

LCFF Budget Overview for Parents

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

CDS Code: 41-68999-0000000

School Year: 2022-23

LEA contact information:

Gina Sudaria

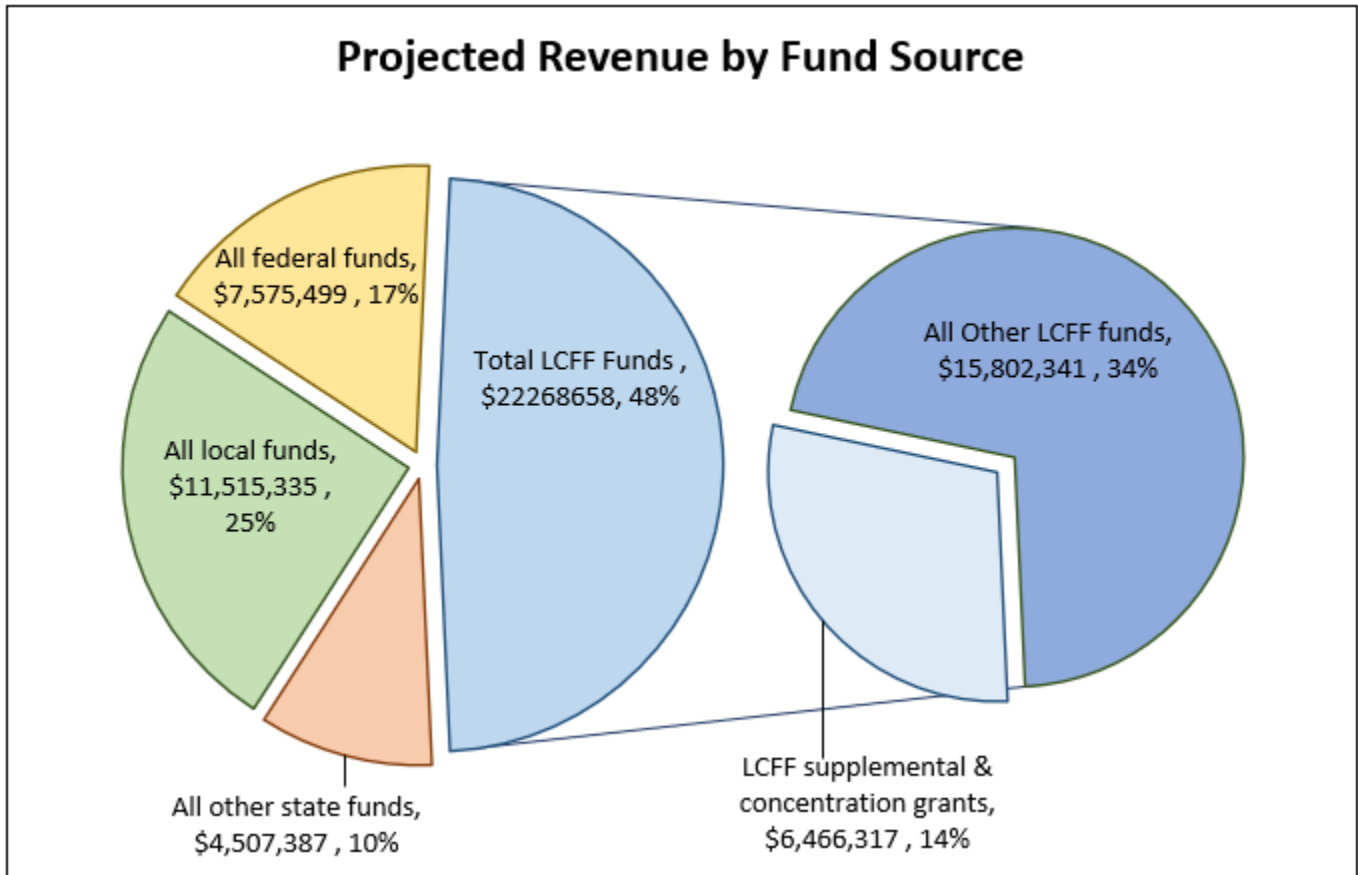
Superintendent

gsudaria@ravenswoodschools.org

(650) 329-2800

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

Budget Overview for the 2022-23 School Year

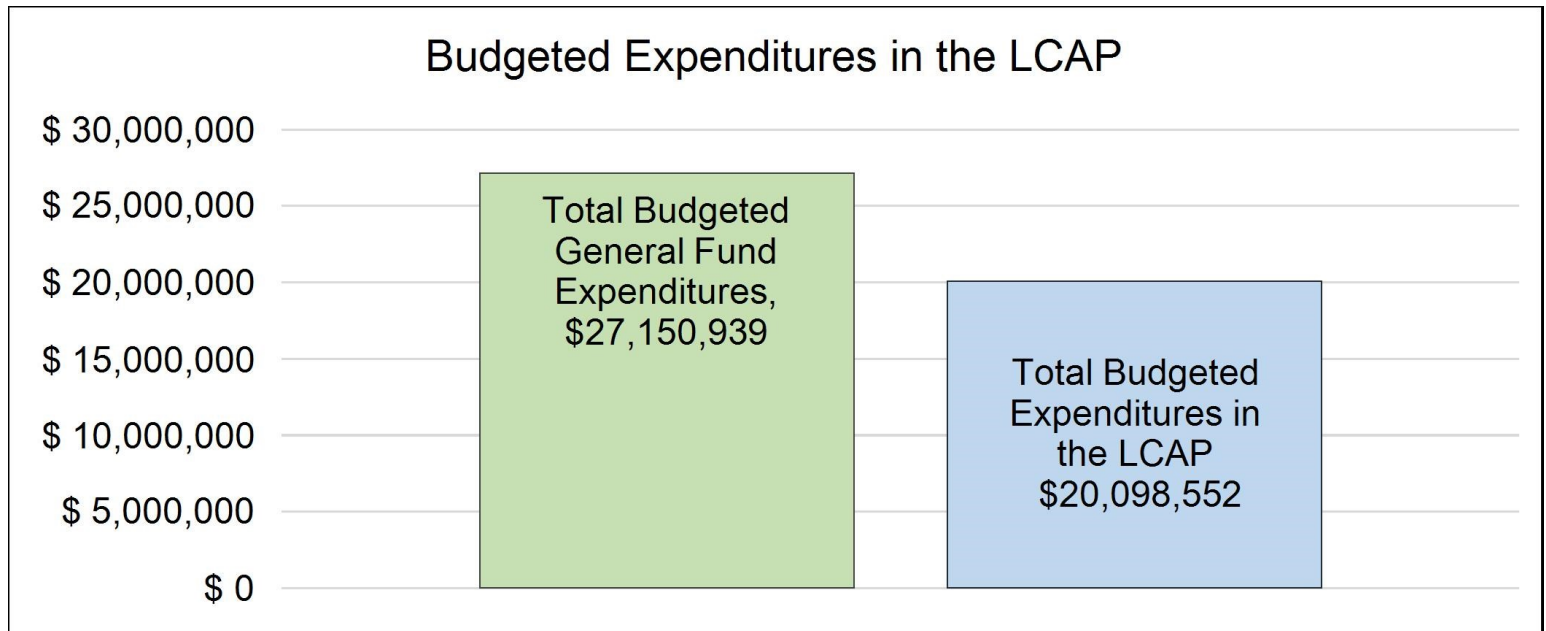


This chart shows the total general purpose revenue Ravenswood City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ravenswood City School District is \$45,866,877.95, of which \$22,268,658.00 is Local Control Funding Formula (LCFF), \$4,507,386.60 is other state funds, \$11,515,334.75 is local funds, and \$7,575,498.60 is federal funds. Of the \$22,268,658.00 in LCFF Funds, \$6,466,317.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much Ravenswood City School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Ravenswood City School District plans to spend \$27,150,939.00 for the 2022-23 school year. Of that amount, \$20,098,552.00 is tied to actions/services in the LCAP and \$7,052,387.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures that are not included in our LCAP includes operational expenditures (eg. custodians, property insurance, district leadership, utilities), some Special Education services, some miscellaneous site-level positions, and items that are more appropriate to be discussed and reported on the School Plan for Student Achievement (SPSA).

