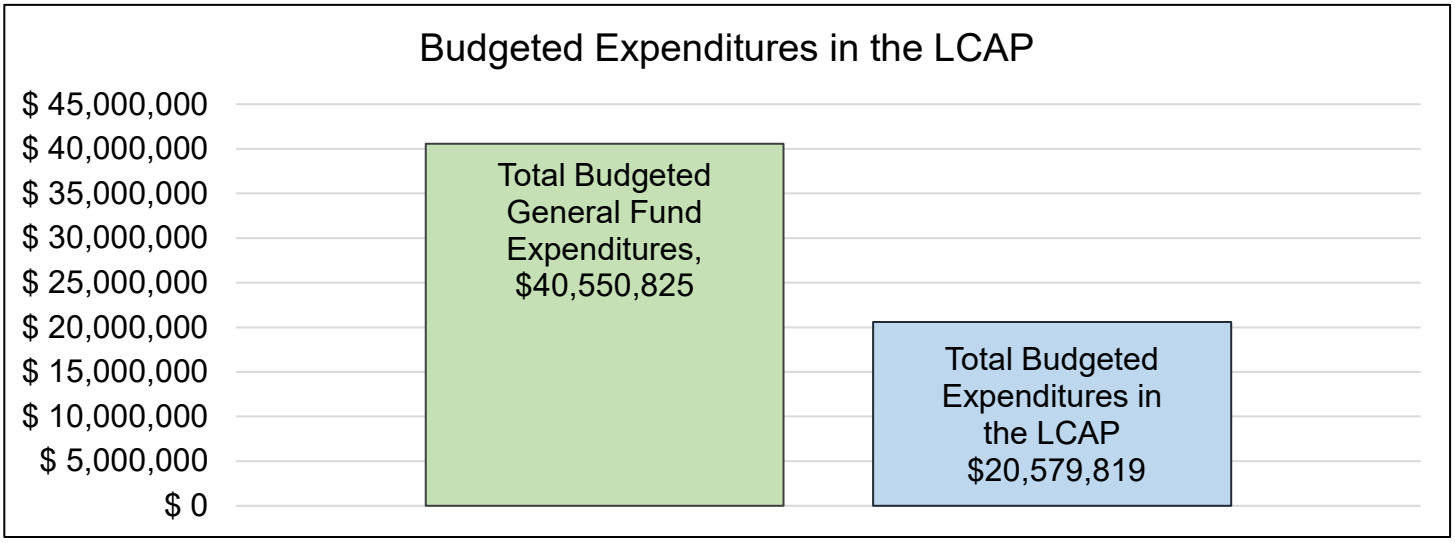
This chart shows the total general purpose revenue Ravenswood City School District expects to receive in the coming year from all sources.

The total revenue projected for Ravenswood City School District is $46,632,566.04, of which $24,142,094.17 is Local Control Funding Formula (LCFF), $3,610,412.36 is other state funds, $13,679,628.16 is local funds, and $5,200,431.35 is federal funds. Of the $24,142,094.17 in LCFF Funds, $5,872,793.00 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.

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This chart provides a quick summary of how much Ravenswood City School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Ravenswood City School District plans to spend $40,550,825.16 for the 2021 – 22 school year. Of that amount, $20,579,819.00 is tied to actions/services in the LCAP and $19,971,006.16 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

There are a number of expenditures that are not included in the LCAP - primarily expenditures related to the core functioning of the district. This includes major expenditures such as districtwide utilities, budgeting for certificated substitute teachers, and some district office staff and school-site staff (including department directors and coordinators in addition to technology, transportation, and custodial staff).

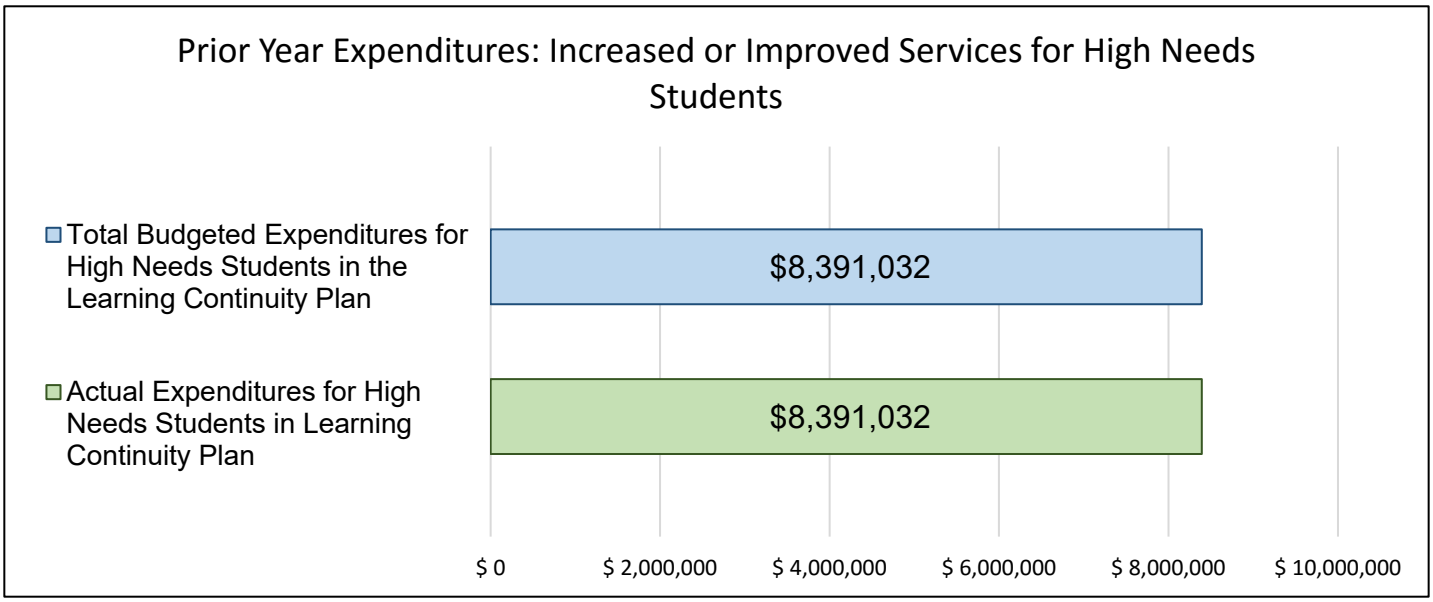
Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Ravenswood City School District is projecting it will receive $5,872,793.00 based on the enrollment of foster youth, English learner, and low-income students. Ravenswood City School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ravenswood City School District plans to spend $9,586,608.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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Update on Increased or Improved Services for High Needs Students in 2020 – 21



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

In 2020 – 21, Ravenswood City School District's Learning Continuity Plan budgeted $8,391,032.00 for planned actions to increase or improve services for high needs students. Ravenswood City School District actually spent $8,391,032.00 for actions to increase or improve services for high needs students in 2020 – 21.

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Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Ravenswood City School District	Gina Sudaria Superintendent	gsudaria@ravenswoodschools.org (650) 329-2800

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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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:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	1, 2

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator HQT(% of teachers who are fully credentialed and appropriately assigned) **19-20** 100% **Baseline** 100%	100%
Metric/Indicator Implementation of CCSS (% of teachers receiving professional development around CCSS) **19-20** 100% **Baseline** 100%	100%
Metric/Indicator Access to Instructional Materials (% of students with daily access to instructional materials)	100%

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Expected	Actual
19-20 100% **Baseline** 100%	
Metric/Indicator SBAC Math (3--8) (Status/Change - Average distance from level 3) **19-20** 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) **Baseline** All -95.7/-2.4 (R, VL/D) EL -99.2/-7.8 (R, VL/D) AA -114.6/2.1 (R, VL/M)	All 103.2/-3.8 (R, VL/D) EL 107.1/-5.2 (R, VL/D) H 102.8/-4.2 (Y, VL/I) SWD 143.1/-1.8 (R, VL/M) AA 129.5/-7.5 (R, VL/D)
Metric/Indicator SBAC ELA (3--8) (Status/Change -- Average distance from level 3) **19-20** 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) **Baseline** All -70.3/3.2 (R, VL/M)	All 77.7/-11.3 (R, VL/D) EL 86.7/+-15.8 (R, VL/DS) H 76/+3 (O, VL/I) SWD 115.8/+0.6 (R, VL/M) AA 85.6/-10.8 (R, VL/D)

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Expected	Actual
IS -132.2/6.6 (R, VL/M) EL -77.3/-2.6 (R, VL/D)	
Metric/Indicator SBAC Math (6--8) (Status/Change -- Average distance from level 3) **19-20** Target: All -111.5/+3 (O, VL/I) **Baseline** All -112.3/-2.4 (R, VL/D)	All 141.2/+0.8 (R, VL/M)
Metric/Indicator SBAC ELA (6--8) (Status/Change -- Average distance from level 3) **19-20** Target: All -63.7/+3 (Y, L/I) **Baseline** All -66.5/3.2 (Y, L/M)	All 88.4/+4.7 (O, VL/I)
Metric/Indicator EL Progress -- Status/Change **19-20** Establish new baseline for new progress measures in ELPAC. **Baseline** 84.6/3.8 (G, H/I)	No data. Status and change will be reported again after we have two consecutive years of measure.
Metric/Indicator EL Reclassification Rate **19-20** 20%	No data. Some of the assessments required to meet reclassification criteria were not administered due to the impact of COVID-19.

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Expected	Actual
Baseline 14%	
Metric/Indicator % of ELs Making Progress Towards English Proficiency **19-20** 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. **Baseline** 29%	No data. Not available due to the impact of COVID-19.
Metric/Indicator Reading at Grade Level K--5 EOY (Fountas & Pinnell) **19-20** K 54% 1st 50% 2nd 54% 3rd 41% 4th 47% 5th 33% **Baseline** K 56% 1st 45% 2nd 48% 3rd 39% 4th 40% 5th 33%	K 30% 1st 27% 2nd 46% 3rd 52% 4th 52% 5th 50% This is a modification of an existing assessment. Since the impact of COVID-19 prevented an end of year assessment, we used the beginning of year and middle of year assessments to project end of year results.
Metric/Indicator Years Growth in 1--5 Reading (Fountas & Pinnell) **19-20** 1st 1.8 2nd 1.3	1st 1.1 2nd 0.96 3rd 0.62 4th 1.2 5th 1.3

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Expected	Actual
3rd 1.4 4th 1.2 5th 1.3 **Baseline** 1st 1.2 2nd 0.7 3rd 0.8 4th 0.6 5th 0.7	This is a modification of an existing assessment. Since the impact of COVID-19 prevented an end of year assessment, we used the beginning of year and middle of year assessments to project end of year results.
Metric/Indicator % at or above grade level in Math EOY K--8 **19-20** K 75% 1st 60% 2nd 41% 3rd 32% 4th 31% 5th 15% 6th 9% 7th 28% 8th 37% **Baseline** 17--18 Actual: K 70% 1st 53% 2nd 35% 3rd 25% 4th 24% 5th 8% 6th 1% 7th 20%	No data. Not available due to the impact of COVID-19.

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Expected	Actual
8th 30%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
All students will be served by teachers who are appropriately assigned and fully credentialed in their subject areas. We will provide high quality instruction to our lowincome, 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.	1000 & 3000 (salaries/benefits) LCFF Base $8,950,161 LCFF Supplemental and Concentration $2,095,000 Other Local Funds $1,435,000	1000 & 3000 (salaries/benefits) LCFF Base $8,950,161 LCFF Supplemental and Concentration $2,095,000 Other Local Funds $1,435,000
Commensurate instructional materials to meet the needs of all students will be provided in all subject areas, including continued development of curriculum maps.	2000, 3000, 4000 (salaries/benefits & instructional materials) LCFF Base $200,000 LCFF Supplemental and Concentration $50,000 Title I $50,000	2000, 3000, 4000 (salaries/benefits & instructional materials) LCFF Base $200,000 LCFF Supplemental and Concentration $50,000 Title I $50,000
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,	1000, 3000, 5000 (salaries, benefits, & consultants) LCFF Base $90,000 Title II $200,000	1000, 3000, 5000 (salaries, benefits, & consultants) LCFF Base $90,000 Title II $200,000

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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		
Build instructional leadership capacity in the district through Instructional Coaching and Facilitator Training for administrators and teacher leaders.	5000 (consultants) Other Local Funds $485,000	5000 (consultants) Other Local Funds $485,000
Continue to integrate art and music within and across the instructional day. Implement research-based art & music curricula. Continue VAPA showcases.	5000 (contracts) LCFF Base $125,000	5000 (contracts) LCFF Base $125,000
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.	1000, 2000, 3000, 4000 (certificated & classified salaries & benefits, & instructional materials) LCFF Supplemental and Concentration $180,000 Ravenswood Education Foundation $200,000	1000, 2000, 3000, 4000 (certificated & classified salaries & benefits, & instructional materials) LCFF Supplemental and Concentration $180,000 Ravenswood Education Foundation $200,000
Provide high quality summer learning opportunities across grade levels and content areas in partnership with community organizations.	1000, 2000, 3000, 4000 (salaries/benefits & instructional materials) LCFF Base $100,000 Other Local Funds $185,000 Big Lift $84,708 Title I $50,000 After School Education and Safety (ASES) $40,000	1000, 2000, 3000, 4000 (salaries/benefits & instructional materials) LCFF Base $100,000 Other Local Funds $185,000 Big Lift $84,708 Title I $50,000 After School Education and Safety (ASES) $40,000
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	1000, 3000, & 5000 (salaries, benefits, & contracts) LCFF Supplemental and Concentration $18,000	1000, 3000, & 5000 (salaries, benefits, & contracts) LCFF Supplemental and Concentration $18,000

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
level professional development in AVID strategies to support student access to common core content.	Title II $24,000	Title II $24,000
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.	1000, 2000, 3000, 4000 (salaries/benefits & instructional materials) Other Local Funds $113,301 Other Local Funds $29,000 LCFF Supplemental and Concentration $39,000 Title I $116,054	1000, 2000, 3000, 4000 (salaries/benefits & instructional materials) Other Local Funds $113,301 Other Local Funds $29,000 LCFF Supplemental and Concentration $39,000 Title I $116,054
Monitor implementation of the Multi-Tiered System of Supports, parent participation at IEP meetings and service delivery. Develop a newsystem 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.	1000, 2000, 3000, 4000, 5000 (classified & certificated salaries & benefits, instructional materials, & contracts) Federal Funds $862,427 LCFF Base $5,832,230 LCFF Supplemental and Concentration $4,428,757	1000, 2000, 3000, 4000, 5000 (classified & certificated salaries & benefits, instructional materials, & contracts) Federal Funds $862,427 LCFF Base $5,832,230 LCFF Supplemental and Concentration $4,428,757

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Ravenswood Comprehensive Middle School will implement the Summit Personal Learning Platform (PLP) with all students (6th--8th graders) and teachers in core content areas.	1000, 3000, 5000 (salaries, benefits, & contracts) LCFF Base $19,680 CZI Foundation $8,700 Ravenswood Education Foundation $12,000 Title II $4,289	1000, 3000, 5000 (salaries, benefits, & contracts) LCFF Base $19,680 CZI Foundation $8,700 Ravenswood Education Foundation $12,000 Title II $4,289
Students with disabilities whose unique needs cannot be met by district services will be provided instruction through the local non public schools.	5000 (contracts) Other Local Funds $850,000	5000 (contracts) Other Local Funds $850,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Overall, the actions listed above were implemented and expended as proposed during the 19-20 school year, with some delays and adjustments to account for the impact of COVID-19. The funds were used to support students, including low-income, English learner, foster youth, students experiencing homelessness, and students with unique needs, through the actions and services identified above.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

A key success for Ravenswood during the 19-20 school year (pre-COVID) was the focus on applying the California Common Core Standards for ELA and Mathematics. This was monitored and explored through classroom observations, professional development and teacher collaboration. COVID-19 provided significant challenges in implementing all of the strategies, especially connected to the K-5 NGSS pilot and adoption process. This process will resume during the 21-22 school year. Having dedicated program specialists at each site was successful as they were able to both ensure compliance of the IEP process and also provide professional development and support for implementation of the curriculum and social skills needed to support student achievement. The shift to distance learning was a challenge as the team was unsure how to shift an in-person curriculum to a digital platform. The progress that was made during the first months of school did not carry on when the delivery moved to a digital platform.

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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:	Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	2, 3, 6

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Suspension -- Status/Change **19-20** 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)	All 2.8% IS 3.7% AA 6.2% PI 4.1% 2 or More 2.2% FY 0% Data reflects the suspension rate as a percentage for the period of 8/1/2019 - 2/28/2020. Data only reflects through to February 2020 due to the impact of COVID-19. Data presented identifies the status, but not change over time due to the inability to compare different lengths of times.

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Expected	Actual
Baseline 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)	
Metric/Indicator Expulsion Rate **19-20** 0% **Baseline** 0%	0%
Metric/Indicator School Attendance Rate (Average % of students attending on a daily basis) **19-20** 98% **Baseline** 95%	94% Data will reflect only through February 2020, not through end of 19-20 school year due to the impact of COVID-19.
Metric/Indicator Chronic Absenteeism Rate (% of cumulative students missing 10% or more of days enrolled) **19-20** All 9% PI 13% AA 15% 2 Races 29% **Baseline** 2%	All 12% PI 17% AA 11% 2 Races 24% Data will reflect only through February 2020, not through end of 19-20 school year due to the impact of COVID-19.

