

2021-22 Local Control and Accountability Plan (LCAP) Overview

Ravenswood City School District

State Priorities



1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

Local Control Funding Formula

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students, especially for English learner, foster youth, and low-income students.

Local Control Accountability and Plan

The Local Control Accountability and Plan (LCAP) shows how these funds will improve student outcomes and performance for all students.

Student Enrollment

Ethnicity	Percent of Enrollment
American Indian	<1%
African American	6%
Asian	<1%
Filipino	<1%
Hispanic/Latino	80%
Pacific Islander	9%
White	1%
Multiple/No Response	3%

Student Group	Percent of Enrollment
English Learners	53%
Low Income	91%
Foster Youth	<1%

Our Community



East Palo Alto, East Menlo Park
Communities Served



1881

Students



4

Schools



285

Staff

2021-22 LCAP Funding Overview

Funding Source	Totals
LCFF Funds	\$8,388,826.00
Other State Funds	\$1,933,222.00
Local Funds	\$3,973,799.00
Federal Funds	\$6,281,472.00
Total Funds	\$20,577,319.00

Type	Totals
Personnel	\$15,665,010.00
Non-Personnel	\$4,912,309.00



2021-22 LCAP Goals and Services

GOAL







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








<p>1.1</p>	<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>\$130,000.00</p>	 <p>All Students</p>
<p>1.2</p>	<p>Math Professional Development Opportunities</p> <ul style="list-style-type: none"> • 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 	<p>\$15,000.00</p>	 <p>All Students</p>
<p>1.3</p>	<p>Math Assessment C&I develops and pilots quality one-to-one mathematics assessments for grades 1-5</p>	<p>\$0.00</p>	 <p>All Students</p>
<p>1.4</p>	<p>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.</p> <ul style="list-style-type: none"> • TK-5 implementation of adopted curriculum in 21-22 • 6-8 implementation of adopted curriculum in 22-23 	<p>\$280,000.00</p>	 <p>All Students</p>
<p>1.5</p>	<p>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:</p>	<p>\$5,000.00</p>	 <p>All Students</p>

	<ul style="list-style-type: none"> 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 		
1.6	<p>Makerspace at every site Ravenswood will maintain a Makerspace at every site</p> <ul style="list-style-type: none"> 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	 English Learners Foster Youth Low Income
1.7	<p>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</p>	\$20,000.00	 English Learners Foster Youth Low Income
1.8	<p>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.</p> <p>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.</p>	\$122,000.00	 English Learners
1.9	<p>ELD Assessment Instructional leaders will identify a local assessment for English Language Development to use for ongoing progress monitoring</p>	\$0.00	 English Learners
1.10	<p>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</p>	\$10,000.00	 English Learners
1.11	<p>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)</p> <ul style="list-style-type: none"> Newcomer/ELD teachers at each school site will provide targeted intervention instruction to Newcomers and level 1 English Learners. 	\$426,320.00	 English Learners

<p>1.12</p>	<p>Social Studies Curriculum C&I will facilitate a TK-5 Social Studies Pilot Committee to identify social studies curricula to pilot for possible adoption</p> <p>6-8 Social Studies teachers will adopt, receive training on, and implement a new Social Studies curriculum aligned with the updated CA HSS Framework</p>	<p>\$120,000.00</p>	 <p>All Students</p>
<p>1.13</p>	<p>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.</p>	<p>\$62,551.00</p>	 <p>All Students</p>
<p>1.14</p>	<p>English Language Arts All instructional staff will align on a shared districtwide vision for high quality TK-8 ELA/Literacy instruction.</p> <ul style="list-style-type: none"> 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. 	<p>\$165,000.00</p>	 <p>All Students</p>
<p>1.15</p>	<p>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.</p>	<p>\$1,035,806.00</p>	 <p>Low Income</p>
<p>1.16</p>	<p>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.</p>	<p>\$19,000.00</p>	 <p>All Students</p>
<p>1.17</p>	<p>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.</p>	<p>\$261,000.00</p>	 <p>All Students</p>
<p>1.18</p>	<p>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</p>	<p>\$647,132.00</p>	 <p>English Learners Low Income</p>
<p>1.19</p>	<p>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).</p>	<p>\$843,656.00</p>	 <p>English Learners Low Income</p>

<p>1.20</p>	<p>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.</p> <p>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.</p>	<p>\$90,000.00</p>	 All Students
<p>1.21</p>	<p>Teacher Collaboration Elementary grade level teams and middle school department teams will collaborate in weekly meetings facilitated by teacher leaders and coaches in order to build community, co-plan lessons, and analyze student data to inform instruction.</p>	<p>\$10,000.00</p>	 All Students
<p>1.22</p>	<p>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.</p>	<p>\$330,000.00</p>	 All Students
<p>1.23</p>	<p>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.</p> <p>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.</p>	<p>\$354,019.00</p>	 All Students
<p>1.24</p>	<p>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.</p>	<p>\$1,450,880.00</p>	 English Learners Foster Youth Low Income
<p>1.25</p>	<p>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.</p>	<p>\$682,884.00</p>	 English Learners Foster Youth Low Income