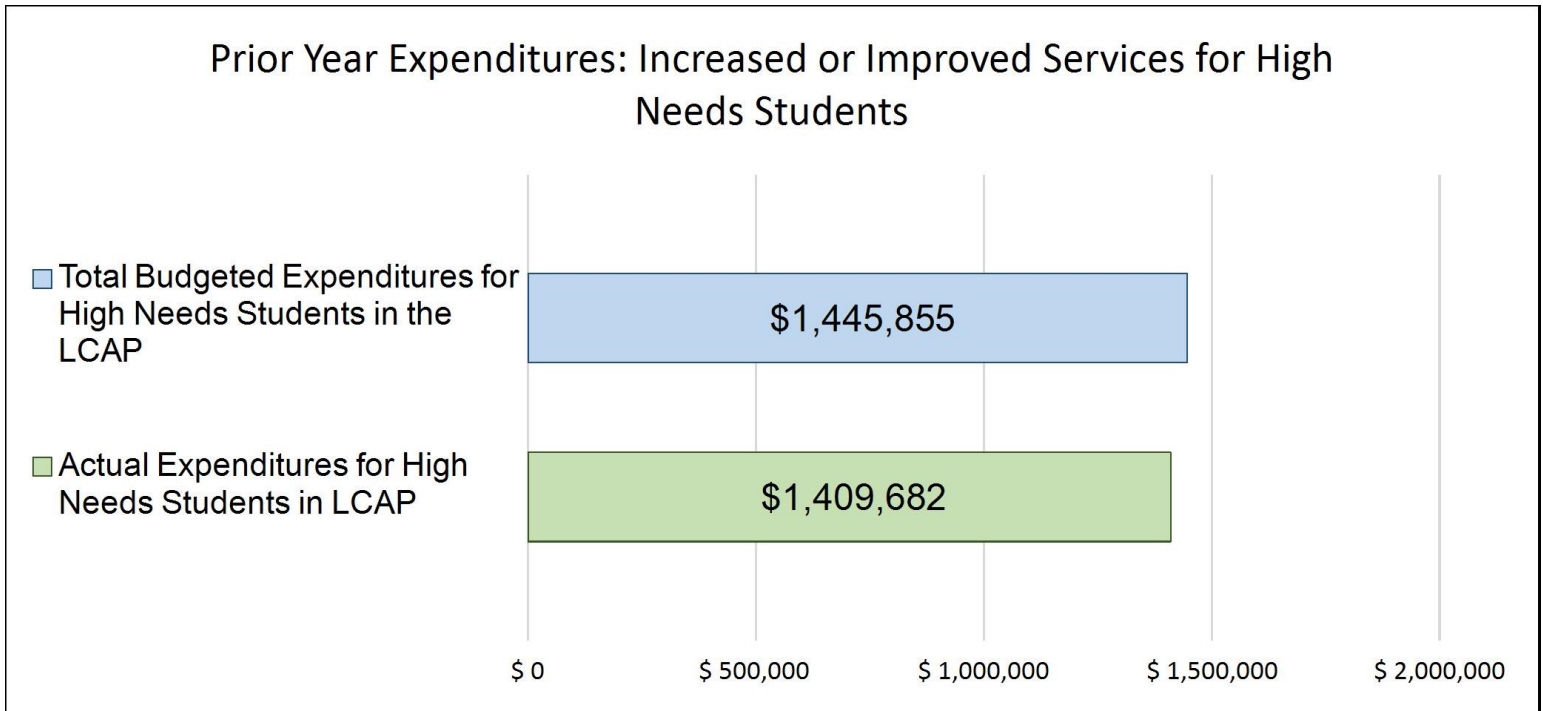
Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Ravenswood City School District is projecting it will receive \$6,466,317.00 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 \$1,313,859.00 towards meeting this requirement, as described in the LCAP.