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Expected	Actual
Metric/Indicator School Climate K--5 (% of CHKS respondents rating school connectedness high) **19-20** 67% **Baseline** 61%	No data. This survey was not administered due to the impact of COVID-19.
Metric/Indicator School Climate 6--8 (% of CHKS respondents rating school connectedness high) **19-20** 54% **Baseline** 48%	No data. This survey was not administered due to the impact of COVID-19.
Metric/Indicator School Climate K--5 (% of CHKS respondents that feel safe at school) **19-20** 85% **Baseline** 79%	No data. This survey was not administered due to the impact of COVID-19.
Metric/Indicator School Climate 6--8 (% of CHKS respondents that perceive school as safe) **19-20** 73% **Baseline** 67%	No data. This survey was not administered due to the impact of COVID-19.
Metric/Indicator Parent Involvement (% of CHKS respondents that agree parents feel welcome to participate at this school)	No data. This survey was not administered due to the impact of COVID-19.

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Expected	Actual
19-20 91% **Baseline** 85%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	2000, 3000, 4000, 5000 (salaries/benefits, instructional materials & contracts) LCFF Base $12,250 LCFF Supplemental and Concentration $196,036 Title I $10,000	2000, 3000, 4000, 5000 (salaries/benefits, instructional materials & contracts) LCFF Base $12,250 LCFF Supplemental and Concentration $128,995 Title I $10,000
Provide student access to counseling services through community partnerships in order to promote social and emotional growth.	5000 (contracts) LCFF Supplemental and Concentration $75,000 Other Local Funds $120,000	5000 (contracts) LCFF Supplemental and Concentration $75,000 Other Local Funds $120,000
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	N/A
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.	2000, 3000, 4000, 5000 (salaries/benefits, instructional materials & contracts) After School Education and Safety (ASES) $799,680	2000, 3000, 4000, 5000 (salaries/benefits, instructional materials & contracts) After School Education and Safety (ASES) $799,680

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Planned Actions/Services	Budgeted Expenditures	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.	1000, 2000, 3000, 5000 (salaries/benefits & contracts) LCFF Supplemental and Concentration $5,000	1000, 2000, 3000, 5000 (salaries/benefits & contracts) LCFF Supplemental and Concentration $5,000
Provide a districtwide Newcomer Program to support EL students, entering school from outside of the United States, in learning English.	See Goal 1, Action 9	N/A
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.	2000, 3000, 4000 (salaries, benefits, & instructional materials) LCFF Base $102,417 Ravenswood Education Foundation $15,000	2000, 3000, 4000 (salaries, benefits, & instructional materials) LCFF Base $102,417 Ravenswood Education Foundation $15,000
Provide uniforms for homeless students at no charge. Provide access to washers and dryers at all school sites for the use of homeless families.	4000 (instructional materials) 6000 (capital outlay) LCFF Base $8,092 LCFF Base $50,116	4000 (instructional materials) 6000 (capital outlay) LCFF Base $8,092 LCFF Base $50,116
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.	N/A	N/A

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The actions listed above were implemented and expended as proposed, with one significant exception. Funds were budgeted for 2 PBIS coordinators, however only 1 position was filled. The remaining funds were used to support the other aspects of that action including expanding the PBIS program at each school site.

COVID-19 did cause some interruption to district services, but all staff worked very quickly to adjust programs and services to meet the needs of students and families, ensuring equitable access despite the distance learning environment.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The PBIS coordinator was able to provide professional development for all staff to use strategies to help with their emotions and student emotions.

PBIS coordinator shifted many of our classroom supports to offering support to families in a virtual setting as we all prepared for the ongoing pandemic.

Some counseling positions were not filled during different times during the year but we were still able to provide counseling services to students despite the challenge of continuity.

We were able to work closely with the SMCOE foster youth liaisons to support students. However, we were unable to coordinate with the district of residence and the children and family services to share the cost in transportation for a student and ended up having to cover all of the expenses.

Uniforms/washers/driers were available for any families who needed access, however the access to washers and driers was limited when we first moved to Shelter-in-Place.

We held SARB intervention meetings at school sites after notices were sent to families regarding truancies. We were able to hold a few district SARB meetings prior to shelter in place but it was limited once the restrictions were in place.

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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:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	2, 7, 8

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of Students with Access to Instructional Devices in the Classroom **19-20** 100% **Baseline** 67%	100%
Metric/Indicator % of Students with Access to Instructional Devices at Home **19-20** 90% for all target students 100% for 6--8 students **Baseline** 0%	100% for all target students 100% for 6--8 students
Metric/Indicator % of Classrooms with Permanent A/V Equipment	40%

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Expected	Actual
19-20 50% **Baseline** 0%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	5000 (contracts) LCFF Supplemental and Concentration $72,000	5000 (contracts) LCFF Supplemental and Concentration $72,000
Maintain 1:1 access to instructional devices in 3rd through 8th grade classrooms, in alignment with CCSS and Balanced Literacy Initiative.	4000 (instructional materials) LCFF Base $87,000	4000 (instructional materials) LCFF Base $87,000
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.	2000 & 3000 (salaries/benefits) LCFF Base $223,818	2000 & 3000 (salaries/benefits) LCFF Base $223,818
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.	5000 (contracts) LCFF Base $132,135	$0
Update infrastructure as needed to meet demands of evolving technology, as detailed in the Ravenswood IT Assessment and Future Plan.	6000 (capital outlay) Building Fund $100,000	6000 (capital outlay) Building Fund $100,000
Implement and mount permanent Audio/Visual equipment, including mounted projection screens, in 6th through 8th grade classrooms at the Comprehensive Middle School.	6000 (capital outlay) LCFF Base $50,000	6000 (capital outlay) LCFF Base $50,000
Provide 1:1 home access to instructional devices to all 6th to 8th graders attending the Comprehensive Middle School.	4000 (instructional materials) LCFF Base $400,000	4000 (instructional materials) LCFF Base $400,000

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide Newcomer students with access to supplemental programs and tools to better prepare student understanding of cognitive skills and common core standards.	4000 (instructional materials) Title III $5,000	4000 (instructional materials) Title III $5,000
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.	5000 (contracts) Title III $5,500	5000 (contracts) Title III $5,500

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the impact of COVID-19, the action regarding staff technology upgrade and training was delayed, as there were higher priority actions to deal with. The funds were not spent elsewhere, and the action was completed in 20-21 instead.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We successfully implemented the plans, though it took longer than expected due to unexpected construction delays (such as needed to complete asbestos testing). Some delays were necessary because of the redesign required due to school mergers/closure decisions. Due to the impact of COVID-19, the action regarding staff technology upgrade and training was delayed, as there were higher priority actions to deal with - we did delay the purchase of staff laptops to Summer of 2020, because ensuring all students had devices became the highest priority. Luckily our IT Infrastructure upgrades came right on time to support our overall COVID-19 learning initiatives and current support of Hybrid Flex models.

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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:	Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	7, 8

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Middle School Dropout Rate (% of 6-8 grade students dropping out annually) **19-20** 0% **Baseline** 0%	0%
Metric/Indicator 8th grade Promotion Rate (% of 8th grade students promoted to high school) **19-20** 100% **Baseline** 100%	100%
Metric/Indicator	17-18 Actuals: 78.5%

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Expected	Actual
High School Graduation Rate (% of students graduating from Sequoia Union High School District) **19-20** Target: 89% **Baseline** 60%	(4 year cohort graduation rate; note that the CA Dashboard graduation calculation changed in 2017) Sequoia Union High School District has been unable to share the most recent data for 18-19 and 19-20 with us. Therefore the 17-18 actuals are the most recently available data for the Graduation Rate.
Metric/Indicator Completion of A-G Requirements (% of students completing A-G requirements in Sequoia Union High School District) **19-20** 30% **Baseline** 24%	34%
Metric/Indicator % of students in Sequoia Union High School District with more than 60 credits after 9th grade year **19-20** 68% **Baseline** 17--18 Actual: 64%	53%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
High School Transition Coordinator supports students who are struggling academically with group meetings, where an academic goal plan is created.	1000, 2000 & 3000 (salaries/benefits) LCFF Base $110,000 Other Local Funds $67,976	1000, 2000 & 3000 (salaries/benefits) LCFF Base $110,000 Other Local Funds $67,976

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
High School Transition Coordinator communicates with parents/guardians about high school matriculation and preparation.		
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.	5000 (contracts) LCFF Supplemental and Concentration $4,500	5000 (contracts) LCFF Supplemental and Concentration $4,500

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds were expended as proposed.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The High School Transition (HST) coordinator was able to work with the school site and with families as students prepared to transition from our school district to the high school district. The HST coordinator helped facilitate meetings with the high school district, local charter high schools and local private high schools. The HST also worked with families as they navigated the high school system.

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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: Priority 1: Basic (Conditions of Learning)

Local Priorities: 1, 6

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Facilities – FIT Compliance (% of schools with an overall rating of good or excellent on the Facilities Inspection Tool) **19-20** 87.5% **Baseline** 50%	100%
Metric/Indicator Belle Haven Elementary FIT Compliance **19-20** Exemplary **Baseline** Baseline included during development of 2018-19: Fair	Good
Metric/Indicator Brentwood Academy FIT Compliance **19-20** Exemplary **Baseline** Baseline included during development of 2018-19:	Good

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Expected	Actual
Fair	
Metric/Indicator Costano Elementary FIT Compliance **19-20** Exemplary **Baseline** Baseline included during development of 2018-19: Fair	Good
Metric/Indicator Los Robles Magnet Academy FIT Compliance **19-20** Exemplary **Baseline** Baseline included during development of 2018-19: Fair	Good
Metric/Indicator Ravenswood Comprehensive Middle School FIT Compliance **19-20** Exemplary **Baseline** Baseline included during development of 2018-19: Fair	Good
Metric/Indicator Willow Oaks FIT Compliance **19-20** Exemplary **Baseline**	Good

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Expected	Actual
Baseline included during development of 2018-19: Fair	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	(Measure H) 6000 (capital outlay) Building Fund $7,000,000	(Measure H) 6000 (capital outlay) Building Fund $7,000,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds were expended on the action listed above, as proposed.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

This action is considered successful. The majority of the work and construction was completed prior to the COVID-19 situation, so there was minimal impact to the completion timeline. The remaining tasks were delayed due to manufacturing difficulties, however these delays were not critical, and the project was concluded by the end of 19-20.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

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The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Formation of “Learning Hubs,” safe workspaces for students to attend virtual school and submit homework, to facilitate student learning and competency.	$750,000	$750,000	Yes
Bringing in additional counseling, psychological, and tutoring/intervention resources to further tend to students’unique social-emotional needs and well being. These services will most benefit our high need students.	$368,600	$368,600	Yes
Provision of personal protective equipment (PPE) for teachers and staff and additional cleaning services to ensure safety of in-person instruction.	$160,552	$160,552	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The actions listed above were broadly implemented as proposed.

For the 19-20 school year, at Belle Haven and Costano, there was one counselor per site. For 20-21, we increased the allotment to two counselors at Belle Haven and Costano. This was implemented for most of the year. There were some staffing issues but we were able to hire or post for the positions again.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

A key success has been working with partner organizations to establish Learning Hubs at all 4 school sites, to facilitate reliable student access to distance learning. The Learning Hubs initiative opened in October, providing students with space to attend and submit work for their synchronous and asynchronous distance learning classes.
Ravenswood also began working with three additional tutoring programs, alongside a variety of additional counseling and intervention services and resources.

The School Improvement Working Group (previously known as the ReOpening Committee), in consultation with the community and other stakeholders, have been working on a phased roll-out of in-person instruction classes, following strict COVID safety protocols. The working group identified "Urgent Learners" who were the first students to be given the opportunity to return to school campus' for in-person instruction. Teachers volunteered to teach in-person with these small groups of high-need students (Grades TK/K, and Moderate-to-Severe Special Education Students) beginning in late January 2021.
By May 4, in-person instruction was available to all students on an opt-in basis. The provision of PPE, additional cleaning cycles, COVID testing for staff and students, priority of vaccination for educators in the county, and careful health and safety protocols has been extremely important in protecting staff, students, their families, and the community.

Due to the high COVID rates in our community, particularly compared to nearby communities, we were not able to provide in-person access for every family that requested that their student attend in-person classes or the learning hub initiative until Spring 2021. We also had to carefully manage the opening and closing of learning hub cohorts as staff or students become infected with COVID, following all health and safety protocols. While the transition to in-person learning this spring was a large undertaking for the district, we were excited to have staff and students back on campus experiencing the joy of reconnecting in-person.

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Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices (e.g. Chromebooks, iPads, etc.), hotspots, and additional IT staff to assist with student distancelearning	$742,164	$742,164	Yes
Take-home materials, take-home manipulatives, and technological services to ensure quality of curriculum andto assess student progress.	$596,686	$596,686	Yes
Additional professional development for teachers, in support of the distance learning program.	$230,000	$230,000	Yes
Instructional Improvement at the Middle School Level (class size reduction, extended day, small groupinstructors, instructional coaches, intervention teachers).	$2,700,000	$2,700,000	Yes
Enrichment funding for art, music, and other enrichment teachers at both elemntary and middle school level	$930,000	$930,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The distance learning program actions were implemented as proposed, without substantive differences.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

There have been many successes and challenges in the 2020-21 school year.

Continuity of Instruction:

We were able to provide students with continuity of instruction, and minimize disruptions as much as possible. Students were not penalized for missing class due to COVID-related reasons. Additionally, students have been able to access all their class materials

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and assignments through the online Learning Management System used for their grade level and class. The increased absences due to COVID have been a challenge, as teachers seek to accelerate learning for their students.

Access to Devices and Connectivity:

There was a tremendous push to distribute technology to all students starting in the spring of 2020. Ravenswood also secured additional hotspots for internet access needed for the start of the 2020-21 school year, however the distribution took some time. All students have access to suitable devices and internet connectivity. A significant challenge is that technology often breaks or doesn't function as expected. We have had to develop systems and processes for providing tech-support for families at home, including partnering with a local community organization StreetCode.

Pupil Participation and Progress:

Ravenswood has tried to tailor the distance learning program by identifying what works for our community, however there are significant barrier, particularly relating to student attendance and participation that are difficult to overcome. Preliminary data suggests that our attendance rate has dropped, and chronic absenteeism has increased for the year 2020-2021. Students are given the opportunity to participate in a variety of ways during synchronous instructional time, including the request to turn their webcam on during the live lessons via Zoom (videoconferencing software). Many students opt to leave their cameras off, and also do not participate with other methods (audio/speaking, using the chat box, communicating only when in small groups, responding via polls and other online tools). Even with many different tools, teachers experience a range of student responsiveness both during the synchronous instructional time, and the submission of asynchronous work. As the usual classroom methods of assessing understanding and engagement are not applicable at the moment, it is extremely difficult to know how to address these challenges in distance learning, especially when connected to formal assessments.

Distance Learning Professional Development:

Ravenswood has been able to provide professional development (PD) related to distance learning through school site PD sessions, coaching support, and webinars/training with outside organizations including SMCOE. We have also offered an afterschool PD series on literacy instruction specifically for K-5 teachers, as well as additional opportunities and space (such as "office hours") for all teachers to ask more personalized questions relating to specific classroom or technology needs. Through this variety of opportunities we have been able to provide guidance and expertise on a huge variety of topics ranging from instructional practices online, to curriculum unit content knowledge, to materials preparation skills. However, teachers already have a large burden of work to transfer their curriculum to online instruction, and limited capacity to take in new information. As time is a limited resource, it has been challenging to make space while dealing with this new educational environment.

Staff Roles and Responsibilities:

COVID-19 created significant challenges that required the District to adapt the roles/responsibilities of every classification of employee. Preparing and distributing student materials/technology at the start of school and at regular intervals during the school year required the assistance of many classified roles. Bus Drivers and Van Drivers transitioned from delivering students to delivering meals and student materials. They took on the responsibility of student wellness checks. Paraeducators and Instructional Aides transitioned from providing in person support to interacting with students in a breakout room led by certificated staff over zoom and contacting students/families for attendance and engagement purposes. Teachers were forced to navigate virtual classrooms and learn all new technology to be able to educate students remotely. Administrators became full time contact tracers and Administrative Assistants became designated health screeners, performing temperature checks and COVID questionnaires for staff and students daily. Support staff became enforcers of student social distancing, wearing face coverings, and handwashing.

The District created a new position under the direct supervision of the Chief Business Official, the Strategic Projects Coordinator/COVID Response Coordinator to manage the new responsibilities of leading the District's response to the coronavirus crisis, developing spending models that account for financial implications of COVID, and supporting the management and development of COVID related supports. The District also entered into a contract with a consultant to coordinate strategic pandemic response efforts, including back to campus planning, COVID testing for students, and vaccine roll-out.

Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness:

These student groups are most at risk of falling behind with long-term distance learning education. Unfortunately, the COVID situation in the surrounding city and neighborhoods has further disadvantaged these students, as it has been unsafe to return to in-person learning, while other districts with more privileged students have been able to provide, and target access for in-person instruction.

Ravenswood has provided continued instruction for English Learners, including access to an online platform for asynchronous literacy and language development, and the ongoing Newcomer program. The key challenge is that in-person learning is still the most effective educational practice for these students, and in order to protect students, families, staff, and the wider community, we have had to maintain the distance learning program for the majority of the school year.

