

Goal 9

Ravenswood will improve student achievement in ELA and Mathematics (as measured by “Distance from grade level standard” on the CAASPP), and decrease Chronic Absenteeism (as reported on the CA Dashboard), through improving the sense of belonging amongst African American Students

An explanation of why the LEA has developed this goal:

This is a Required Goal, that specifically targets an area of need at Ravenswood. Ravenswood has been eligible for “Differentiated Assistance” for three or more consecutive years based on the performance of our African-American student group on the California Dashboard in the areas of "Chronic Absenteeism", "Academics", and "Suspensions". Based on this criteria, we are required to include a goal on our LCAP that focuses on improving the performance of students in this group, by addressing student-group-specific needs and focusing on improving outcomes specifically for this student group.

Through an analysis of community feedback, it was determined that a focus on student's sense of belonging would be most appropriate to address in this goal at this time. Considering the transition from virtual learning back to in-person instruction, and the long-term impacts of the ongoing pandemic, we want students and families to feel safe, comfortable, and welcomed onto school sites, and for these schools to be spaces where they have voice and agency. The team also conducted a root cause analysis, and believe that a focus on eliciting feedback from our students around what belonging means to them and developing that culture, will bring about positive results for our students. The actions and metrics we have listed below differ from our previous efforts to improve outcomes for these students because these actions are centered on the identified root cause (a sense of belonging). In the past we have focused more on the effects (high levels of office discipline referrals, assessment results, and poor attendance), without truly addressing the root causes. When the CA Dashboard returns, we intend to add the required metrics that reflect the eligibility criteria for this goal.

We believe these actions, metrics, and expenditures included as part of this goal will help to increase the sense of belonging our African-American students experience throughout their educational experience at Ravenswood, which will support their academic growth and successes.
(State Priorities 5, 6, 8)

Metric	Baseline	Year 1 Outcome	Desired Outcome (2023-24)
Attendance Rate as a percentage (AA students)	2020-2021: 87.2%	2021-2022: 84.7%	96%
Of our chronically absent students, what proportion are identified as AA students? The proportion should be representative of our percentage of AA students enrolled at the district.	AA Student Enrollment at Ravenswood in 2020-2021: 6.5% Proportion of chronically absent students who are identified as "African American": ~10%	AA Student Enrollment at Ravenswood in 2021-2022: 6.6% Proportion of chronically absent students who are identified as "African American": 9.98% This demonstrates disproportionality.	Proportionality
Chronic Absenteeism of AA students as reported through the CA Dashboard	2018-2019: 20.7% (164 students) 2019-2020: 0 This metric was not reported on the CA Dashboard	2020-2021: 0 This metric was not reported on the CA Dashboard	10%

California Healthy Kids Survey - Percentage of students who identify having Supportive Adult and Peer Relationships	Surveys were unable to be fully completed during 2020-2021 due to the ongoing impacts of the COVID-19 pandemic.	2021-2022: Approximately 56% of students identify as having caring adults in school	95%
Pupil Achievement: ELA - Average years growth of Reading Levels of African American Students Measured by "F&P" for students in grades 1-5	2020-2021: 0.75 years	2021-2022: 0.9 years	1 - 1.5 years of average growth each year
Pupil Achievement: ELA - Average years growth of Reading Levels of African American Students Measured by "Let's Go Learn" for students in grades 6-8	2020-2021: 0.68 years	2021-2022: 1.5 years	1 - 1.5 years of average growth each year
Pupil Achievement: Mathematics for AA Students, district wide measured by CAASPP data	2018-2019: 85.6 points below standard 2019-2020: 0 No Data Available as CAASPP testing did not occur due to the impact of COVID-19	2020-2021: 0 In 2020-2021 CAASPP was not the most viable option in our local context, and was not administered. Additionally, the 2021 Dashboard was suspended and this data is not available.	79 pts below standard (Yellow)

Action #	Title	Description	Funds
1	Anti-Racist Commitment	The Ravenswood City School District acknowledges that racism has an inherent and permanent impact on our students' lives. All staff will work towards using our Anti-Racist Commitment as a lense with which we review, consider, and implement everything we do as as individuals, schools, and as a district. Opportunities for both shared and individual reflection will help each of us to align our actions with our commitments, as we work towards systematically dismantling the racist structures and practices that exist in our educational environment.	\$0
2	Diversity, Equity and Inclusion (DEI) Coordinator	The DEI Coordinator assists the site and district leadership in building a culture where equity-based innovation can and does occur, and ensuring a climate where all students, especially those from traditionally marginalized groups feel confident.	\$44,000
3	Personal Connection	School site staff will make a concerted effort to "check-in" with students, particularly students who are often overlooked or who identify as a member of traditionally marginalized groups. This regular "check-in" style of engagement allows for individuality to be noticed and valued and to provide students with opportunities to share their feelings, experiences and share their story. Personal interactions contribute greatly to the development of social bonds, and building trusting relationships. By regularly and routinely demonstrating care for all students, staff hope to increase students' sense of belonging at school.	\$0

4	Streamlining Services and Supports	<p>Ravenswood is realigning central office departments to better advance our strategic plan in support of our students and schools. We want to honor each school's unique identity while also providing support and guidance in meeting every student's needs. By streamlining our services under three zones: Operations and Finances, People and Strategy, and Teaching and Learning, we can provide targeted support to flow where it is needed, when it is needed. This focuses more resources in schools, and helps us to address specific student needs and address trends by subgroup across the district.</p>	\$0
5	Review of attendance data and action planning	<p>The Teaching and Learning Department will continue to support principals and teachers in a regular review of attendance data, disaggregated by student group. This will allow us to create target groups for outreach towards improving attendance, and identifying those students and families who need additional support in this area.</p> <p>In particular, these processes will support the "Coordination of Services Team" (COST) in developing clear planning and progress monitoring for all African American students who have high levels of absenteeism, in an effort to address the causes and issues surrounding the students' attendance before they are labeled as being "chronically absent".</p>	\$0
6	Review of disciplinary data and action planning	<p>The Teaching and Learning Department will support principals and teachers in a regular review of disciplinary data, disaggregated by student group. This will allow us to create target groups for outreach, and identifying those students and families who need additional support in this area.</p> <p>In particular, these processes will help the "Coordination of Services Team" (COST) in planning and implementing SEL supports for all African American students, as needed.</p>	\$0
7	Review of academic data and action planning	<p>The Teaching and Learning Department will support principals and teachers in a regular review of academic data, disaggregated by student group. This will allow us to create target groups for outreach, and identifying those students and families who need additional support in this area.</p> <p>In particular, these processes will help the "Coordination of Services Team" (COST) in planning and implementing academic supports for all African American students who are not making progress towards academic outcomes.</p>	\$0