As every single school has over 90% of the student population that is identified as "high needs", these funds support actions and expenditures such as the salaries of paraeducators. This is an action that has not been included in the current year's LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Ravenswood City School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ravenswood City 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.

The text description of the above chart is as follows: In 2021-22, Ravenswood City School District's LCAP budgeted \$1,445,855.00 for planned actions to increase or improve services for high needs students. Ravenswood City School District actually spent \$1,409,682.00 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-36,173 had the following impact on Ravenswood City School District's ability to increase or improve services for high needs students:

There are minor differences present here, which reflects that our budgeting process for salaries is based on the district average for the position, which may not reflect the actual salary of the staff connected to the specific actions referenced. These expenditure variations had no impact on the actions and services implemented, or the overall increased or improved services for high needs students.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ravenswood City School District	Gina Sudaria Superintendent	Executive Coordinator to the Superintendent, Maria Pineda: mpineda@ravenswoodschools.org Ph. (650) 329-2800

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Ravenswood received additional funds through the Budget Act of 2021, including ESSER III funds. The funding sources received are typically included in the district’s 3-year LCAP. As the notification of probable funding allocations was received earlier in the year, funds intended to be spent within this school year were generally included in the LCAP, in the ESSER III Expenditure Plan, and integrated into the district’s Master Budget, all of which were sufficiently presented to staff, families, and community members with opportunities for feedback and input.

Feedback and data collected throughout the various engagement and consultation opportunities have informed the Ravenswood Reopening & Recovery Plan (RR&RP), the 5-year Strategic Plan, the Expanded Learning Opportunities Plan (ELO), the Local Control and Accountability Plan (LCAP), individual School Plans for Student Achievement (SPSAs), Ravenswood’s District Budget, the ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan, the ESSER III Expenditure Plan, the Educator Effectiveness Plan, among other documents and strategic direction, and will continue to inform future district-level and school-level plans.

Our 3-year Local Control and Accountability Plan (LCAP) was primarily developed from January 2021 - June 2021. There was a strong emphasis on community engagement throughout the LCAP writing process, and focused the input of school, district, and community members towards setting goals and planning actions that could make meaningful impacts for our students.

There are ongoing and multiple spaces and places for anyone to provide feedback and input on the direction of the school and district plans, including at instructional leadership and staff meetings, SELPA and SMCOE consultations, CSEA and RTA consultations, DAC/DELAC meetings, SSC/ELAC meetings at the school-sites, Board meetings, “Community in Action” office hours with the Superintendent, Newsletters, Surveys, and Parent-Teacher or Family-School communications.

Ravenswood has also conducted significant and meaningful engagement to develop a holistic district-wide budget that includes the stimulus funds available to the district. Our improvements to the district budgeting processes and increased transparency has meant that the engagement for many district-wide and school-wide plans have overlapped, to ensure that the funds are used most effectively with the ultimate goal of supporting student needs and improving student outcomes.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

All four Ravenswood schools fall into the “greater than 55%” category identified in this prompt. The Concentration Grant Add-On Funds alone are not sufficient to increase the number of staff at each school site providing direct services to students. Ravenswood is using the Concentration Grant Add-On Funds to support our existing initiatives to retain staff that provide direct services to students, across all schools, using a strategic model that will ensure sustainability of funding in future years.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Please refer to Prompt 1 for a description of Ravenswood’s engagement methodology and process, which is relevant for both the regular and one-time funds received by the district. In addition, our Learning Acceleration Committee was formed at the beginning of the pandemic response, and met regularly through the 20-21 school year both as a core committee and with established groups and teams throughout the district, such as school Instructional Leadership Teams (ILTs) to share information and elicit input on funding decisions. They continue to meet throughout the 21-22 school year to discuss topics of interest, and share feedback from different educational partners including staff, families, and the community. The committee has been involved in the needs assessment, decision-making, and implementation evaluation for any additional one-time funds or other supports provided by county, state or federal bodies. This allows us to provide a cohesive path forward to support response to the COVID-19 pandemic and the impacts of distance learning on pupils.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Please refer to the ESSER III Expenditure Plan, and the ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan, both available on the district website. There are both ongoing challenges (including situations outside our control such as shipping delays and supply chain disruptions), as well as successes (regular COVID-19 testing of staff and students, implementation of summer school, retention of staff). Many actions identified in the ESSER III Expenditure Plan were also integrated into the LCAP, so further descriptions of successes and challenges may be available as part of the annual analysis and update of the LCAP.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