There are successes for Pupils with Unique Needs, as some students thrived in an environment away from the typical classroom distractions, and the different structure of the school day allowed for an increase in small group or individual learning when needed. There was also a greater ability for staff to easily see students from different rooms or school sites with similar abilities. Ravenswood also began implementing the Sonday curriculum which has a specific online component. The challenges are very real, and many students with disabilities need information and instruction shared with them in a variety of ways - learning via a computer did not always meet this need. Some students who struggle to verbally explain their needs, struggled to explain to teachers how they needed

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help during distance learning. We prioritized the return of students with Moderate/Severe needs to campus as the challenges of distance learning were difficult to overcome and they benefited greatly from in-person learning,

For students in foster care or experiencing homelessness, we were able to provide laptops, ipads, and hot spots. We also were able to work with the shelter to discuss when distance learning sessions were so that they were able to provide additional support to families. For students who struggled to connect, we prioritized their access to on campus learning through the learning hubs. A challenge we had in supporting our families was inconsistencies with communication especially with families experiencing homelessness since phone numbers would change frequently or we did not have an address we could do a home visit.

Pupil Learning Loss

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Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional tutoring and programming to help address learning loss from distance learning	$200,000	$200,000	Yes
Digital assessments for academics, speech, and language progression	$31,000	$31,000	Yes
Purchase of math intervention software	$25,000	$25,000	Yes
Literacy Initiative investment (literacy coaching and intervention support)	$1,058,000	$1,058,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The pupil learning loss actions were implemented as proposed, without substantive differences.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

As with many other areas, a key challenge has been the student completion or usage rates for blended learning platforms and digital assessment. Student participation and engagement is difficult to facilitate through distance learning, though we did seem anecdotal evidence that students who attended learning hubs had higher attendance as a group, than students who did not attend a learning hub. Additionally, student attendance at virtual tutoring sessions has also been inconsistent. However, the tutoring partnerships that were established with community organizations have been beneficial for providing individualized support to students, especially for students most at-risk. It has also been extremely valuable to have intervention specialists at 3 of our 4 school sites to help address pupil learning loss.

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Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The biggest challenge to monitoring and supporting mental health this year was because so many of the students were on distance learning it was harder to determine the extent of the students' needs.

This year, we implemented self-referrals for students to the family and staff referral system we use for counseling. We also are a part of a county grant for mental health which provides access to students and their families and staff and their families to Care Solace. Care Solace is a way for people to connect to local resources to support mental health. We also began weekly family workshops. This was a space for us to share strategies for families in supporting their children and themselves as we continued with COVID-19 restrictions. Our staff held office hours for other staff members in case they needed any support for themselves or their classrooms.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our first outreach to students and families happened at the classroom level. Teachers would reach out to families through our family communication system. If a student still had difficulty with engaging, teachers notified the school administration. The school administration would use their teams to contact families to offer any support necessary and to problem solve with the families. For many families it was technology previously worked and now didn't or families work schedule did not allow for them to be at home while the student was to be online. Schools would work with families and community partners to have a space in the learning hubs on campus. For students who continued to struggle, school sites and district office would do home visits. Additionally, letters were sent home to families regarding attendance offering support and/or notifying of truancy.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Waivers from the CDE and USDA allowed us to offer multiple meals to families including through holidays and weekends, and the Seamless Summer Meals program gave us the opportunity to provide anyone in the community under the age of 18 years to participate in and receive meals through this program. We are proud of the willingness and availability of District staff to support our community (especially staff from CNE and Transportation) through providing home delivery of meals for families, and using social media and community outreach messaging to inform families how to collect meals being distributed from school sites. Ravenswood engaged with the community network and partners for resources, donations, and volunteers to support these efforts. We have been responsive to the feedback and input from the community, allowing us to provide meals and meal-kits that serves the needs of our families, which ultimately resulted in higher participation of our meal program. Some of the changes made include expanding the meal pick-up time to 8am-2pm, and providing multiple meals (up to 7 days) either once or twice a week. We continued to distribute meals

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during all school breaks (i.e. spring, winter, and summer), through paying staff overtime and providing financial incentives to continue to consistently work over summer. Clear communication and relationship building between CNE, Principals, and Admin was crucial to allow efficient services for our students and families. The availability of PPE, and the prioritization of our district team for weekly testing and vaccinations was also important for the ongoing success and confidence in the safety of these services.

The entire pandemic season has been a learning curve for everyone involved so having to be flexible, quick to change strategies and innovate rapidly was challenging in the beginning. Globally we were tackling the unknown, having to make things work and function as best we could. Despite the extreme challenge, we are proud of the continuity of school nutrition services at this time. Some of the waivers we received had limiting and extensive administrative requirements, such as tracking the names of those picking up meals to protect the "integrity" of the program, which did not always make the most sense. Due to the global nature of the pandemic, some of our vendors ran out of food items that were in high demand - fortunately some of the Flexibility Waivers allowed for substitutions. With the change to providing multiple meals at a single pick-up, we were limited in the type of food items going out to our families (frozen, individually wrapped etc.) and had to divide and ration the perishable and non-perishable items with the understanding that the space storage of these food items may be limited for our families.

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Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
All	Includes additional supports and overtime related to staff's COVID preparation.	$599,030	$599,030	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The analysis of the 2020-21 LCP provides a summary and explanation of some of the key successes achieved and challenges faced over the year. This reflection and these lessons and have been carried forward by district leaders, teachers, families, and the community, and play a role in the development of the 2021-24 LCAP. Some examples of this are the learning acceleration strategies that we can use to support students - from counseling and targeted intervention, to tutoring partnerships, extended learning day opportunities, reduced class sizes for increased close contact with teachers. We have also learnt that there are benefits for student learning if they are able to be physically on-campus (through the learning hubs), even if their primary learning still takes place virtually.

Ravenswood also has a reinforced resolve to focus on our ongoing initiatives - academic achievement goals, teacher supports and training, family development, community partnerships, mental health support - as the pandemic has highlighted their extreme importance, and heightens the need for effective resources and improvement in our community.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss is a significant concern, and will continued to be addressed through the goals and actions of the 2021-24 LCAP.

The continued development of districtwide MTSS processes (Multi-Tiered Systems of Support) will help to address this concern, as it allows for students to be provided targeted interventions at varying levels of intensity, according to their need.

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There will also be an expanded learning opportunity program during summer 2021, with a robust curriculum providing accelerated learning for students, with the aim of continuing that growth into the 2021-22 school year.

More than 93% of Ravenswood's student population are identified as pupils with unique needs (including low-income students, English learners, students with disabilities, pupils in foster care or experiencing homelessness), and as such their specific and different needs are carefully considered when developing school-wide and districtwide plans.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Actions identified as meeting the increased or improved services requirement were implemented as proposed, without substantive differences.

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Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Ravenswood used the process of the "Annual Update" to review and reflect on the implementation and effectiveness of actions occurring in the 2019-2020 and 2020-2021 school years. High impact actions, as well as strategies for distance learning instruction will be considered for future implementation as needed, and have informed the development of the 21-22 through 23-24 LCAP.

Specifically, this analysis and reflection led to the development of the Learning Acceleration Committee which was later renamed and transitioned to become the Committee to Resolve Educational Inequities Exacerbated by a Global Pandemic. The latter committee name describes how we used the reflection opportunity granted us by the COVID-19 pandemic and the racial justice reckoning in the U.S. catalyzed by George Floyd's murder in May 2020 to highlight the injustices we knew already existed in our society and education system, which deeply impact our students and their families. This is district-wide commitment to determine a path forward, not return to "normal", but instead resolve these inequities as much as is possible within our locus of control.

Some 21-24 LCAP goals and actions that reflect Ravenswood's intentions to resolve inequities include:

- Training for staff on anti-racism and culturally responsive practices
- Providing culturally responsive texts
- Developing an Ethnic Studies committee
- Developing Focus Goals around specific student groups who experience an achievement gap of sorts - students with IEPs, African American students, Pacific Islander students, English Learners
- Increasing compensation and benefits to support recruitment and retention of high quality and diverse staff
- Expanded Learning Opportunities initiatives that increase learning time, make learning more personalized, differentiated, and relationship-driven for students by: expanding our summer programming and reducing class sizes during summer programming, reducing class sizes in grades 4-8 throughout the 21-22 school year, extending the school day, and continuing our after school programming in partnership with local organizations.
- Increasing literacy intervention for students in need
- Increasing access to counseling services
- Implementing a Social Emotional Learning curriculum districtwide.

Additional reflections around our data practices and professional development for leaders prompted the inclusion of actions supporting:

- Improved data practices around MTSS, ELs, reclassification, and attendance
- Opportunities for PD for leaders around anti-racism, culturally responsive practices, ELD, Science etc.

As a result of the Annual Updates, and the alignment of the 21-24 LCAP with our district strategic plan, "Technology" is no longer included as separate goal, but rather are infused throughout the LCAP goals as actions where necessary. "High School Transition" is also no longer identified as a separate goal - the goal was initially written before the consolidation and development of a district comprehensive middle school, when 8th graders were transitioning from 5-6 different schools into high school. This initiative has now been built into our comprehensive middle school, and actions towards this topic are represented in their annual School Plan for Student Achievement (SPSA).

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Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

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- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

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Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	36,528,827.00	36,329,651.00
	8,700.00	8,700.00
After School Education and Safety (ASES)	839,680.00	839,680.00
Big Lift	84,708.00	84,708.00
Building Fund	7,100,000.00	7,100,000.00
Federal Funds	862,427.00	862,427.00
LCFF Base	16,492,899.00	16,360,764.00
LCFF Supplemental and Concentration	7,163,293.00	7,096,252.00
Other Local Funds	3,285,277.00	3,285,277.00
Ravenswood Education Foundation	227,000.00	227,000.00
Title I	226,054.00	226,054.00
Title II	228,289.00	228,289.00
Title III	10,500.00	10,500.00

* Totals based on expenditure amounts in goal and annual update sections.

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Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	36,528,827.00	36,329,651.00
	36,528,827.00	36,329,651.00

* Totals based on expenditure amounts in goal and annual update sections.

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Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	36,528,827.00	36,329,651.00
		8,700.00	8,700.00
	After School Education and Safety (ASES)	839,680.00	839,680.00
	Big Lift	84,708.00	84,708.00
	Building Fund	7,100,000.00	7,100,000.00
	Federal Funds	862,427.00	862,427.00
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	Title II	228,289.00	228,289.00
	Title III	10,500.00	10,500.00

* Totals based on expenditure amounts in goal and annual update sections.

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Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	26,877,307.00	26,877,307.00
Goal 2	1,393,591.00	1,326,550.00
Goal 3	1,075,453.00	943,318.00
Goal 4	182,476.00	182,476.00
Goal 5	7,000,000.00	7,000,000.00

* Totals based on expenditure amounts in goal and annual update sections.

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Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$1,279,152.00	$1,279,152.00
Distance Learning Program	$5,198,850.00	$5,198,850.00
Pupil Learning Loss	$1,314,000.00	$1,314,000.00
Additional Actions and Plan Requirements	$599,030.00	$599,030.00
All Expenditures in Learning Continuity and Attendance Plan	$8,391,032.00	$8,391,032.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$1,279,152.00	$1,279,152.00
Distance Learning Program	$5,198,850.00	$5,198,850.00
Pupil Learning Loss	$1,314,000.00	$1,314,000.00
Additional Actions and Plan Requirements	$599,030.00	$599,030.00
All Expenditures in Learning Continuity and Attendance Plan	$8,391,032.00	$8,391,032.00

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Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ravenswood City School District	Gina Sudaria Superintendent	gsudaria@ravenswoodschools.org (650) 329-2800

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Ravenswood City School District is a small school district located in East Palo Alto and eastern Menlo Park, and serves students in grades from Transitional Kindergarten through Eighth Grade. Student enrollment has been decreasing over the past few years, currently there are approximately 1800 students across 3 Elementary Schools (Belle Haven School, Costano School of the Arts, Los Robles-Ronald McNair Academy), and 1 Middle School (Cesar Chavez Ravenswood Middle School). Over the last few years we have transitioned to a Comprehensive Middle School model with all 6th-8th grade students attending this school.

We have a diverse student population make-up, with 80% Hispanic/Latino, 6% African American, 9% Native Hawaiian or Pacific Islander, and 5% students of other ethnic/racial backgrounds (using the federal classifications).
Our "Unduplicated Pupil Count" is approximately 94%. "Unduplicated Pupils" are students who fall into at least one of the following categories: Foster Youth, Homeless Students, English Learners, or students who are eligible for free and reduced meals. Over 90% of our families qualify for free and reduced lunch qualifying all 4 of our schools for Title I Part A funding. Each school operates a School-wide Title I Program. While we work hard to meet state and federal accountability requirements, we are committed to more than the academic performance of our students. We also strive to meet our students' developmental needs (intellectual, physical, mental, and social-emotional) through a wide variety of programs offered during and after the school day.

Approximately 40% of our students are considered homeless - living in situations including at shelters, foster kinship, and with multiple families to one domicile. 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 students and families. The rising cost of living in our area is a tremendous challenge to many, and a significant percentage are homeless or have unstable housing. Ravenswood has implemented several services to help support our homeless students and families. We provide assistance to families to obtain clothes, shoes, backpacks and school supplies, as well as support to secure transportation, both to and from school and for the family. The majority of our students experience the stresses and traumas associated with growing up in poverty. Approximately 53% of our students are considered English Learners, including an increasing

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number of Newcomer students who arrive in our district from another country, speaking little to no English, who may have experienced trauma in their journey from their home to Ravenswood, and have varying levels of education in their native language.

Over the past few years, we have been working to improve student outcomes through concentrated effort on the following initiatives: Professional Development and Coaching for teachers, Literacy, teacher collaboration across grades and content areas, summer learning opportunities, parent engagement activities, comprehensive and consistent student access to supplemental programs, and high school transition support. We have also been building a comprehensive middle school and consolidating elementary schools to right-size our district with declining enrollment. We endeavor to meet the wide ranging needs of our students, although teacher turnover has hindered our ability to improve student achievement. For the past several years teachers have moved out of the area due to the high cost of living in our area. In our LCAP this cycle, we include both strategies to work on improving student learning and attendance, and recruit and retain highly qualified staff.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

COVID-19 has had a huge impact on our students and families. Ravenswood is proud to have been able to make adjustments to programs, services, and instruction, to continue to serve and support our community at this time. The ongoing impact of the pandemic means that state testing was suspended in 19-20, and therefore there is no data on the "2020 Dashboard" to use as a reflection of the district's performance on the state indicators. Ravenswood has met an adequate level of implementation of all local indicators, including but not limited to appropriately assigned teachers, student access to standards-aligned instruction, and family engagement.

The analysis of the 2020-21 LCP provides a summary and explanation of some of the key successes achieved and challenges faced over the year. These lessons and reflections have been carried forward into the development of the 2021-24 LCAP. Some examples of this are the pandemic response strategies that we can use to support students - from counselling and targeted intervention, to tutoring partnerships, extended learning day opportunities, reduced class sizes for deeper relationships between teachers and students. We have also seen evidence that there are benefits for student learning if they are able to be physically on-campus (such as through the learning hubs), even if their primary learning still takes place virtually.

Additional successes include the provision of technology devices for all students (TK-2 students were provided iPads, 3-8 students were provided chromebooks), and Internet Access Hotspots for families as needed, to allow all students to fully engage in both synchronous and asynchronous learning. English Learners were given access to an online platform for asynchronous engagement in an effort to supplement the limited synchronous instruction available via distance learning. Ravenswood also began implementing the Sonday curriculum which has a specific online component to support students with disabilities with the goal of limiting learning disruption.

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Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The ongoing impact of the pandemic means that state testing was suspended in 19-20, and therefore there is no data on the "2020 Dashboard" to use as a reflection of the district's performance on the state indicators. While we hope to continue to use learning acceleration strategies to improve student achievement, it is reasonable to assume that the "2021 Dashboard" will look similar to the last recorded data in 2019.

2019:
* State Indicators for which overall performance was "red" = Mathematics, English Language Arts
* State Indicators for which overall performance was "orange" = Chronic Absenteeism
* State Indicator for which the performance for any student group was 2 or more levels below the all "student performance" = Suspension rate of African American students is "red", which is two levels below the All Student performance of "yellow"
* Annual Performance Report (APR) Indicators that were not met, affecting the performance for students with disabilities = Participation Rate (ELA and Math), and Achievement Data (ELA and Math)

Areas of low performance are addressed throughout the entirety of the LCAP, as nearly all students are identified as needing additional support in at least one area. In particular, these areas have been targeted through our focus goals where we will be addressing Mathematics at our middle school, ELA for our students with disabilities, and Chronic Absenteeism. The concerns around the suspension rate of African American students will be addressed in broad goal 2 including actions that build positive relationships.

Ravenswood also has additional plans and actions to address specific aspects of need, for example our Special Education Plan, Comprehensive Support and Improvement Plan, School Plans for Student Achievement, the district-wide Strategic Plan, and our Reopening and Recovery Plan. Ravenswood wants to utilize an integrative approach to raise the whole district's achievement on state and local indicators.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 21-24 LCAP encompasses 8 goals that Ravenswood is working towards.

The first four goals are considered "Broad Goals", and came from our district's existing 5 year Strategic Plan, developed in 2020-2021. Broad Goals are intended to be wide in scope, reflect district-wide priorities over the next 3 years, and be measured across a range of various metrics.

Broad Goal 1: Engage students with relevant, rigorous and standards-aligned instruction, supports and materials across all subjects

Broad Goal 2: Provide safe, joyful and productive learning environments with the proper social-emotional supports
Broad Goal 3: Recruit and retain highly effective and diverse team members
Broad Goal 4: Partner with families and the community to support the whole child

The second four goals are considered "Focus Goals", and these came from looking at areas of need on the California Dashboard, and stakeholder feedback. Focus Goals are intended to be narrow in scope, addressing specific areas of need that may benefit from a targeted approach for 1 year, and improvement will likely be measured with fewer metrics.