1.26	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	 English Learners Foster Youth Low Income
1.27	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	 English Learners Foster Youth Low Income
1.28	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	 Low Income
1.29	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	 English Learners Foster Youth Low Income
1.30	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	 English Learners Foster Youth Low Income

GOAL







2

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



2.1	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	 All Students
2.2	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	 English Learners


			Foster Youth Low Income
2.3	<p>PBIS Coordinator and Community Resilience Model training</p> <p>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.</p>	\$0.00	 English Learners Foster Youth Low Income
2.4	<p>SEL Curriculum and Implementation</p> <p>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.</p>	\$0.00	 All Students
2.5	<p>CASSY</p> <p>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.</p>	\$278,100.00	 English Learners Foster Youth Low Income
2.6	<p>Care Solace</p> <p>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.</p>	\$0.00	 English Learners Foster Youth Low Income
2.7	<p>School-Site Activities</p> <p>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.</p>	\$347,780.00	 All Students
2.8	<p>Facilities Maintenance</p> <p>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.</p>	\$625,000.00	 All Students
2.9	<p>PBIS Implementation with School Teams</p> <p>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.</p>	\$178,750.00	 All Students

2.10	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	 All Students
2.11	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	 English Learners Foster Youth Low Income
2.12	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	 English Learners Low Income
2.13	Playworks Ravenswood will partner with Playworks to help students stay active and build valuable life skills through play during recess time.	\$90,000.00	 English Learners Low Income
2.14	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	 Students with Disabilities
2.15	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	 English Learners Foster Youth Low Income

GOAL




3

Recruit and retain highly effective and diverse team members



3.1	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	 English Learners Low Income
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3.2	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	 Students with Disabilities
3.3	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	 English Learners Low Income
3.4	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	 English Learners Low Income
3.5	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	 All Students
3.6	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	 All Students
3.7	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	 All Students
3.8	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	 All Students
3.9	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	 All Students
3.10	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	 All Students
3.11	Compensation Increase Ravenswood will increase compensation and benefits in an effort to recruit and retain high performing staff.	\$0.00	 All Students

3.13	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	 All Students
3.14	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	 All Students
3.15	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	 All Students




GOAL

4

Partner with families and the community to support the whole child




4.2	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	 All Students
4.3	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	 All Students
4.4	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	 English Learners Low Income
4.5	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	 All Students
4.6	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	 All Students




4.7	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	 All Students
4.8	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	 English Learners Foster Youth Low Income
4.9	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	 Low Income

GOAL

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




5.1	Develop a Tracking System Director of Special Education and Program Specialists will develop a tracking system that provides a quick aggregated view of Sunday assessment results including “distance from goal” for students with IEPs to allow for more streamlined student progress monitoring.	\$419,471.00	 Students with Disabilities
5.2	SpEd Professional Development Director of Special Education and Program Specialists will provide professional development for Education Specialists around the intervention curriculum (Sunday System) so that they are able to implement the curriculum with fidelity to improve student outcomes.	\$2,800.00	 Students with Disabilities
5.3	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	 Students with Disabilities



GOAL

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).



6.1	PD Opportunities for 6-8 Math Teachers	\$0.00	
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	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.		All Students
6.2	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	 All Students
6.4	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	 All Students



GOAL

7

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



7.1	Data Review Processes and Procedures Clear and consistent processes supporting the regular review of student data <ul style="list-style-type: none"> • 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 • Site administrators review local reading assessment data and report card grades of ELs at regular intervals throughout the year when new data becomes available 	\$0.00	 English Learners
7.2	Reclassification Processes and Procedures We will clarify our district reclassification processes and procedures <ul style="list-style-type: none"> • 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	 English Learners
7.3	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	 English Learners





7.4	Professional Development - Supporting English Learners We will provide professional development to staff around serving English Learners <ul style="list-style-type: none"> 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	 English Learners
7.5	Reclassification Celebration The Curriculum & Instruction department will host a district-wide Reclassification Celebration for students and their families	\$0.00	 English Learners


GOAL

8

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



8.1	Work cellphones for school site and health staff Work cellphones: <ul style="list-style-type: none"> 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	 English Learners Foster Youth Low Income
8.2	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	 All Students
8.3	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	 English Learners Foster Youth Low Income
8.4	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	\$500.00	 All Students

	ceremonies and certificates to acknowledge the efforts that families make towards high attendance and improving attendance.		
8.6	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	 African American Students, Students with Disabilities

Stakeholder Engagement	Major Changes for 2021-22	We Want to Increase	We Want to Decrease
We have held over 18 months of continuous feedback discussion regarding distance learning, Learning Continuity and Attendance Plan, COVID safety plans/checklists, the development and revision of our Recovery & Reopening Plan, and the LCAP.	<p>The first four goals are "Broad Goals", which reflect district-wide priorities over the next 3 years.</p> <p>The second four goals are "Focus Goals", which address specific areas of need for targeted action and attention.</p>	We want to increase student achievement, enjoyment in their educational experience, and parent and family engagement and partnership. We also want to recruit, and retain highly effective and diverse staff to support these goals.	We want to decrease chronic absenteeism, suspensions and referrals, addressed through Broad Goal 2 (#2), and Focus Goal 4 (#8).

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