In order to ensure that Ravenswood’s fiscal resources are used consistently with both the applicable plans (eg. Safe Return to In-Person Instruction and Continuity of Services Plan, ESSER III Expenditure Plan etc.) and aligned with our LCAP, we have elected to integrate the proposed actions and expenditures within a holistic district-wide Master Budget, developed and shared with staff, families, and our community. The transparency around the budgeting processes, including all stimulus and additional funds available to the district, has provided the opportunity to develop a cohesive and strategic plan for actions and expenditures that uses the funds most effectively with the ultimate goal of supporting student needs and improving student outcomes.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents

- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template
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As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Ravenswood City School District is a small school district located in East Palo Alto and eastern Menlo Park, and serves approximately 1500 students in grades from Transitional Kindergarten through Eighth Grade, 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).

We have a student population made up of approximately 80.4% Hispanic/Latino, 6.5% African American, 8.2% Native Hawaiian or Pacific Islander, 3.1% students of other ethnic/racial backgrounds and 1.2% white (using the federal classifications). Our "Unduplicated Pupil Count" is approximately 92%. "Unduplicated Pupils" are students who fall into at least one of the following categories: Foster Youth, 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 59.8% 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 students and families in need. The majority of our students experience stresses and traumas associated with growing up in challenging circumstances. Approximately 54.21% of our students are considered English Learners, including "Newcomer" students who arrive in our district from another country, speaking little to no English, who may have experienced trauma in their journeys, 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 for all staff, teacher coaching, teacher collaboration across grades and content areas, summer learning opportunities, parent engagement activities, comprehensive and consistent student access to supplemental programs, and an emphasis on knowing our students well. We have also been developing our comprehensive middle school, consolidating elementary schools, and streamlining central office operations to right-size our district. We endeavor to meet the wide ranging needs of our students, although it can be challenging to sustain momentum with high levels of teacher turnover. In this LCAP cycle, we include strategies to work on improving student learning and attendance, and recruiting/retaining 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 continued to have 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 the California Dashboard has been suspended for multiple years, and is unable to be used 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.

We are very proud of our progress in addressing Goal 7 (Reclassifying English Learners who score Level 4 on the ELPAC). Our target was a 50% reclassification rate of these specific students, and we exceeded this by reclassifying over 66% of these students! We want to continue working on this goal, and hope to target a 75% rate over the next year. We have created a process by which we will reflect on reclassifying students with special needs at each IEP meeting using data and collectively considering if the student should be reclassified. We have also made progress with our family engagement efforts and strategies, and intend to continue working on this for all our students, providing more opportunities for families, students, and staff to build trusting relationships with each other. Over the past year, we fully implemented the Souday System intervention curriculum, which has specific components that support students with disabilities, with encouraging results so far.

In addition, we will exit from Comprehensive Coordinated Early Intervening Services (CCEIS) in September of 2022. The special education team, in coordination with our general education counterparts have created systems and structures to identify and correct the underlying causes for an over identification of African American students being identified under Other Health Impairment.

The Ravenswood Leadership team is reflecting on the types of data that inform structural change to bring about stronger outcomes for our community. Typically we look at data from a "satellite", or "map" perspective - this year we have been engaging in looking at our data from a

street data perspective which has assisted us in identifying root causes and helps inform stronger systems level changes - it is these systemic changes that ultimately have or will make a difference in our satellite and map level data.