Focus Goal 1: By June 2022, Ravenswood students with an IEP will increase their reading levels on local assessments to meet their reading goals as identified on their IEP
Focus Goal 2: By June 2022, Ravenswood middle school students will demonstrate growth in two key Common Core Standards for Mathematical Practices: SMP 1 (making sense of problems and persevering in solving them), and SMP 3 (constructing viable arguments and critiquing the reasoning of other).
Focus Goal 3: By June 2022, 50% of our students who are English Learners at Level 4 on the ELPAC will be reclassified
Focus Goal 4: For the school year 2021-2022, Decrease chronic absenteeism by 10 percentage points

In the LCAP, State Priorities are expressed as metrics for which LEAs share performance measure data, demonstrate how the goals and actions support student outcomes. Each goal in our LCAP is supported by measurable outcomes that represent one or more of these priorities:
1 Basic Conditions - Student access to standards aligned instructional materials, rate of teacher misassignment, facilities are in good repair.
2 State Standards - Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners
3 Parental Involvement - Efforts to seek parent input in decision making, and the promotion of parent participation
4 Pupil Achievement - Performance on standardized tests, English learners that become English proficient, and English learner reclassification rate
5 Pupil Engagement - Rate of school attendance, chronic absenteeism, and middle school dropout
6 School Climate - Suspension and expulsion rates, surveys of pupils, parents and teachers on the sense of safety and school connectedness
7 Course Access - Student access and enrollment in a broad course of study
8 Other Pupil Outcomes - Outcomes for other areas of study

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Belle Haven Elementary School

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Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Ravenswood District staff support the leadership of Belle Haven Elementary School in the development of their CSI plan, embedded within the SPSA process. The SPSA encompasses the key areas of the CSI plan including: conducting school-level needs assessments, implementing evidence-based interventions, and identifying and addressing any systematic resource inequities within the school or across the district. School leadership also recognizes the importance of stakeholder involvement in the development of goals and actions, with a key community touch-point being the SSC/ELAC meetings. Additional requests for district support from the Belle Haven team are encouraged, and could be related to ensuring that their school-level needs assessment is robust, or that the interventions they wish to pursue are evidence-based. School leadership also receives support from the San Mateo County Office of Education (SMCOE) CSI team, including training and resources on Continuous Improvement processes and strategies.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Ravenswood District staff monitor the CSI plan by tracking the implementation of planned strategies including both the estimated budget and actual expenditures to ensure that informed, evidence-based strategies are used for school improvement. District staff will also support the principal of Belle Haven Elementary School to review the implementation of the CSI plan with stakeholders such as the Instructional Leadership Team and the SSC/ELAC. We will evaluate the effectiveness of the plan to support student and school improvement alongside the principal of the school by monitoring agreed-upon data points connected to the plan’s strategies, and reviewing and analyzing data in a regular, ongoing manner together.

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Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

It has been really important for Ravenswood to involve our stakeholders at all stages of the LCAP development process. This stakeholder engagement is simply a continuation of the surveys, feedback, input, and discussions that were held regarding the shift to distance learning, the Learning Continuity and Attendance Plan, COVID safety plans and checklists, and of course the continuous development and revision of our Recovery & Reopening Plan over the last 18 months. The added focus on the LCAP began in December 2020 when the California Department of Education (CDE) plan templates were provided. All stakeholder meetings have occurred via video-conferencing software.

Cabinet identified the connection that the LCAP has to our recently developed 5-year Strategic Plan, and formed the core LCAP Writing Group in January 2021. District Advisory Council/District English Learner Advisory Committee (DAC/DELAC) was one of the first stakeholder groups to have the opportunity for input into this plan in mid-February 2021 at their monthly meeting. The DAC/DELAC meetings in March, and again in May were presented with an update on the process, and given additional opportunities to provide input. Each meeting had a specific topic and series of prompts to answer, but feedback outside of these prompts was also welcomed and recorded. All parents and families are invited to attend DAC/DELAC meetings. Existing survey data from students, and families was also used to affirm or identify potential areas of action. Instructional Leadership were also approached for input in mid-February 2021, and provided feedback on topics and prompts in small groups, and in individual survey forms. The Instructional Leadership team were also asked to evaluate the process and prompts used to discuss the topics, and volunteer to provide support with this same process for the site-staff meeting. Our largest stakeholder engagement meeting occurred at the end of February, with all school-site-based staff attending one of 3 sessions concurrently. Staff were split up based on grade level (TK-2, 3-5, 6-8), with a few staff (for example, Specials and Electives teachers usually teach all grade levels) selecting a grade level based on interest. The Instructional Leadership team helped to facilitate the breakout group discussions. All staff were asked to provide input both in small groups, and individually via a survey form. The core LCAP Writing Group met with the LCAP support team for our district from San Mateo County Office of Education (SMCOE) on March 2, 2021 to discuss the logistical supports and receive some early input from our Special Education Local Plan Area (SELPA) consultations. Ravenswood also attended SELPA office hours on March 25, 2021 to ask for support regarding the alignment of the existing Special Education Plan and the LCAP, as well as receive some specific feedback on the drafted Focus Goals, and again on May 25, 2021 to follow up on specific questions around non-contributing actions regarding students with disabilities. SMCOE provided additional feedback on the draft LCAP in late May and early June 2021, ensuring that all required components were present and met the standard for compliance.

It was important to us that all staff had the opportunity for input and feedback as we continued to draft our goals, metrics, and actions. In April and May 2021, a couple of our department Directors presented on our progress in the development of this LCAP, and asked for input at the Special Education department all-hands meeting, as well as from Office Staff. All staff were also invited to an "Open Office Hour" session where an update of the drafted goals and actions was presented, and opportunities were provided for staff to ask questions, provide feedback, and suggest changes. Parents, families, and community members were offered a similar opportunity during the May "Community-in-Action Office Hour" which is regularly hosted by Superintendent Sudaria. Our bargaining units (Ravenswood Teachers Association, known as RTA, and California School Employees Association Chapter #303, known as CSEA) were also provided with additional opportunities in May to discuss the goals, metrics, and actions laid out in the LCAP, and how it connects with the budget development and alignment process

that has been ongoing throughout the 2020-2021 school year.

Engagement Timeline Summary:

- 25 Jan 2021 - Cabinet
- 1 Feb 2021 - Cabinet
- 11 Feb 2021 - Instructional Leadership
- 18 Feb 2021 - DAC/DELAC
- 24 Feb 2021 - School Site Staff
- 2 March 2021 - SELPA consultation
- 2 March 2021 - SMCOE consultation
- 18 March 2021 - DAC/DELAC
- 25 March 2021 - SELPA consultation
- 7 April 2021 - Office Staff
- 8 April 2021 - Special Education department all-hands meeting
- 5 May 2021 - Districtwide LCAP "Open Office Hour"
- 6 May 2021 - Community in Action Office Hour
- 10 May 2021 - RTA Consultation
- 11 May 2021 - CSEA Consultation
- 25 May 2021 - SELPA consultation
- 27 May 2021 - SMCOE consultation
- 10 June 2021 - Public Hearing

A summary of the feedback provided by specific stakeholder groups.

We received lots of information and feedback from our different stakeholder groups, however the ultimate trend across all groups was that Ravenswood should prioritize

- investment in teacher training and professional development
- relationship building between the staff, students, and families
- access to social emotional and behavioral supports and interventions
- accelerating student growth in English language proficiency through strong English Language Development (ELD) programs, interventions, and supports

Feedback sessions at District Advisory Council/District English Learner Advisory Committee (DAC/DELAC) meetings affirmed the Focus Goal areas identified by Cabinet, and attendees encouraged the district to consider actions that improved communication with families and involved families in student learning. They also highlighted the need for consistency in teaching quality across sites, the desire for teachers to have more training on addressing unique needs, understanding family cultures and contexts, and developing more inclusive and culturally responsive learning experiences.

Participants also requested that all students receive consistent and increased access to enrichment, and suggested that family events and celebrations could sometimes be held at different times to provide an opportunity for those who might not normally be able to attend to be involved. Relationship building came up multiple times, as did providing more space one-on-one answering parents and family member's questions. Makerspace time and activities developed specifically with younger students (especially TK-K) in mind was also discussed by parents.

From our Parent and Family surveys, we know that the majority of families consider communication with schools and teachers to be clear, helpful, and of a good frequency. In general, families are concerned about student academic growth, and student social-emotional wellbeing. Our student surveys show that students find the school environment (virtually, in-person, and in learning hubs) to be a supportive and safe place, but that many students struggle with emotional self-regulation.

Instructional Leadership was critical in identifying and targeting specific student groups in the focus goals through data analysis and review. Input that came up through these sessions is that these deep dives on data need to happen regularly, and we need to follow up with specific students about why these students, or student subgroups are not meeting the goals we have set for them.

At later sessions, Instructional Leadership helped to refine metrics and actions, asking questions around shifting our instructional approaches to mathematics, and querying the district-wide messaging of the importance of reclassifying students from "English Learner" to "English Proficient". They considered how the district could address these issues through actions, such as strengthening ELD interventions and language support especially during a student's elementary years.

Site Staff provided a lot of feedback, much of which was used to either affirm the drafted goals and metrics, or was used as a starting point for the planned actions. Staff provided a lot of input on how they thought Ravenswood was doing, especially in regards to Broad Goal 1 (Instruction). The key takeaways are that staff have done their best and the distance learning situation has been extremely challenging, but more training, more resources, and more staff would be appreciated.

From both the Leadership and Site Staff sessions, It was identified that there is lots of room to grow with the implementation of curriculum across grades and school sites, and that this would involve significant investment in staff training and professional development - with the suggestion that some level of topic choice, personalization, or differentiation is available. Social-emotional learning, student wellbeing, and behavioral supports were also overwhelmingly visible in the responses collected from these engagement sessions. Recognizing that strong English language Development teaching and training is critical to student success in all other areas was also an area to highlight for many stakeholders.

The LCAP Writers participated in a Special Education Local Plan Area (SELPA) consultation which helped us to identify the applicable connections and alignment with our existing Special Education Plans.

Office Staff emphasized that actions encouraging teacher-student relationship building are really important and will also help them in their role communicating with families. Continuing support for site/work cellphones to provide text-based communication options, and "zoom" access for staff or community meetings even when we return to in-person education will provide options for families.

Our Special Education department staff requested more collaboration with general education teachers and greater knowledge sharing opportunities, and again highlighted the need to provide students and families with mental health, social-emotional, and behavioral supports. ELD instruction and training was another key topic discussed with a request for EL Specialists providing modeling, coaching, and interventions at each school site. The challenges of distance learning were also brought up, specifically how the collection of individual usernames and passwords needed for each educational app or service was challenging for families and students to manage.

The Ravenswood LCAP Writers team received a lot of really good input and feedback from all our stakeholders, and strove to address as much of it as possible through the LCAP Goals and Actions.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Much of the feedback received was in response to a series of prompts we created to encourage a wider range of creative input than simply reviewing the "suggestions" drafted by the LCAP writing team. As a result, four of our goals, and almost all of our actions were developed in response to this input. The other four goals came directly from our strategic plan, where there was also significant stakeholder engagement. In this section we will highlight a small snapshot of where stakeholder feedback directly influenced this plan, especially around topics that were discussed from almost every stakeholder group.

The inclusion of our four Focus Goals is directly connected to stakeholder feedback around our 2019 CA Dashboard Data, affirming that these are areas the district needs to target and giving direction for how to tackle them. In English Language Arts (ELA), our stakeholders identified that students with disabilities are a student group that is struggling significantly in this area. While there were other options of student groups to focus on under the umbrella of ELA, it was determined that this goal and the actions would also align with our Special Education Plan. We have additional actions connected to ELA for all students under Broad Goal 1, which is focused on instruction.

In Mathematics, our middle schoolers show significant challenges towards succeeding in this area. Initially we were planning on student-focused actions such as tutoring or small group interventions, however further inquiry and input from stakeholders suggested that we focus on investing in teacher training and development in this area, as this would provide greater benefit for more students and align to ongoing professional development work in our middle school and with our instructional leadership team. We do still specifically want to look at Math results by subgroup for our EL students and SWD, as this data will also support other goals in the LCAP. We want to know if there are disproportionate achievement results for students and work to address these inequities or challenges. We also have additional actions connected to Mathematics for all students under Broad Goal 1, which is focused on instruction.

For Focus Goal 3, we wanted to interrogate why EL students were not demonstrating more progress and reclassifying as English Proficient at a higher rate. In our feedback sessions, stakeholders kept on asking about the data, prompting the district to reassess the timeline and communication around reclassification. It was not immediately clear as to why students who scored Level 4 on the ELPAC were not reclassifying, so this became the target of the goal. The metrics will look at additional criteria for reclassification, including report cards grades and local assessment scores, providing more information to help us address this issue. We have additional actions connected to EL progress for all English Learners under Broad Goal 1, which is focused on instruction.

Chronic Absenteeism has been an area of concern for our students even before the pandemic, and through some continuous improvement and analysis exercises, the common suggestion from stakeholders has been to encourage and establish good relationships between students, families, and staff. Stakeholders also identified the need to improve communication processes and family education around attendance. We specifically included metrics for African American (AA) students and students with disabilities (SWD) because these are two student groups most at-risk for chronic absenteeism based on historical district data. We also decided to provide cumulative metrics at the end of T1 and T2, as well as the year end data, to help try to prevent students from falling into the chronically absent category, and also identify whether there is a particular trimester where student attendance is particularly good, and why that might be. We have additional actions that support this goal under Broad Goal 4, which is focused around partnering with families and the community to support the whole child.

Here we would like to identify some of the actions that will be included in the LCAP, that were developed, refined, or affirmed in direct response to the feedback received from stakeholders:

(1) A significant investment in teacher support, training, and professional development

- Consider our instructional approaches to mathematics, especially at the middle school
- Training on curriculum content knowledge and knowledge of state standards
- Provide space for professional development to be offered at different levels of expertise or personalized for different staff needs
- More collaboration between Special Education and general education teachers, and provide greater knowledge sharing opportunities for all teachers
- Training on social emotional and behavioural supports and interventions
- Data Deep Dives for teachers, coaches/leaders, administrators, and district coordinators, including how to monitor and follow up with why specific students or student subgroups are not meeting the goals
- Training on identifying and addressing unique needs, understanding family culture and context, and develop more inclusive and culturally responsive/relevant learning experiences
- To support the consistency of high quality teachers across school sites
- Support teachers to learn and implement new curriculum when we implement new adoptions, across content areas (e.g. NGSS)

(2) Focus on accelerating student growth in English language proficiency across all four domains (listening, speaking, reading, writing) through strong English Language Development (ELD) programs, interventions, and supports. This includes:

- Emphasize the importance of reclassifying students from "English Learner" to "English Proficient", particularly in the elementary school years, as proficiency in English is critical to measures of student success throughout the educational lifespan of a student in the USA.
- The implementation of an ELD Intervention Specialist at each school site, particularly the English immersion schools (Belle Haven Elementary, Costano School of the Arts, Cesar Chavez Ravenswood Middle School).

(3) Invest in recruiting and retaining staff, with a major emphasis on increasing compensation and benefits, and specifically to allow for class size reduction initiatives.

(4) Improve communication with families, including providing space and time to answer questions from families one-on-one, providing work

cellphones for office staff and health staff to allow for text-based communication, continue to offer zoom access for meetings even when we return to in-person education, and continue to build and develop relationships between staff, students, and families.

(5) Involve families in student learning, which may include holding family events and celebrations at different times to provide opportunity for working family members to attend/be included, providing parent education (support was especially needed related to distance learning / tech support), and access to mental health services for students, families, and staff

(6) Students to have consistent and increased access to enrichment (VAPA, Makerspace, Art, Music, Drama) including allowing time and space for self-directed learning and exploration, especially the development of Makerspace units specifically for younger grades. Students to have access to quality Social Emotional and Behavioral Supports and Interventions.

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Goals and Actions

Goal

Goal #	Description
1	Engage students with relevant, rigorous and standards-aligned instruction, supports and materials across all subjects: • English Language Arts • English Language Development • Science and Engineering (NGSS) • Mathematics • Social Studies • Physical Education • Visual and Performing Arts

An explanation of why the LEA has developed this goal.