The types of street data we have collected are:

- Feedback Interviews: Feedback interviews were conducted with everyone who works in the district office. The basis of these interviews were to consider how best those located at the district office could best work in support of our students. These interviews resulted in the re-configuration of the management structure to work in support of sites and students.
- Listening Campaigns: Members of the leadership team each identified a topic connected to the LCAP and posed a broad question to identified community engagement partners. From these listening campaigns leaders were able to hear the impact of their work as well as make adjustments to meet the needs of our students.
- Fishbowls: A fishbowl was held with our assessment working group. A combination of teacher leaders and site/district leaders participated in a fishbowl conversation wherein they grappled with a problem of practice around assessments and the sometimes negative impact too many students can have on our students.
- Home visits: Throughout the pandemic the Ravenswood Team has conducted home visits. Sometimes to check on students who were not attending schools, but other times to partner with families and assist with signatures if a family member was ill or needed other types of support. Recently district leadership spent time in the community conversing with neighbors about their perceptions of Ravenswood City School District. We have seen a marked increase in the last 4 years in the number of individuals who are stating they have seen positive changes.

The intention going in to next year is to expand this type of data collection and imbed these process in to our day to day work so we are continually in a state of reflection on street level data as our primary focus.

In addition to the above named strategies, we hope to engage in more of this work inclusive of the following

- Student-led community walks
- Equity focused classroom scan
- Ethnographies
- Equity participation tracker
- Structured meeting observations

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 has continued to impact the California Dashboard, which has been suspended for 19-20, and 20-21. It is reasonable to assume that the next available Dashboard will look similar to the data last recorded in the school year 2018-19.

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. 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. 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 (Goal #9).

Ravenswood also has additional plans and actions to address specific aspects of need, for example our Special Education Plan, Compliance and Improvement Monitoring Process (CIM), Comprehensive Support and Improvement Plan, School Plans for Student Achievement, the district-wide Strategic Plan, any ongoing Reopening and Recovery Plans as a result of the COVID pandemic, and plans that address specific funding sources and grants (particularly stimulus funds to support our pandemic recovery. 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 eight goals that Ravenswood is currently 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.

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

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

Goal 3: Recruit and retain highly effective and diverse team members

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

The next group of goals are considered "Focus Goals", and these came from looking at areas of need on the California Dashboard, our district identification in "Differentiated Assistance", and community feedback. Focus Goals are intended to be narrow in scope, addressing specific areas of need that may benefit from a targeted approach on a more limited timescale, and improvement will likely be measured with fewer metrics.

Goal 5: By June 2023, Ravenswood students with an IEP will increase their reading levels on local assessments to meet their reading goals as identified on their IEP

Goal 6: By June 2023, 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 others).

Goal 7: By June 2023, 75% of our students who are English Learners at Level 4 on the ELPAC will be reclassified

Goal 8: [This goal was removed for the 22-23 LCAP]

Goal 9: Increase the sense of belonging amongst African American students

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

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. A school level is conducted annually and includes a review of SPSA goals and actions alongside student data at macro and micro levels as well as finances and strategic budgeting with strategic and restricted funds. Following a standardized needs assessment, a root cause analysis is conducted so that we can better identify specific needs and how to address them. If additional information is needed to better understand contributing causes to lack of student engagement, climate, and achievement, site leadership have opportunities to carry-out empathy interviews, surveys, and fishbone diagrams. CSI funds will be used to support these processes, and implement the appropriate interventions, actions and strategies as guided by the SPSA goals, LCAP goals, and selected through the collaboration and engagement of multiple community partners. School leadership also recognizes the importance of community and family 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.

The Belle Haven Leadership team meetings weekly to discuss needs across the school site. The needs regularly discussed are those related to the reason for identification for CSI: Chronic Absenteeism, Suspension Rates, ELA and Math, which are all identified in the SPSA. During these meetings they consider both a root cause analysis as well as possible resolution for the underlying root causes. By tying the need, to the resolution, we can ensure that students are effectively served by the interventions utilized. Some examples of approaches taken include a focused approach to parent communication with the Outreach Coordinator in regards to attendance and providing support, the

implementation of a research based phonics and reading program, and targeted professional development focused on the needs of our multilingual learners. It is important that all interventions provided as part of the CSI Plan (embedded in the SPSA) are evidence-based, and support the needs of students.

We are working on a variety of resources and strategies to address inequities in student engagement and attendance, such as engaging students in the SST process when there is a pattern of low engagement or attendance, or significant student achievement below grade level; recommending students to attend Boys and Girls Club of the Peninsula so students can have assistance with after school support from a supportive adult; a mathematics blended learning program that is computer adaptive where students can work at their own level; supplemental culturally relevant independent reading books for our English Language Arts program to ensure students are engaged and motivated to read, and that they can see their own identities and experiences reflected in literature.

We are also reviewing data to identify students to receive intervention in the form of additional small group instruction with a reading specialist, and are also considering how to provide further additional small group instruction in both literacy and language development for emerging English Learners, as well as summer programming to extend students' learning into the summer.

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 will continue to monitor the CSI plan [annually through the SPSA process] by tracking the implementation of planned and implemented strategies from the prior year including both the estimated budget and actual expenditures, to ensure that informed, evidence-based strategies are used for school improvement. The SPSA is aligned to the LCAP which has a very robust evaluation process. By ensuring parity of the three plan requirements (SPSA, CSI and LCAP), the team ensures that a thorough review and analysis of all actions and metrics is evaluated to monitor their effectiveness in the current context.

District staff will also support the principal of Belle Haven Elementary School to review the implementation of the CSI plan with our community and educational partners, including the Instructional Leadership Team, the SSC/ELAC, and families. As a district, we 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.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

It has been really important for Ravenswood to involve all educational partners, at all stages of the LCAP development process. The LCAP engagement process is simply a continuation of the surveys, feedback, input, and discussions that were held regarding the return to in person learning, the Learning Continuity and Attendance Plan and COVID safety plans and checklists. The added focus on the LCAP began in December 2020 when the California Department of Education (CDE) plan templates were provided. At that time, all meetings 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. The team has continued to reflect on and seek feedback around the actions in the 21-22 LCAP throughout the year, particularly considering the monitoring and analysis of data for the Mid-Year Update from December 2021 - February 2022, and board presentation in February. The community engagement process specifically focused on the 22-23 LCAP, was initiated in January 2022, with some meetings held virtually, though more meetings and conversations were also able to be held in-person.

This year, we tried to emphasize more informal and personal conversations with our educational partners, particularly in the style of empathy interviews, but also just truly listening to what we are already hearing from different people and groups of people. There are many comments, conversations, and sharing of opinions that already occur at our schools and district on a daily basis, and we want to capture and use some of that “street data” to inform our LCAP and other site and district-level plans and actions. We have found that when we only offer opportunities for engagement at formal committee meetings, there are voices that are often under-represented. The Ravenswood Leadership Team began with facilitating a series of empathy interviews, learning how to conduct an effective interview, how to listen to the responses without judgment or explaining, and then began to look at how to collate, aggregate, and analyze the information and detail that arose from these conversations. Since this was our first year attempting a new style of community engagement, we have learnt a lot, and also found a lot of areas where we need to continue to grow and improve. Due to time constraints, we were unable to fully connect with all the potentially under-represented voices in our district, but this is something that we will continue to work towards in the coming years. Alongside our attempts at connecting with staff, students, and families where they are, we also conducted LCAP community engagement through the more traditional methods. The District Advisory Council/District English Learner Advisory Committee (DAC/DELAC) had opportunities for input into this plan during regularly scheduled meetings. Additionally each School Site Council / English Learner Advisory Committee (SSC/ELAC), and Family Engagement Committee provided feedback and shared their thoughts on the progress of our existing goals and actions, as well as changes and modifications they would like to see in the future. All parents, community members, and staff are invited to attend these meetings. The primary method of collecting all the information shared was through the “jamboard” tool, though some sites used post-it notes and poster-board instead. These jamboard templates were also shared with site-based staff teams, and district-based departments to provide additional opportunities to hear from a variety of different people about the progress we are making, and improvements to make for the future. Superintendent Sudaria also regularly hosts a "Community-in-Action Office Hour" which is an open forum for discussion, which is able to be utilized as an additional contact point for LCAP-specific feedback and engagement.