This broad goal is connected to the Ravenswood Strategic Plan Priority 1, but has been broadened to include a wider scope, encompassing all content areas. It was developed in response to an analysis of the state and local indicators, with the goal of improving student academic achievement. The identified metrics will help us to monitor progress in each of these areas, though some baseline data is not currently available due to the impact of COVID-19. The actions have been evaluated and prioritized to ensure that they all work towards the stated goal.
(State Priorities 1, 2, 4, 7, 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All pupils in the school district have sufficient access to the standards-aligned instructional materials, as measured through the annual Williams audit	100%				100%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Overall Implementation of State Standards will be identified by the percentage of scores identified as Level 3 or higher on the Local Indicator Self Reflection Tool					
Pupil Achievement: English Language Arts (ELA) for all students, district wide measured by CAASPP data	0 No Data Available as CAASPP testing did not occur				55 points below standard (Yellow)
Pupil Achievement: ELA - Percentage of students meeting or exceeded grade level expectations Measured by “F&P” for students in grades K-5	Data Not Yet Available				Data Not Yet Available
Pupil Achievement ELA - Average years growth on the F&P assessment for students in grades 1-5, from beginning to end of year	Data Not Yet Available				Data Not Yet Available
Pupil Achievement: ELA - Percentage of students meeting or	Data Not Yet Available				Data Not Yet Available

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
exceeding grade level expectations Measured by “Let's Go Learn” for students in grades 6-8					
Pupil Achievement ELA - Average years growth on the Let’s Go Learn assessment for students in grades 6-8, from beginning to end of year	Data Not Yet Available				Data Not Yet Available
Pupil Achievement: ELA - Growth of Reading Levels of African American Students Measured by “F&P” for students in grades 1-5	Data Not Yet Available				1 - 1.5 years of average growth each year
Pupil Achievement: ELA - Growth of Reading Levels of African American Students Measured by “Let's Go Learn” for students in grades 6-8	Data Not Yet Available				1 - 1.5 years of average growth each year

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement: Mathematics - Percentage of students meeting or exceeding grade level expectations Measured by Savvas end of year assessment for students in grades K-5	Data Not Yet Available				Data Not Yet Available
Pupil Achievement: Mathematics - Percentage of students meeting or exceeding grade level expectations Measured by “Let's Go Learn” for students in grades 6-8	Data Not Yet Available				Data Not Yet Available
Pupil Achievement: Mathematics for all students, district wide measured by CAASPP data	0 No Data Available as CAASPP testing did not occur				79 pts below standard (Yellow)
Pupil Achievement: Science Percentage of students meeting or exceeding grade level	0 No Data Available as CAST testing did not occur				42% meet or exceed grade level standard

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
expectations on the CAST					
Pupil Achievement: English Learner Progress Indicator Percentage of English Learner students who 'make progress toward English Proficiency' as assessed by the ELPAC and reported on the CA Dashboard	0 No Data Available as ELPAC testing was disrupted by COVID-19				80% making progress
Reclassification Rate as a percentage	0 No Data Available as ELPAC testing was disrupted by COVID-19				30%
Percentage of English Learners who increase at least 1 ELPI level	0 No Data Available as ELPAC testing was disrupted by COVID-19				70% progress at least 1 ELPI level
Course Access: 100% of students have access to a "broad course of study" as	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by the master schedule					
Pupil Outcomes: Physical Education, for students in grades 5 and 7 as measured by the PFT	5th Grade - 0 7th Grade - 0 No Data Available due to the impact of COVID-19				5th Grade - 40% meeting the healthy fitness zone in 5+ of 6 standards 7th Grade - 40% meeting the healthy fitness zone in 5+ of 6 standards

Actions

Action #	Title	Description	Total Funds	Contributing
1	TK-5 Math Leadership Development	To develop a district-wide community that is passionate about math instruction, that explores and cultivates interest in continuing to grow teacher practice, our TK-5 Math Coach will: • Facilitate two cohorts of TK-5 teacher leaders that participate in PD and coaching (Year 1 and Year 2 Cohort) • Support mathematics instruction, assessment, analyzing student work, and how to provide interventions/differentiation • Facilitate a math learning and leadership PD series with district and site administrators	$130,000.00	No
2	Math Professional Development Opportunities	• Special Education teachers will receive specialized PD opportunities to develop their mathematical content knowledge and practices • TK-8 teachers, coaches, and administrators will have the opportunity to attend the Silicon Valley Math Initiative Summer Institute with school year follow up sessions	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Math Assessment	C&I develops and pilots quality one-to-one mathematics assessments for grades 1-5	$0.00	No
4	NGSS Curriculum Pilot & Adoption	To engage students in Next Generation Science Standards-aligned instruction in science, a committee of teachers and administrators will pilot and adopt a new NGSS curriculum. All teachers and site administrators will participate in training for the new NGSS curriculum as part of the implementation process. • TK-5 implementation of adopted curriculum in 21-22 • 6-8 implementation of adopted curriculum in 22-23	$280,000.00	No
5	Science Leadership Development	To develop a district-wide community that is passionate about science instruction, that explores and cultivates interest in continuing to grow teacher practice, our STEM Coordinator will: • Support a TK-5 district-wide cohort of science teacher leaders from each site through PD and coaching • Provide opportunities for site administrators to build capacity for supporting science instruction	$7,500.00	No
6	Makerspace at every site	Ravenswood will maintain a Makerspace at every site • Every student in Ravenswood will have access to staffed and equipped makerspaces, which supports student engagement and higher order thinking tasks, project-based learning opportunities, and pathways to career and college readiness. • To monitor and evaluate student progress / outcomes in the makerspace, the district STEM coordinator will work with site principals to develop quantitative and qualitative metrics.	$276,219.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Early Learning Makerspace Units	For the 2021-2022 school year we will develop and pilot units developed specifically for early learners (TK/K) to explore in the makerspaces. The unit/learning sequence will be developed by a committee of teachers, tinkerers, and the STEM coordinator, with site administrators invited to attend	$20,000.00	Yes
8	Integrated and Designated ELD Professional Development	Administrators will work with content area experts to provide professional development and support to TK-8 teachers to provide Integrated ELD to English Learners through all content areas by ensuring that language and content are accessible. Administrators will work with content area experts to provide professional development and support to TK-5 teachers around small group Designated ELD instruction differentiated by language level.	$122,000.00	Yes
9	ELD Assessment	Instructional leaders will identify a local assessment for English Language Development to use for ongoing progress monitoring	$0.00	Yes
10	EL Data Review	District administrators, site administrators, and teachers will regularly review data for English Learners including ELPAC data, ELD progress data, and reading and writing performance data	$10,000.00	Yes
11	Newcomer/ELD Teachers	Increase number of Newcomer and ELD specialist teachers to have one at each structured English immersion site (Belle Haven Elementary, Costano School of the Arts, Cesar Chavez Ravenswood Middle School) • Newcomer/ELD teachers at each school site will provide targeted intervention instruction to Newcomers and level 1 English Learners.	$426,320.00	Yes

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Action #	Title	Description	Total Funds	Contributing
12	Social Studies Curriculum	C&I will facilitate a TK-5 Social Studies Pilot Committee to identify social studies curricula to pilot for possible adoption 6-8 Social Studies teachers will adopt, receive training on, and implement a new Social Studies curriculum aligned with the updated CA HSS Framework	$120,000.00	No
13	Ethnic Studies Committee	C&I will form an Ethnic Studies Committee with teachers and administrators that will meet regularly to learn about the CA Ethnic Studies Model Curriculum and design a curriculum map for TK-8 Ravenswood teachers to integrate Ethnic Studies into our day-to-day instruction for all students.	$62,551.00	No
14	English Language Arts	All instructional staff will align on a shared districtwide vision for high quality TK-8 ELA/Literacy instruction. • TK-5 teachers will use assessments to drive instruction, hone their balanced literacy practices, and foster literacy and language throughout all content areas. • 6-8 English Language Arts teachers will pilot a new ELA curriculum in order to identify a high quality, standards-aligned, culturally-relevant curriculum suitable for adoption.	$165,000.00	No
15	VAPA Instruction & Collaboration	Ravenswood students will receive regular instruction in the Visual and Performing Arts, including art and music, by certificated teachers. VAPA teachers will participate in regular team collaboration, and receive opportunities for professional development.	$1,035,806.00	Yes
16	Turnaround Arts	Costano School of the Arts will continue as a Turnaround Arts school, fostering high quality arts instruction, arts integration across content areas, and professional development opportunities.	$19,000.00	No

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Action #	Title	Description	Total Funds	Contributing
17	Physical Education	Rhythm and Moves PE teachers provide weekly PE classes to all TK-5 students in order to provide universal PE access without placing the burden on TK-5 classroom teachers.	$261,000.00	No
18	Literacy Intervention	Reading Specialists and Intervention Teachers will provide targeted small group literacy intervention to students reading below grade level in order to accelerate their growth and help them reach grade level expectations	$647,132.00	Yes
19	Instructional Coaching	Instructional coaches will support teachers' growth and development through community building, coaching cycles, co-planning lessons, reflecting on practice and analyzing student data to inform instruction at school sites. Coaches will support year 1 and year 2 teachers through the induction program (Teacher Induction Partnership for Success, or TIPS).	$843,656.00	Yes
20	Instructional Leadership Team	Each school site will have an Instructional Leadership Team (ILT) consisting of site administrators, instructional coaches, and teacher leaders that meets regularly to identify instructional strengths and areas for growth for their site, support site professional development, and align around best instructional practices. The Curriculum and Instruction Department and Schools' ILT will provide ongoing support to staff to make school engaging and relevant for students so that they are more invested in their learning. Teachers on their site's ILT will receive training in leadership and facilitation skills to support them in fulfilling their role as site leaders.	$90,000.00	No
21	Teacher Collaboration	Elementary grade level teams and middle school department teams will collaborate in weekly meetings facilitated by teacher leaders and	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		coaches in order to build community, co-plan lessons, and analyze student data to inform instruction.		
22	Professional Development	Launch an improved data-driven and vertically aligned professional development plan spanning from teachers to cabinet leaders with a focus on creating structures for teacher collaboration and developing the content-specific knowledge and skills of all educators in the system.	$330,000.00	No
23	Multi-Tiered System of Supports (MTSS)	District and Site Administrators will strengthen their ability to use data to inform our MTSS process by identifying which assessments we use and for what purposes. The district MTSS team will support site staff to regularly analyze assessment data to inform instruction, make intervention decisions, and monitor student progress. The District will have MTSS meetings held at the district and school levels. These teams will identify needs, gather data, implement interventions, and determine the level of success or if anything needs to change based on data collected so that the District and schools make data-informed decisions.	$354,019.00	No
24	Summer School	Ravenswood students will receive the opportunity to attend a 5-week summer program which includes academics, enrichment, hands-on learning, and outdoor play activities, in partnership with the Boys and Girls Club of the Peninsula and The Big Lift.	$1,450,880.00	Yes
25	Class Size Reduction	4th-8th grade students will experience reduced class size from a 30:1 to an approximately 25:1 ratio in order to provide a more individualized learning environment where strong relationships can be fostered.	$682,884.00	Yes

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Action #	Title	Description	Total Funds	Contributing
26	Extended School Day	If negotiated, Ravenswood students will experience extended school day hours in order to receive more instructional time and opportunities for differentiated instruction.	$947,504.00	Yes
27	After School Program	Ravenswood will partner with the Boys and Girls Club of the Peninsula to offer a comprehensive, well-rounded after school program at each of our school sites, including academic supports, enrichment classes, and mentoring.	$647,914.00	Yes
28	Technology	Ravenswood will provide foundational technology to students so they can access curriculum and instructional resources online and in digital format in school and at home when needed.	$625,000.00	Yes
29	Library Instructional Media Specialists	Library Instructional Media Specialists (LIMS) will support student learning by staffing and maintaining school libraries so teachers and students can use them regularly and access a quality collection; and by managing adopted and supplemental curriculum inventory across all content areas.	$138,316.00	Yes
30	Vice Principals	Vice Principals will support students and staff at our sites with over 400 students by assisting staff in planning, implementing and evaluating instruction and student achievement for all students, with a focus on maintaining the integrity of the data collection and interpretation of data across various programs and content areas. Vice principals also support the intentions of Broad Goal 2, to promote positive student culture and social-emotional development.	$544,680.00	Yes

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Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Provide safe, joyful and productive learning environments with the proper social-emotional and behavior supports

An explanation of why the LEA has developed this goal.

This broad goal is connected to the Ravenswood Strategic Plan Priority 2. We aim to establish a vision for positive student culture and support students' social emotional development. The identified metrics will help us to monitor progress in each of these areas, though some baseline data is not currently available due to the impact of COVID-19. The actions have been evaluated and prioritized to ensure that they all work towards the stated goal.
(State Priorities 1, 5, 6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Deficiencies Identified using the School Facilities Inspection Tool (FIT)	51				Less than 20 Identified Deficiencies
Attendance Rate as a percentage (all students)	91%				96%
Pupil Engagement: Middle school dropout rates	0%				0%
School Climate: Pupil suspension rates	0 No Data Available due to the impact of COVID-19				2.2% (Green)

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate: Pupil expulsion rates	0%				0%
School Climate: Panorama Survey of pupils on the sense of safety and school connectedness (particularly supportive relationships with adults at school)	89%				95%
Completion of Universal Screeners such as “SRSS-IE”	0 Not able to complete due to COVID-19				100% completion of universal screener 3 times a year by teachers

Actions

Action #	Title	Description	Total Funds	Contributing
1	Culture & Climate Committee	The District will create and maintain a school culture and climate committee, including families, to create a vision and plan to improve school culture and climate with regular stakeholder meetings and surveys, and school-site-based implementation.	$142,461.00	No
2	PD on Restorative Justice Practices	The Student Services Department will host professional development focused on culturally relevant teaching and restorative justice practices towards reducing office discipline referrals and suspensions.	$0.00	Yes
3	PBIS Coordinator and Community	The PBIS coordinator will train all staff on the Community Resilience Model (CRM) to help create trauma-informed and resiliency-focused	$0.00	Yes

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Action #	Title	Description	Total Funds	Contributing
	Resilience Model training	school communities that share a common understanding of the impact of trauma and chronic stress on the nervous system and how resiliency can be reestablished or increased using the CRM skills-based approach and strategies so that staff are able to apply trauma informed strategies to support students.		
4	SEL Curriculum and Implementation	The Student Services Department will provide training and materials for the social and emotional learning (SEL) curriculum implementation so that staff support students with articulating and regulating their feelings. SEL curriculum encompasses five broad and interrelated areas of competence including self-awareness, self-management, social awareness, relationship skills and responsible decision-making.	$0.00	No
5	CASSY	The District will provide counselling for students as individuals or in groups in partnership with local non-profits so that students' emotional and mental health needs can be met. District will provide a continuum of school mental health services under multi-tiered system of supports (MTSS) to ensure meeting the needs of all students.	$278,100.00	Yes
6	Care Solace	The District will provide Care Solace access for staff and their families and students and their families so that they can connect to mental health resources outside of school. Care Solace is designed to match students, staff and families in need to verified, local service providers and serve the needs of entire school communities.	$0.00	Yes
7	School-Site Activities	School sites will have clubs and activities so that students are able to connect with others with similar interests to add to students' sense of belonging.	$347,780.00	No
8	Facilities Maintenance	The Business Department will upgrade facilities in order to meet health and safety requirements per COVID pandemic and any other upgrades required as per Williams/FIT.	$625,000.00	No

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Action #	Title	Description	Total Funds	Contributing
9	PBIS Implementation with School Teams	The PBIS Coordinator will work with school teams to ensure implementation of tiered systems and supports towards a positive school culture and climate, and support district's MTSS framework that drives selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving outcomes for all students and creating a more joyful learning environment. That there are systems and supports towards a positive school culture and climate to make a more joyful learning environment for students.	$178,750.00	No
10	Displaying Student Work	Schools will have display cases to feature student artwork. Schools will work with community partners to ensure murals on campus create a welcoming environment and are representative of the school community.	$10,000.00	No
11	Anti-Racist Training	Ravenswood will provide anti-racist training for teachers in an effort to create a more equitable learning environment for students of color.	$14,858.00	Yes
12	Culturally Relevant Libraries	The Curriculum and Instruction Department will purchase culturally relevant libraries for classrooms so that students have access to literary materials that reflect the students' backgrounds	$27,500.00	Yes
13	Playworks	Ravenswood will partner with Playworks to help students stay active and build valuable life skills through play during recess time.	$90,000.00	Yes
14	PD on Developing Inclusive Classrooms	The Special Education Department will host Professional Development so that staff have strategies to better interact with students to make a more inclusive classroom.	$0.00	No

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Action #	Title	Description	Total Funds	Contributing
15	School Support and Campus Relations	School Support Staff and Campus Relations Coordinators will foster safe and productive learning environments in and out of the classroom at each school by supporting students to build relationships and solve problems.	$598,839.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Recruit and retain highly effective and diverse team members

An explanation of why the LEA has developed this goal.

This broad goal is connected to the Ravenswood Strategic Plan Priority 3. Recruitment and retention of staff is a priority for our district for several key reasons: negative impacts of staff turnover; challenges recruiting staff especially for specialized positions; and because the quality of teaching staff has a tremendous impact on student learning. The identified metrics will help us to monitor progress in each of these areas, while the actions have been evaluated and prioritized to ensure that they all work towards the stated goal.
(State Priority 1)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Misassignment Rate as a percentage	0%				0%
Teacher Vacancy Rate as a percentage	0%				0%
Percentage of staff that are retained across each of the categories of Teacher Experience (in years)	1-3 yrs = 60% 4-6 yrs = 93% 7-9 yrs = 87% 10+ yrs = 84%				1-3 yrs = 75% 4-6 yrs = 98% 7-9 yrs = 95% 10+ yrs = 90%
Percentage of staff within each Credential Category	Emergency Permits: 2% Intern Credentials: 9% Preliminary Credentials: 13%				Emergency Permits: 0% Intern Credentials: 5% Preliminary Credentials: 5%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Clear Credentials: 76%				Clear Credentials: 90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teach for America Partnership	Ravenswood will continue our partnership with Teach for America (TFA) for the recruitment, selection, and training of new teachers for hard to staff positions. TFA corps members will lead historically underserved students to academic achievement by serving as effective classroom teachers.	$50,000.00	Yes
2	SMCOE/Alder GSE Partnership	Ravenswood will establish a partnership with the San Mateo County Office of Education and Alder Graduate School of Education to recruit a diverse cohort of special education teachers and to develop excellent teachers through a residency model in an effort to increase teacher retention and provide an opportunity for expert teachers to mentor new teachers.	$0.00	No
3	Summit Partnership	Ravenswood will continue our partnership with Summit Preparatory Charter High School to access high quality teachers with the skills and training of the Marshall Teacher Residency to fill hard to staff positions. These teachers will lead historically underserved students to academic achievement by serving as effective classroom teachers.	$0.00	Yes
4	Marshall Teacher Residency Partnership	Ravenswood will establish a partnership with Summit Preparatory Charter High School to host teaching candidates participating in the Marshall Teacher Residency preparation program in a year-long residency with a cooperating teacher in an effort to increase teacher retention and provide an opportunity for expert teachers to mentor new teachers.	$0.00	Yes

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Action #	Title	Description	Total Funds	Contributing
5	Electronic Evaluation System	Ravenswood will launch an electronic evaluation system for all staff in order to track and compare performance over time and across standards in an effort to identify areas of strength and areas for improvement.	$12,500.00	No
6	Electronic Professional Development System	Ravenswood will launch an electronic professional development system for all staff in order to assign relevant and specific professional development to meet gaps identified during the evaluation process in an effort to strengthen staff performance.	$12,500.00	No
7	Staff Recognition	Ravenswood will recognize staff who embody our core values at six board meetings per year in support of our shared responsibility for our core values and in an effort to increase staff retention.	$1,000.00	No
8	Child Care Cooperative	Ravenswood will participate in the Manzanita Works Child Care Cooperative to provide employees access to affordable, quality childcare in an effort to increase staff recruitment and retention.	$0.00	No
9	Teacher Housing Project	Ravenswood will continue our partnership with Facebook's Teacher Housing Project to provide teachers access to affordable, quality housing in an effort to increase teacher recruitment and retention.	$0.00	No
10	Transit Cooperative	Ravenswood will participate in the Manzanita Works Transit Cooperative to reduce travel time and costs for employees and expand transit options for super-commuters in an effort to increase staff recruitment and retention.	$0.00	No

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Action #	Title	Description	Total Funds	Contributing
11	Compensation Increase	Ravenswood will increase compensation and benefits in an effort to recruit and retain high performing staff.	$0.00	No
13	Marketing Plan	Ravenswood will create a marketing plan to showcase the benefits of being part of our team including opportunities for professional development and grant funding for support of classrooms in an effort to increase the recruitment and retention of high quality teachers.	$0.00	No
14	Induction Program	Ravenswood will provide an induction program to year 1 and year 2 teachers with a preliminary credential by partnering with the Sequoia Union High School District in the Teacher Induction Partnership for Success (TIPS). Teachers in the induction program will receive coaching and professional development to support their growth as new teachers.	$13,000.00	No
15	Staffing	Ravenswood will staff all classrooms with qualified, appropriately credentialed teachers in order to provide high quality instruction to all students.	$6,184,080.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Partner with families and the community to support the whole child

An explanation of why the LEA has developed this goal.

This broad goal is connected to the Ravenswood Strategic Plan Priorities 4 and 6. We strive to center the families we serve to guide and inform the decisions we make about our curriculum, programs, and practices. We also have the opportunity to work with many community partners who also want to serve our families, so we aim to implement these partnerships strategically to best support our students. The identified metrics will help us to monitor progress in each of these areas, though some baseline data is not currently available due to the impact of COVID-19. The actions have been evaluated and prioritized to ensure that they all work towards the stated goal.
(State Priorities 3, 6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Families completing district wide surveys through Panorama	13% of families completed the Fall 2020 survey				28% Increase participation by 5% each year
% of Families completing the California Healthy Kids Survey	4% of families completed the survey				19% Increase participation by 5% each year
Regular Participation in SSC/ELAC meetings	50% Average attendance rate of parent members				80% Increase attendance rates of parent members
Family Involvement and Participation on	0				Have at least 4 families on the

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate and Culture Commitee	No Data Available as this is a new committee				committee, regularly attending meetings, and involved in actions.

Actions

Action #	Title	Description	Total Funds	Contributing
2	Weekly Workshops	The District continues to run family workshops (weekly) in efforts to connect families to local non-profits on topics to address the whole child.	$0.00	No
3	Family Events and Parent University	School sites run family evening events (festivals and performances) and parent university so that families connect to school activities with their children.	$58,400.00	No
4	PD about Partnering with Families	The Student Services Department hosts professional development for all staff focused on partnering with families so that staff and families are able to engage in positive relationship building.	$0.00	Yes
5	Family Engagement Committee	The District will create and maintain a family engagement committee to create vision and plan for family engagement with regular stakeholder meetings.	$6,000.00	No
6	Regularly Survey Families	The District will survey families so that feedback from those not physically attending meetings can be used to help give direction to the family engagement committee and the school culture and climate committee.	$25,000.00	No

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Action #	Title	Description	Total Funds	Contributing
7	Family and Community Engagement Coordinator and Social Worker	The District will have a Family and Community Engagement Coordinator to support schools and families in connecting with each other, and a Social Worker at Cesar Chavez Ravenswood Middle School to connect families with needed services.	$214,662.00	No
8	Continue and Evaluate Ongoing Partnerships	The District will continue ongoing community partnerships that support our students/families with additional needs such as food support, housing, devices, health needs, and mentoring. The partnerships will be evaluated regularly to assure the partnership is aligned to district goals.	$0.00	Yes
9	Supports for Homeless Students	The District will support homeless students and families by providing consistent transportation to and from school, and connecting families with additional resources as needed.	$55,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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Goals and Actions

Goal

Goal #	Description
5	By June 2022, Ravenswood students with an IEP will increase their reading levels on local assessments to meet their reading goals as identified on their IEP

An explanation of why the LEA has developed this goal.

This is a Focus Goal, that specifically targets an area of need at Ravenswood. English Language Arts (ELA) was initially identified as a significant area of need from data on the 2019 California Schools Dashboard. Through stakeholder prioritization exercises and disaggregated data analysis, this became targeted on the ELA student achievement for our students with disabilities, and more specifically, their reading level growth. This goal also aligns with our existing Special Education Plans.
(State Priority 4)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students as a percentage who have Partially Met their Goal (demonstrating growth)	0 No Data Available as systems and processes are not established yet (see action 1)				10%
Students as a percentage who have Fully Met or Exceeded their Goal (demonstrating growth)	0 No Data Available as systems and processes are not established yet (see action 1)				90%

Actions

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Action #	Title	Description	Total Funds	Contributing
1	Develop a Tracking System	Director of Special Education and Program Specialists will develop a tracking system that provides a quick aggregated view of Sonday assessment results including “distance from goal” for students with IEPs to allow for more streamlined student progress monitoring.	$419,471.00	No
2	SpEd Professional Development	Director of Special Education and Program Specialists will provide professional development for Education Specialists around the intervention curriculum (Sonday System) so that they are able to implement the curriculum with fidelity to improve student outcomes.	$2,800.00	No
3	SpEd Ongoing Assessments	Education Specialists will assess student progress every six weeks and enter the results in the tracking system to determine whether individual students are on track to meet their reading goals as identified in their IEPs.	$813,037.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
6	By June 2022, Ravenswood middle school students will demonstrate growth in two key Common Core Standards for Mathematical Practices: SMP 1 (making sense of problems and persevering in solving them), and SMP 3 (constructing viable arguments and critiquing the reasoning of other).

An explanation of why the LEA has developed this goal.

This is a Focus Goal, that specifically targets an area of need at Ravenswood. Mathematics was initially identified as a significant area of need from data on the 2019 California Schools Dashboard. Through stakeholder prioritization exercises and disaggregated data analysis, this became targeted on the instructional practices in our middle school mathematics classes that foster discussion, language development, and critical thinking.
(State Priority 4)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students at or above grade level on the local assessment (Let's Go Learn ADAM for 6-7, and DOMA for 8)					30%
% of students growing one or more years on the local assessment (Let's Go Learn ADAM for 6-7, and DOMA for 8)					70%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average growth / progress for SWD (Let's Go Learn ADAM for 6-7, and DOMA for 8)					1.5 years growth
Average growth / progress for EL students (Let's Go Learn ADAM for 6-7, and DOMA for 8)					1.5 years growth

Actions

Action #	Title	Description	Total Funds	Contributing
1	PD Opportunities for 6-8 Math Teachers	6-8 math teachers will have the opportunity to attend summer and school year professional development and training, focused around Common Core Mathematical Practices and the upgraded California Mathematics Framework.	$0.00	No
2	Regular 6-8 Math Department Collaboration	6-8 math teachers and teacher leaders will participate in regular math department collaboration and coaching to plan for student talk in standards-aligned math lessons, and analyze student work including from ongoing formative and local benchmark assessments.	$66,500.00	No
4	6-8 Math Teachers Develop Monitoring Process	6-8 math teachers will collectively identify how to measure/monitor/track student growth in SMP 1 and 3.	$10,000.00	No

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Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
7	By June 2022, 50% of our students who are English Learners at Level 4 on the ELPAC will be reclassified

An explanation of why the LEA has developed this goal.

This is a Focus Goal, that specifically targets an area of need at Ravenswood. English Learner progress was initially identified as an area of need from data on the California Schools Dashboard. Through stakeholder prioritization exercises and disaggregated data analysis, this became focused on looking into why English Learners who score Level 4 on the ELPAC have not been reclassified yet. We want to inquire into why these students have not been reclassified as English proficient, and what we can do to address those barriers.
(State Priority 4)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of EL students who scored Level 4 in the previously administered ELPAC	0 No Data Available as ELPAC testing was disrupted by COVID-19				50% of EL students who scored ELPI Level 4
Percentage of EL students who maintained Level 4 in two successive ELPAC tests without being reclassified	0 No Data Available as ELPAC testing was disrupted by COVID-19				0.5% of EL students who maintain Level 4 without being reclassified
Percentage of ELs who were reclassified after scoring ELPI	0				50% of EL students who scored Level 4 will reclassify

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Level 4 in the previous year.	No Data Available as ELPAC testing was disrupted by COVID-19				
Percentage of students who scored Level 4 on ELPAC who are “approaching grade level” in the End Of Year (EOY) local reading assessment	0 No Data Available as ELPAC testing was disrupted by COVID-19				65%
Percentage of students who scored Level 4 on ELPAC who meet the criteria for receiving a grade of “C or 3” on their Trimester 3 Report Card	0 No Data Available as ELPAC testing was disrupted by COVID-19				75%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Data Review Processes and Procedures	Clear and consistent processes supporting the regular review of student data • Site administrators review student data with Instructional Leadership Teams (ILTs) and teachers at the beginning of the year to identify English Learners at each level, length of time as an EL, and EL typology • District and site administrators regularly review EL student data through the MTSS process to identify whether English Learners are progressing in their language and literacy skills	$0.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		• Site administrators review local reading assessment data and report card grades of ELs at regular intervals throughout the year when new data becomes available		
2	Reclassification Processes and Procedures	We will clarify our district reclassification processes and procedures • At the beginning of the school year, district and site administrators and teachers will review previous year's ELPAC scores and reclassification criteria to identify which students are eligible for reclassification • District and site administrators and teachers will identify students who were nearly able to reclassify (achieving 1 or 2 out of 3 metrics), and will make a plan for student growth • District and site administrators will clearly communicate with teachers, parents and families about timeline, criteria, and necessity of reclassifying.	$0.00	Yes
3	ELD Instruction	Teachers deliver targeted ELD and literacy instruction to Level 4 English Learners in an effort to improve language and literacy proficiency so Level 4 ELs can reclassify.	$0.00	Yes
4	Professional Development - Supporting English Learners	We will provide professional development to staff around serving English Learners • Teachers participate in professional development to learn how to increasing language and literacy skills for Level 4 English Learners, reclassification criteria, and ELPAC • District and site administrators will participate in PD around supports for ELs, reclassification, and English Language Development instruction	$42,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
5	Reclassification Celebration	The Curriculum & Instruction department will host a district-wide Reclassification Celebration for students and their families	$0.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
8	For the school year 2021-2022, chronic absenteeism will decrease by 10 percentage points

An explanation of why the LEA has developed this goal.

This is a Focus Goal, that specifically targets an area of need at Ravenswood. Chronic Absenteeism was initially identified as a significant area of need from data on the 2019 California Schools Dashboard. Through stakeholder prioritization exercises and disaggregated data analysis, we considered focusing on a particular student group or grade level, however it was determined that any actions taken will make progress towards addressing chronic absenteeism for all students. In our metrics we have specifically identified improvement goals for the student groups of "Students With Disabilities" and "African American Students", as well as monitoring absenteeism throughout the year. (State Priority 5)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance as a percentage Average for all students, across the whole year	91%				96%
% of students who are chronically absent Whole year	36%				Decrease by 10 percentage points in 21-22, with a further 8% decrease per year for the following years
% of students who are chronically absent Trimester 1 - AA students	42%				Decline by 9% per year

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students who are chronically absent Through to (at the end of) Trimester 2 - AA students	39%				Decline by 9% per year
% of students who are chronically absent Whole year average - AA students	10%				Decline by 9% per year
% of students who are chronically absent Trimester 1 - SWD	44%				Decline by 10% per year
% of students who are chronically absent Through to(at the end of) Trimester 2 - SWD	40%				Decline by 10% per year
% of students who are chronically absent Whole Year Average - SWD	19%				Decline by 4% per year
% of students Chronically Absent as reported on the CA Dashboard	0 No Data Available due to the impact of COVID-19				9% (Green)

Actions

DRAFT

Action #	Title	Description	Total Funds	Contributing
1	Work cellphones for school site and health staff	Work cellphones: • School site staff (eg. office staff and campus relations coordinators) will use work cellphones to communicate important information or get input from families through text messages since that is a method of communication after using the two-way communication system so that staff are connected to families. • Nurse and health aide will use work cellphones to follow up with families (eg. related to health plan/IEP/504) who are excessively absent in case there is a reason to update the student's health plans or accommodations to provide support to families.	$3,000.00	Yes
2	Two-way communication system (ParentSquare)	District staff and school staff will use a two way communication system to engage families at the classroom level, grade level, school level, and district level so that communication can be relayed to appropriate targeted groups.	$5,700.00	No
3	Regular communication and resources via mailings (EveryDay Labs)	School site staff will send more mailings to periodically inform parents and families of student attendance status to provide more regular communication with families to better inform families of "at-risk" students, in an effort to reduce the number of truancy letters being sent (which are quite punitive). Additionally, these mailings can include resources from the district and the community to support families.	$9,000.00	Yes
4	Attendance recognition and rewards	School staff and district staff will recognize students with high attendance (93% or higher) and/or improved attendance (increase attendance by 5% from before) with ceremonies and certificates to acknowledge the efforts that families make towards high attendance and improving attendance.	$500.00	No

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Action #	Title	Description	Total Funds	Contributing
6	Trimesterly review of attendance data and action planning	Student Services Department staff will support principals and teachers in a regular review of attendance data after each trimester so that we can create target groups for outreach for improving attendance and for needing additional support to improve attendance.	$0.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
35.75%	$5,872,793 (Base of $15,782,343, Supplemental of $2,968,845, Concentration of $2,903,948)

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Schoolwide Action - Broad Goal 1:

- Newcomer/ELD Teachers (Belle Haven Elementary, Costano School of the Arts, and Cesar Chavez Ravenswood Middle School)

The Newcomer/ELD teacher role is needed at our three sites where instruction is fully in English. Students who arrive to our English instruction schools at any grade from another country with little to no English language are immediately immersed in an environment where they do not understand the language of their peers and teachers and often don't have experience with a similar school system. So, the Newcomer English class provides targeted support for their students where they can learn introductory English skills that are not part of the typical grade level curriculum. This is an expansion on an existing role, so we can serve all students who need this level of intervention and support, as spaces were previously very limited due to the capacity of each class, with the program staffed by a single teacher. This action is continued from the 2017-2020 LCAP where we found the initial Newcomer program to be effective, because students who receive Newcomer English instruction are able to improve their beginning English skills and learn the survivor vocabulary and sentence structures to feel comfortable in the school environment. It is being modified and expanded to support EL students, as well as providing onsite Newcomer student support, which will allow for more students to have access to the program as there will no longer need to be additional time spent transporting students via bus. Almost all of our Newcomer students are Spanish speaking, so when they enroll at our dual immersion school, Los Robles-Ronald McNair Academy, and are placed in a class where a significant percentage of the day's instruction is in Spanish, and their teacher and peers speak Spanish, they have a notably different experience entering school, and any additional support for these students is able to be provided by the existing teachers. Newcomer and early English Learner students will benefit from instruction by the Newcomer/ELD Teachers by progressing in their English acquisition, as measured by local assessments and the English Language Proficiency Assessment for California (ELPAC). This action helps to provide high quality instruction to early English Learners because it is very specialized towards their needs.

Schoolwide Action - Broad Goal 1:

- Vice Principals (Belle Haven Elementary, Costano School of the Arts, and Cesar Chavez Ravenswood Middle School)

Our assessment data identifies that our low income, English learner, and foster youth need additional instructional assistance, and this can be supported by instructional leadership at school sites. Our data review processes need refinement in order to provide effective individualized supports to students, with special consideration of the impact of the COVID-19 pandemic. Our unduplicated students are most in need of differentiated and personalized support and intervention. The return to in-person instruction only adds to the current conditions and circumstances developing a positive school culture, with a focus on relationship building to support student learning and success in the educational environment. We will staff the position of Vice Principals at our sites with over 400 students to support staff and students. Among other activities, they will facilitate professional development, teacher collaboration, and provide regular feedback to teachers on instructional practices. Setting high expectations for student learning and staff performance through culturally responsive and anti-racist practices will meet the needs of our student population, especially our unduplicated pupils. The goal is for all students, but particularly our low-income students, English learners, and foster youth to have improved academic success in all content areas. We expect improved learning outcomes in all areas with metrics in Broad Goal 1 reflecting academic achievement and growth, while metrics reported under Broad Goal 2 reflect school culture, climate, and attendance

Schoolwide Action - Broad Goal 2:

- Playworks (Grades TK-5 - Belle Haven Elementary, Costano School of the Arts, and Los Robles-Ronald McNair Academy)

Our elementary students need additional support and practice to build relationships, social skills, and develop constructive problem solving skills, so we offer a program called Playworks where a Playworks Coach joins the staff of the school to engage students in games at recess to stay active and build these valuable life skills through play. The organization specifically works with elementary schools, and our middle school has a very different structure and schedule than our elementary schools, without the same kind of recess time. With increased playground support, students will be more successful during recess time, gaining important social skills and also coming into the classroom ready to learn with their playground problems already prevented or solved through Playworks support. There will also be fewer office discipline referrals from the playground, which is a common school location where students might find themselves in situations where they are breaking school rules. Having positive interactions at recess will contribute to students' overall experience in a safe, joyful, and productive school environment.

LEA-wide Actions - Broad Goal 1:

- Makerspace at every site
- Early Learning Makerspace Units
- VAPA Instruction & Collaboration

- Integrated and Designated ELD Professional Development
- ELD Assessment
- EL Data Review
- Literacy Intervention
- Instructional Coaching
- Summer School
- Class Size Reduction
- Extended School Day
- After School Program
- Technology
- Library Instructional Media Specialists

This broad goal is connected to the Ravenswood Strategic Plan Priority 1, but has been broadened to include a wider scope, encompassing all content areas. It was developed in response to an analysis of the state and local indicators, with the goal of improving student academic achievement.

Visual and Performing Arts (VAPA) and hands-on STEM learning in our Makerspaces are enriching components of life that are very beneficial for all students. Our students often do not have the opportunity to engage in Visual and Performing Arts and hands-on learning activities outside of school, so the programs we provide in school are key opportunities for students to discover creative and technical sides to themselves as learners. Our VAPA and Makerspace initiatives provide weekly classes or access to the content areas for all students with specialized teachers. We direct a significant amount of funding and staff toward supporting these initiatives so students can have high quality and unique learning experiences. We have an action specifically about Makerspace lesson and unit development for our youngest students who did not experience hands-on learning due to the COVID-19 pandemic and do not have prior Makerspace experience to draw from. Our Makerspace and VAPA initiatives will help unduplicated students by giving them access to these disciplines consistently at school, and help students discover passions and skills they can carry through their lives, support mental health through creative outlets, and use higher order thinking skills for open-ended projects.

A significant percentage of our students are emerging bilinguals, or English Learners, so we are responsible for supporting them to learn English and become fluent English proficient. Our most recent CA Dashboard data has shown that while 46% of our ELs are progressing in their English skills, 29% of ELs maintained in the same EL progress indicator level as the previous year, and 24% declined. Our goal is for all English Learners to progress in their English skill development, and to increase the number of students who are reclassifying as fluent English proficient, particularly before they become Long Term English Learners (LTELs). Through the actions we have identified in Broad Goal 1 that specifically serve English Learners, we aim to increase the quality of English Language Development instruction that ELs at all levels receive in their classrooms, in order to progress in their English language learning towards reclassification as fluent English proficient. Through professional development, teachers can learn best practices for serving English learners at different levels, and use assessments with regular data review to monitor student progress. We will also have identified teachers who work with Newcomers and early English Learners in targeted groups. These teachers will have supplemental curricular resources specific to supporting the needs of these English Learners. Our efforts to clarify and improve both the data review, data analysis, and reclassification processes and procedures will assist all English Learners, as staff become more adept at recognizing where students are on their journey and providing targeted support as

needed. We expect to see an increase in reclassification for ELs, as well as an increase in the number of students growing at least one ELPI each year.

The most recent English Language Arts data on the CA Dashboard show that all students, including our unduplicated pupils, are below grade level standard in the red performance level. Our local literacy assessment data also show that students range from about 60% to 25% meeting grade level standard across grade levels. So, since we have a significant percentage of students reading and writing below grade level, we are focusing on coaching for improving Tier 1 instruction, reading intervention support to provide extra instruction to help accelerate growth for struggling readers, and access to quality library collections and instructional materials across all content areas. Our actions around literacy coaching and intervention are critical for improving learning outcomes for students. Literacy Coaches at school sites support teachers and instruction by facilitating professional development, working with teachers and teacher teams to plan lessons, collect assessment data, and analyze student work, and coach teachers in ongoing observation cycles. Through the support of instructional coaches, teachers can feel supported in their work, adopt an inquiry mindset around their instruction, and reflect on what student data tells them is working and not working in instruction, and adjust accordingly. Small group intervention instruction gives students who are reading and writing below grade level extra time with a highly qualified teacher where they can hone in on skills in their zone of proximal development in order to accelerate their learning towards meeting grade level expectations. Libraries are a critical element of student literacy development. Our Library Instructional Media Specialists (LIMS) will support student learning by staffing and maintaining school libraries so teachers and students can use them regularly and access a quality collection; and by managing adopted and supplemental curriculum inventory across all content areas. With literacy coaching, intervention, and library services, students will be supported to increase their growth in literacy skills. We will see an increase in the number of students meeting grade level standard in English Language Arts on CAASPP and on our local literacy assessments. We will also be looking for an increase in the number of students who are showing one or more year's growth on the ELA CAASPP and on our local literacy assessments in one school year. Students will have consistent access to the school library, check out books regularly for independent reading and research, and have sufficient instructional materials for learning across content areas.

All our students, including our unduplicated pupils, have experienced a range and depth of challenges stemming from the COVID-19 pandemic, including a full year of virtual school with reduced instructional time, and less connectivity with staff and students. Due to the significantly higher COVID rates in our community compared to surrounding communities in our county, we were not able to open in-person classes for all students until April and May 2021. We have therefore been planning expanded learning opportunities for upcoming school years to strengthen relationships between staff and students, increase learning time, and make learning more personalized. Our actions around expanded learning opportunities strengthen relationships between staff and students, increase learning time, and make learning more personalized in a number of ways. Decreasing class size in 4th through 8th grade brings our student:teacher ratio down from 30:1 to about 25:1. This gives teachers the opportunity to get to know students better and deepen relationships, and increase feedback to students and family communication. Students can therefore experience more personalized instruction. Extended School Day, After School Program, and Summer School all extend the learning time that students are typically in school, providing more time for instruction across all content areas, enrichment, tutoring or intervention groups, and forming relationships with staff. Expanded Learning Opportunities will allow students to have increased instructional time, and more personalized learning, and deeper relationships with staff. We expect that these opportunities provided to students will support all of the goals identified in the LCAP, particularly Broad Goal 1 and Broad Goal 2, with student growth in academics and social-emotional learning.

Access to technology is a barrier that Ravenswood can address for low-income students. Students today are expected to access the curriculum and resources online and in digital formats both at school, and at home when needed. The need for continued access highlighted by the pandemic and long-term distance learning demonstrates that students must not be prevented from achieving success purely due to lack of access to foundation technology. We will provide students with access to appropriate technology so they can access curriculum and instructional resource in digital formats in school and at home when required. Increased access to technology will help students develop the essential skills that students in the 21st century need to be successful, which are applicable across all grade levels and content areas, and much needed for future years in education and in the workplace. We will know students are being successful with their technology use both by the access provided through the number of devices accessed in school and at home, and through classroom based measures such as use of digital programs and typing skill.

LEA-wide Actions - Broad Goal 2:

- PD on Restorative Justice Practices
- PBIS Coordinator and Community Resilience Model training
- CASSY
- Care Solace
- Anti-Ractist Training
- Culturally Relevant Libraries

School discipline systems have traditionally been employed to oppress low income students of color. Students who are not from the dominant culture are often seen as not successful in school because their behavior does not reflect the hegemonic cultural expectations. So, we aim to build school cultures that are trauma-informed, culturally responsive and relevant, and empower students.

The actions in Broad Goal 2 support the needs of low income students through services and programs specific to social emotional well being, physical activity, and culturally responsive practices, all of which contribute to a safe and healthy school environment. The Student Services Department will host professional development focused on culturally relevant teaching and restorative justice practices towards reducing office discipline referrals and suspensions. The PBIS coordinator will train all staff on the Community Resilience Model (CRM) to help create trauma-informed and resiliency-focused school communities that share a common understanding of the impact of trauma and chronic stress on the nervous system and how resiliency can be reestablished or increased using the CRM skills-based approach and strategies so that staff are able to apply trauma informed strategies to support students. CASSY will provide school-based mental health counseling for students who are referred by school staff or parents, and the district will provide Care Solace access for staff and their families and students and their families so that they can connect to mental health resources outside of school. We will provide anti-racist training for teachers in an effort to create a more equitable learning environment for students of color, and culturally relevant libraries for classrooms so that students have access to literary materials that reflect the students' backgrounds. School Support Staff and Campus Relations Coordinators will foster safe and productive learning environments in and out of the classroom at each school by supporting students to build relationships and solve problems.

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The suite of actions embedded in this goal are quite comprehensive in providing a safe environment with the full range of social emotional supports to truly nurture the whole child. We aim to reduce suspensions and referrals overall, with both preventative and responsive practices and processes, in particular for overrepresented student groups. We will also continue our practice of conducting parent and student surveys to learn about their experience in the school environment.

LEA-wide Actions - Broad Goal 3:

- Teach for America Partnership
- Summit Partnership
- Marshall Teacher Residency Partnership

The actions specified in Broad Goal 3 around partnerships for recruiting qualified teachers stem from the high turnover rate and difficulty recruiting qualified teachers that our district experiences. Due to the inequitable funding structure of California public schools, teachers can often make 25-30% higher salaries in nearby districts than in our district, serving a wealthier student body. The cost of living in our area is also extremely high, so teachers often resign when they are moving out of the area in order to obtain a higher quality of life. At times in the recent past, we have seen some teacher openings go unfilled, or classes staffed by substitutes. We know that the student learning experience can be disrupted when this happens, and is a product of our highly inequitable system.

We have formed these partnerships to access teacher recruitment pipelines for hard-to-staff areas, so that our students can always have their classes staffed by qualified teachers. These partnerships are being provided on an LEA-wide basis because hard-to-staff areas are present across varying grade levels and content areas in all schools across the district. By ensuring that teachers are qualified, students will be able to achieve success with quality classroom instruction. Due to the atypical and varying pathways towards teaching demonstrated by staff in these programs, it also encourages increased diversity amongst the teaching staff and provides opportunities for students to see these different pathways as options for their future.

We expect this action will be effective in meeting our goal of recruiting and retaining highly effective and diverse team members, while also improving student outcomes for all students. We hope to see improved success in student growth, particularly for our low-income students, from the BOY (Beginning of Year) to EOY (End of Year) tests, as well as help to increase CAASPP and CAST scores in all content areas, which will be reported through the annual measurable outcomes identified in Broad Goal 1.

LEA-wide Actions - Broad Goal 4:

- PD about Partnership with Families
- Continue and Evaluate Ongoing Partnerships

Many of our students are in traditionally underserved groups (low income students, foster youth, English Learners) put at a significant disadvantage by a decades-old unequal public education system. The parents of many of our students did not attend school in the U.S. or

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did not achieve an education level beyond high school. We therefore need to prioritize forming relationships with families so parents and guardians feel welcome at school, know how to most effectively communicate with their child's teacher, and feel confident helping their child be successful at school. We also need to recognize and respect the funds of knowledge our families bring to our district community so they can be seen as a valuable resource in their children's education even though they themselves may not have had extensive positive experience with the U.S. education system.

Due to the demographics of our district, we also work with many community partners who want to help our students and their families either in academics or other social services, such as hands on science experiences, after school programming, tutoring support, food or clothing provisions, counselling services, and at-home technology support. We do our best to direct these resources towards our families, and have the responsibility to ensure the partnerships we engage in support our families, are forms of effective and ethical service, and align to our district's values and strategic priorities.

By supporting staff to connect and communicate with families of low income students, English Learners, and Foster Youth, as well as ensuring that our partnerships support the values and needs of our community, our students can receive an education that attends to the whole child and supports their future success.

Teachers and school staff will have many opportunities throughout the year to contact and communicate with families of unduplicated students. We will ensure staff are supported to contact even hard-to-reach families, work towards building positive relationships, and track survey results of parents and students over time to monitor connectedness with school and relationships with staff.

As we reflect on our community partnerships using our evaluation tool, we will determine whether these partnership have been effective for students based on a variety of measures and depending on the goals of the partnership. When partnerships prove to be beneficial for students and families, and aligned to district priorities and values, we will continue them, with the results of the evaluation process informing the planning and budgeting for the following year.

LEA-wide Actions - Focus Goal 3:

- Data Review Processes and Procedures
- Reclassification Processes and procedures
- ELD Instruction
- Professional Development - Supporting English Learners
- Reclassification Celebration

Our data demonstrates a clear need to improve outcomes for English Learners. Through stakeholder prioritization exercises and disaggregated data analysis, this became focused on looking into why English Learners who score Level 4 on the ELPAC have not been reclassified yet. We want to inquire into why these students have not been reclassified as English proficient, and what we can do to address those barriers.

We aim to increase the number of English Learners who are reclassifying as fluent English proficient each year. Our actions in Focus Goal 3 specify how we will employ regular data review processes at all levels in the district to identify which students are eligible for reclassification, and how to support those who are still on their way. These data review processes will aid in collecting assessment data and other information about our EL students, to use language development as a lens when looking at any source of student data. The metrics used to measure this goal include local reading assessment data and report card grades because these are other reclassification criteria that may be overlooked when evaluating the progress of ELs as a student group. We will support the teachers with professional development specific to this area, and we will celebrate students who reclassify. These actions all focus specifically on the subgroup of English Learners who have scored Level 4 on ELPAC, and reflect the same intent as the actions under Broad Goal 1.

While these actions are specifically targeted on supporting the needs of English learners who have scored Level 4 on the ELPAC, we hope that our efforts to clarify and improve both the data review, data analysis, and reclassification processes and procedures will assist all English Learners, as staff become more adept at recognizing where students are on their journey and providing targeted support as needed.

We expect to see an increase in reclassifications from students who have previously scored Level 4 on the ELPAC, as well as an increase in the percentage of all English Learners who are eligible for reclassification. Due to the refined processes, we also expect that teachers and site administrators know throughout the year which students are close to meeting the requirements, and by the end of the year which students are likely to be eligible for reclassification, pending the return of ELPAC results in the Summer.

LEA-wide Actions - Focus Goal 4:

- Work cellphones for school site and health staff
- Regular communication and resources via mailings (EveryDay Labs)

Chronic Absenteeism was initially identified as a significant area of need from data on the 2019 California Schools Dashboard, particularly as Foster Youth, English Learners, and Low Income students are all either in the “red” or “orange” performance levels. We considered focusing on a particular student group or grade level, however through stakeholder prioritization exercises and disaggregated data analysis, it was clear that chronic absenteeism is an area that needs addressing for all students, and that the actions we choose to focus on will support this need. Some common major barriers towards attendance for our unduplicated students include a lack of access to reliable transportation, food insecurity, and poor two-way communication between families and staff towards addressing these challenges through district programs or partnerships, as well as continuing to educate families and students on the importance of attending school every day where possible.

The actions in Focus Goal 4 work towards supporting staff to better connect and communicate with our students’ families. Site-based cellphones allow for text-based communication which can be a clearer method of communication for families where English proficiency is challenging, allow for more consistent communication with families who may have inconsistent or atypical work schedules, and more immediate communication to address barriers to student attendance as soon as possible.

School site staff will send more mailings to periodically inform parents and families of student attendance status. This is an important action towards providing regular communication with families, to better inform and educate them about the risks of student absenteeism, and invite families to work with the district towards resolving the barriers of high absenteeism rates. These mailings can include resources from the district and the community towards addressing some of the common major causes of chronic absenteeism. As the majority of our English Learners are Spanish speakers, the mailings will be sent in both languages, and will also support our efforts to reduce the number of punitive truancy letters being sent.

These actions are being provided on an LEA-wide basis and we hope that all students with less than a 90% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, foster youth, and English Learners, and because these actions seek to meet the needs most associated with the chronic stresses and experiences of those with socio-economically disadvantaged status and the challenges of language proficiencies, we expect that the attendance rate for our unduplicated students will increase significantly.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Foster Youth:

Broad Goal 1

- Makerspace at every site
- Early Learning Makerspace Units
- Summer School
- Extended School Day
- After School Program
- Technology
- Library Instructional Media Specialists
- Vice Principals

Broad Goal 2

- PD on Restorative Justice Practices
- CASSY
- Care Solace
- Playworks
- School Support & Campus Relations

Broad Goal 4

- PD about Partnership with Families

- Continue and Evaluate Ongoing Partnerships

Focus Goal 4
- Work cellphones for school site and health staff
- Regular communication and resources via mailings (EveryDay Labs)

The actions contributing towards supporting Foster Youth as well as other student groups in Broad Goal 1 center around the instructional experience, including a focus on Makerspaces, a specialized learning experience that can provide foster youth with unique opportunities for experimentation and prototyping through hands-on learning and developing design thinking skills. Our foster youth students can also receive more and personalized instruction through class size reduction, summer school, extended school day, and after school program. The actions in Broad Goal 2 support the needs of foster youth students through services and programs specific to social emotional well being, physical activity, and culturally responsive practices, all of which contribute to a safe and healthy school environment.

The actions in Broad Goal 4 and Focus Goal 4 both work towards supporting staff to connect and communicate with our students' families, including those that are not traditional, as well as ensuring that our partnerships support the values and needs of our community. Our most recent CA Dashboard data show that Foster Youth have the highest chronic absenteeism rate of all our subgroups, so our actions will collectively support higher student attendance.

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English Learners:

Broad Goal 1
- Integrated and Designated ELD Professional Development
- ELD Assessment
- EL Data Review
- Newcomer/ELD Teachers (Belle Haven Elementary, Costano School of the Arts, and Cesar Chavez Ravenswood Middle School)

Focus Goal 3
- Data Review Processes and Procedures
- Reclassification Processes and procedures
- ELD Instruction
- Professional Development - Supporting English Learners
- Reclassification Celebration

Through the actions we have identified in Broad Goal 1 that specifically serve English Learners, we aim to increase the quality of English Language Development instruction that ELs at all levels receive in their classrooms, in order to progress in their English language learning towards reclassification as fluent English proficient. Through professional development, teachers can learn best practices for serving English learners at different levels, and use assessments with regular data review to monitor student progress. We will also have identified teachers who work with Newcomers and early English Learners in targeted groups. These teachers will have supplemental curricular resources

specific to supporting the needs of these English Learners.

Through the actions identified in Focus Goal 3, we aim to increase the number of English Learners who are reclassifying as fluent English proficient each year. Our actions specify how we will employ regular data review processes at all levels in the district to identify which students are eligible for reclassification, and how to support those who are still on their way. These actions all focus specifically on the subgroup of English Learners who have scored Level 4 on ELPAC, and reflect the same intent as the actions under Broad Goal 1.

Broad Goal 1
- Makerspace at every site
- Early Learning Makerspace Units
- Literacy Intervention
- Instructional Coaching
- Summer School
- Class Size Reduction
- Extended School Day
- After School Program
- Library Instructional Media Specialists
- Vice Principals

Broad Goal 2
- PD on Restorative Justice Practices
- CASSY
- Care Solace
- Anti-Racist Training
- Culturally Relevant Libraries
- Playworks
- School Support & Campus Relations

Broad Goal 4
- PD about Partnership with Families
- Continue and Evaluate Ongoing Partnerships

Focus Goal 4
- Work cellphones for school site and health staff
- Regular communication and resources via mailings (EveryDay Labs)

The actions contributing towards supporting English Learners as well as other student groups in Broad Goal 1 center around the instructional experience, including a focus on Makerspaces, a specialized learning experience that can support ELs to develop academic language through hands-on learning. English Learners can also receive more and personalized instruction through class size reduction, summer

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school, extended school day, and after school program. The actions in Broad Goal 2 support the needs of English Learners through services and programs specific to social emotional well being, physical activity, and culturally responsive practices, all of which contribute to a safe and healthy school environment.

The actions in Broad Goal 4 and Focus Goal 4 both work towards supporting staff to connect and communicate with families of English Learners, as well as ensuring that our partnerships support the values and needs of our community.

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Low Income Students:

Broad Goal 1
- VAPA Instruction & Collaboration
- Technology

Broad Goal 2
- PBIS Coordinator and Community Resilience Model training

Broad Goal 3
- Teach for America Partnership
- Summit Partnership
- Marshall Teacher Residency Partnership

Broad Goal 4
- Supports for Homeless Students

Over 92% of our students are Low Income, so all of the goals and actions in our LCAP benefit our Low Income students and work towards the improved success and student achievement of Low Income students. Low Income students do not have the same outside-of-school opportunities that students from higher income families have. As a result of this inequity, it is important that Ravenswood offers high quality opportunities for all students to participate in a range of Visual and Performing Arts (VAPA) enrichment classes including music, drama, and art.

Access to technology is a barrier that Ravenswood can address for low-income students. Students today are expected to access the curriculum and resources online and in digital formats both at school, and at home when needed. The need for continued access highlighted by the pandemic and long-term distance learning demonstrates that students must not be prevented from achieving success purely due to lack of access to foundation technology.

The PBIS coordinator will train all staff on the Community Resilience Model (CRM) to help create trauma-informed and resiliency-focused school communities that share a common understanding of the impact of trauma and chronic stress on the nervous system and how resiliency can be reestablished or increased using the CRM skills-based approach and strategies so that staff are able to apply trauma

informed strategies to support students.

The actions specified in Broad Goal 3 around partnerships for recruiting qualified teachers stem from the high turnover rate and difficulty recruiting qualified teachers that our district experiences. Due to the inequitable funding structure of California public schools, teachers can often make 25-30% higher salaries in nearby districts than in our district, serving a wealthier student body. Therefore, we have formed these partnerships to access teacher recruitment pipelines for hard-to-staff areas, so that our students can always have their classes staffed by qualified teachers.

The action in Broad Goal 4 around supports for Homeless Students aims to ensure students always have transportation from their location of residence to their school in order to maintain continuity of school community regardless of residence. We also commit to connecting families with resources they may need in order to be safe, and support not just the student, but the entire family.

Broad Goal 1

- Makerspace at every site
- Early Learning Makerspace Units
- Literacy Intervention
- Instructional Coaching
- Summer School
- Class Size Reduction
- Extended School Day
- After School Program
- Technology
- Library Instructional Media Specialists
- Vice Principals

Broad Goal 2

- PD on Restorative Justice Practices
- CASSY
- Care Solace
- Anti-Racist Training
- Culturally Relevant Libraries
- Playworks
- School Support & Campus Relations

Broad Goal 4

- PD about Partnership with Families
- Continue and Evaluate Ongoing Partnerships

Focus Goal 4

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- Work cellphones for school site and health staff
- Regular communication and resources via mailings (EveryDay Labs)

The actions contributing towards supporting low income students as well as other student groups in Broad Goal 1 center around the instructional experience, including a focus on Makerspaces, a specialized learning experience that can provide low income students with unique opportunities for experimentation and prototyping through hands-on learning and developing design thinking skills. Our low income students can also receive more and personalized instruction through class size reduction, summer school, extended school day, and after school program. The actions in Broad Goal 2 support the needs of low income students through services and programs specific to social emotional well being, physical activity, and culturally responsive practices, all of which contribute to a safe and healthy school environment.

The actions in Broad Goal 4 and Focus Goal 4 both work towards supporting staff to connect and communicate with families of low income students, as well as ensuring that our partnerships support the values and needs of our community.

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Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$8,388,826.00	$1,933,222.00	$3,973,799.00	$6,283,972.00	$20,579,819.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$15,667,510.00	$4,912,309.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	TK-5 Math Leadership Development			$100,000.00	$30,000.00	$130,000.00
1	2	All	Math Professional Development Opportunities				$15,000.00	$15,000.00
1	3	All	Math Assessment					$0.00
1	4	All	NGSS Curriculum Pilot & Adoption	$15,000.00			$265,000.00	$280,000.00
1	5	All	Science Leadership Development				$7,500.00	$7,500.00
1	6	English Learners Foster Youth Low Income	Makerspace at every site		$50,000.00	$226,219.00		$276,219.00
1	7	English Learners Foster Youth Low Income	Early Learning Makerspace Units				$20,000.00	$20,000.00
1	8	English Learners	Integrated and Designated ELD Professional Development				$122,000.00	$122,000.00
1	9	English Learners	ELD Assessment					$0.00
1	10	English Learners	EL Data Review	$10,000.00				$10,000.00
1	11	English Learners	Newcomer/ELD Teachers	$196,320.00			$230,000.00	$426,320.00
1	12	All	Social Studies Curriculum				$120,000.00	$120,000.00
1	13	All	Ethnic Studies Committee				$62,551.00	$62,551.00
1	14	All	English Language Arts				$165,000.00	$165,000.00
1	15	Low Income	VAPA Instruction & Collaboration			$1,015,806.00	$20,000.00	$1,035,806.00
1	16	All	Turnaround Arts			$14,000.00	$5,000.00	$19,000.00

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Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	17	All	Physical Education			$261,000.00		$261,000.00
1	18	English Learners Low Income	Literacy Intervention			$255,494.00	$391,638.00	$647,132.00
1	19	English Learners Low Income	Instructional Coaching			$843,656.00		$843,656.00
1	20	All	Instructional Leadership Team			$90,000.00		$90,000.00
1	21	All	Teacher Collaboration				$10,000.00	$10,000.00
1	22	All	Professional Development	$4,000.00		$136,000.00	$190,000.00	$330,000.00
1	23	All	Multi-Tiered System of Supports (MTSS)	$77,512.00		$276,507.00		$354,019.00
1	24	English Learners Foster Youth Low Income	Summer School				$1,450,880.00	$1,450,880.00
1	25	English Learners Foster Youth Low Income	Class Size Reduction				$682,884.00	$682,884.00
1	26	English Learners Foster Youth Low Income	Extended School Day				$947,504.00	$947,504.00
1	27	English Learners Foster Youth Low Income	After School Program		$647,914.00			$647,914.00
1	28	Low Income	Technology				$625,000.00	$625,000.00
1	29	English Learners Foster Youth Low Income	Library Instructional Media Specialists	$69,158.00			$69,158.00	$138,316.00
1	30	English Learners Foster Youth Low Income	Vice Principals	$544,680.00				$544,680.00
2	1	All	Culture & Climate Committee			$142,461.00		$142,461.00
2	2	English Learners Foster Youth Low Income	PD on Restorative Justice Practices					$0.00

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Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners Foster Youth Low Income	PBIS Coordinator and Community Resilience Model training					$0.00
2	4	All	SEL Curriculum and Implementation					$0.00
2	5	English Learners Foster Youth Low Income	CASSY				$278,100.00	$278,100.00
2	6	English Learners Foster Youth Low Income	Care Solace					$0.00
2	7	All	School-Site Activities	$9,479.00		$331,301.00	$7,000.00	$347,780.00
2	8	All	Facilities Maintenance	$625,000.00				$625,000.00
2	9	All	PBIS Implementation with School Teams	$1,400.00			$177,350.00	$178,750.00
2	10	All	Displaying Student Work			$10,000.00		$10,000.00
2	11	English Learners Foster Youth Low Income	Anti-Racist Training	$14,858.00				$14,858.00
2	12	English Learners Low Income	Culturally Relevant Libraries				$27,500.00	$27,500.00
2	13	English Learners Low Income	Playworks				$90,000.00	$90,000.00
2	14	Students with Disabilities	PD on Developing Inclusive Classrooms					$0.00
2	15	English Learners Foster Youth Low Income	School Support and Campus Relations	$598,839.00				$598,839.00
3	1	English Learners Low Income	Teach for America Partnership			$50,000.00		$50,000.00
3	2	Students with Disabilities	SMCOE/Alder GSE Partnership					$0.00
3	3	English Learners Low Income	Summit Partnership					$0.00

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Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	English Learners Low Income	Marshall Teacher Residency Partnership					$0.00
3	5	All	Electronic Evaluation System	$12,500.00				$12,500.00
3	6	All	Electronic Professional Development System	$12,500.00				$12,500.00
3	7	All	Staff Recognition	$1,000.00				$1,000.00
3	8	All	Child Care Cooperative					$0.00
3	9	All	Teacher Housing Project					$0.00
3	10	All	Transit Cooperative					$0.00
3	11	All	Compensation Increase					$0.00
3	13	All	Marketing Plan					$0.00
3	14	All	Induction Program				$13,000.00	$13,000.00
3	15	All	Staffing	$6,184,080.00				$6,184,080.00
4	2	All	Weekly Workshops					$0.00
4	3	All	Family Events and Parent University			$35,000.00	$23,400.00	$58,400.00
4	4	English Learners Low Income	PD about Partnering with Families					$0.00
4	5	All	Family Engagement Committee				$6,000.00	$6,000.00
4	6	All	Regularly Survey Families			$25,000.00		$25,000.00
4	7	All	Family and Community Engagement Coordinator and Social Worker			$94,855.00	$119,807.00	$214,662.00
4	8	English Learners Foster Youth Low Income	Continue and Evaluate Ongoing Partnerships					$0.00
4	9	Low Income	Supports for Homeless Students				$55,000.00	$55,000.00
5	1	Students with Disabilities	Develop a Tracking System		$419,471.00			$419,471.00
5	2	Students with Disabilities	SpEd Professional Development		$2,800.00			$2,800.00
5	3	Students with Disabilities	SpEd Ongoing Assessments		$813,037.00			$813,037.00

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Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
6	1	All	PD Opportunities for 6-8 Math Teachers					$0.00
6	2	All	Regular 6-8 Math Department Collaboration			$66,500.00		$66,500.00
6	4	All	6-8 Math Teachers Develop Monitoring Process				$10,000.00	$10,000.00
7	1	English Learners	Data Review Processes and Procedures					$0.00
7	2	English Learners	Reclassification Processes and Procedures					$0.00
7	3	English Learners	ELD Instruction					$0.00
7	4	English Learners	Professional Development - Supporting English Learners				$42,000.00	$42,000.00
7	5	English Learners	Reclassification Celebration					$0.00
8	1	English Learners Foster Youth Low Income	Work cellphones for school site and health staff	$3,000.00				$3,000.00
8	2	All	Two-way communication system (ParentSquare)				$5,700.00	$5,700.00
8	3	English Learners Foster Youth Low Income	Regular communication and resources via mailings (EveryDay Labs)	$9,000.00				$9,000.00
8	4	All	Attendance recognition and rewards	$500.00				$500.00
8	6	African American Students, Students with Disabilities	Trimesterly review of attendance data and action planning					$0.00

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Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,445,855.00	$9,586,608.00
LEA-wide Total:	$704,855.00	$8,470,608.00
Limited Total:	$0.00	$55,000.00
Schoolwide Total:	$741,000.00	$1,061,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	6	Makerspace at every site	LEA-wide	English Learners Foster Youth Low Income	All Schools		$276,219.00
1	7	Early Learning Makerspace Units	LEA-wide	English Learners Foster Youth Low Income	Grades TK-K		$20,000.00
1	8	Integrated and Designated ELD Professional Development	LEA-wide	English Learners	All Schools		$122,000.00
1	9	ELD Assessment	LEA-wide	English Learners	All Schools		$0.00
1	10	EL Data Review	LEA-wide	English Learners	All Schools	$10,000.00	$10,000.00
1	11	Newcomer/ELD Teachers	Schoolwide	English Learners	Specific Schools: Belle Haven Elementary, Costano School of the Arts, and Cesar Chavez Ravenswood Middle School	$196,320.00	$426,320.00
1	15	VAPA Instruction & Collaboration	LEA-wide	Low Income	All Schools		$1,035,806.00
1	18	Literacy Intervention	LEA-wide	English Learners Low Income	All Schools		$647,132.00

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Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	19	Instructional Coaching	LEA-wide	English Learners Low Income	All Schools		$843,656.00
1	24	Summer School	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,450,880.00
1	25	Class Size Reduction	LEA-wide	English Learners Foster Youth Low Income	All Schools		$682,884.00
1	26	Extended School Day	LEA-wide	English Learners Foster Youth Low Income	All Schools		$947,504.00
1	27	After School Program	LEA-wide	English Learners Foster Youth Low Income	All Schools		$647,914.00
1	28	Technology	LEA-wide	Low Income	All Schools		$625,000.00
1	29	Library Instructional Media Specialists	LEA-wide	English Learners Foster Youth Low Income	All Schools	$69,158.00	$138,316.00
1	30	Vice Principals	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Belle Haven Elementary, Costano School of the Arts, Cesar Chavez Ravenswood Middle School	$544,680.00	$544,680.00
2	2	PD on Restorative Justice Practices	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
2	3	PBIS Coordinator and Community Resilience Model training	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
2	5	CASSY	LEA-wide	English Learners Foster Youth Low Income	All Schools		$278,100.00

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Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	6	Care Solace	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
2	11	Anti-Racist Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,858.00	$14,858.00
2	12	Culturally Relevant Libraries	LEA-wide	English Learners Low Income	All Schools		$27,500.00
2	13	Playworks	Schoolwide	English Learners Low Income	Grades TK-5		$90,000.00
2	15	School Support and Campus Relations	LEA-wide	English Learners Foster Youth Low Income	All Schools	$598,839.00	$598,839.00
3	1	Teach for America Partnership	LEA-wide	English Learners Low Income	All Schools		$50,000.00
3	3	Summit Partnership	LEA-wide	English Learners Low Income	All Schools		$0.00
3	4	Marshall Teacher Residency Partnership	LEA-wide	English Learners Low Income	All Schools		$0.00
4	4	PD about Partnering with Families	LEA-wide	English Learners Low Income	All Schools		$0.00
4	8	Continue and Evaluate Ongoing Partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
4	9	Supports for Homeless Students	Limited to Unduplicated Student Group(s)	Low Income	All Schools		$55,000.00
7	1	Data Review Processes and Procedures	LEA-wide	English Learners	All Schools		$0.00
7	2	Reclassification Processes and Procedures	LEA-wide	English Learners	All Schools		$0.00
7	3	ELD Instruction	LEA-wide	English Learners	All Schools		$0.00

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Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
7	4	Professional Development - Supporting English Learners	LEA-wide	English Learners	All Schools		$42,000.00
7	5	Reclassification Celebration	LEA-wide	English Learners	All Schools		$0.00
8	1	Work cellphones for school site and health staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	$3,000.00
8	3	Regular communication and resources via mailings (EveryDay Labs)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,000.00	$9,000.00

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Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

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Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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.
- **Support for Identified Schools**: Describe how the LEA has or will support 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.
- **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.

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Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

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Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

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- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

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climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

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Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

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- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.