As we continue to revise our goals, metrics, and actions, we wanted to provide an open forum for any feedback or comments from any member of staff, families, the community, or other educational partners, so we publicly shared a short google form, providing space for open responses, and the opportunity for respondents to leave their contact details if they wanted to provide feedback via phone call. Throughout

our community engagement process, we have connected with staff at all school sites and the district office, parents and families of students with disabilities, families of our multilingual learners (including those identified as “English Learners”), low-income students and families, and wider community members. The Ravenswood LCAP Team has consulted with the San Mateo County Office of Education (SMCOE) LCAP support team, and with our Special Education Local Plan Area (SELPA) Coordinators. SELPA-related consultations occurred on Feb 7, March 2, and April 12, with families of students with disabilities specifically involved in the May 19 community meeting. Our bargaining units (Ravenswood Teachers Association, known as RTA, and California School Employees Association Chapter #303, known as CSEA) were also provided with 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 school year. SMCOE provided additional feedback on the draft LCAP in late May and early June, ensuring that all required components were present and met the standard for compliance.

A summary of the feedback provided by specific educational partners.

We received lots of information and feedback from our different groups of educational partners, however the ultimate trend across all groups was that Ravenswood should continue to 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

The context of the 2021-22 school year is incredibly unique, in that this was the formal return to in-person instruction after an incredibly trying time. The world around us continues to constantly throw challenges in every direction, and our young learners are navigating incredibly difficult situations. While the feedback we gather continues to point in the same direction of the trends noted above, we believe that this isn't an indicator that we were not successful in prior years, but that this work isn't a 'quick fix' that any one year of intervention would support.

Through our surveys, meetings, and conversations, we learned that our families were continually sharing how much their children are appreciating art, music, makerspace, robotics, and elective courses. They noted seeing an increase in student voice through student-led conferences, and also shared that they wanted to learn more about the academics and the rigor, as most of the student's work and formal learning is now being done at school and not at home like it had been prior. While communication from the school has improved and increased, there is a desire to have more individualized, and more consistent two-way communication as well.

Site Staff provided specific and directed feedback, much of which was used to either affirm the current goals and metrics, or to modify the existing actions. Staff provided a lot of input on how they thought Ravenswood was doing, especially in regards to Goal 1 (Instruction) and Goal 2 (Safe and Healthy Students). The key takeaways are that staff have focused a tremendous amount of attention on social emotional

learning since the end of the 2019-20 school year, throughout both 2020-21 and 2021-22. They are requesting additional training, and increased depth of learning for themselves and their colleagues in this area. It was also noted that there is a need for a reflection on our current ELA curriculum - specifically in the area of phonics instruction, foundational language. This is reflected in our LCAP as we have recently completed the 6-8 ELA pilot process, with full implementation forthcoming, and as we embark on a TK-5 ELA pilot in the upcoming years. Site staff requested more collaboration with general education teachers and special education teachers as well as a greater knowledge and opportunities to share, and again highlighted the need to provide students and families with mental health, social-emotional, and behavioral supports.

From both Leadership and Site Staff, 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 increased levels of topic choice, personalization, or differentiation is made available. Social-emotional learning, student wellbeing, and behavioral supports were also overwhelmingly visible in the responses collected from engagement with Site and District Leaders. 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 of our educational partners. Participation in Special Education Local Plan Area (SELPA) consultation opportunities, and ongoing communication with our Special Education Department staff has also helped us to identify the applicable connections and alignment of the LCAP with our existing Special Education Plans. The Ravenswood LCAP Writers team received a lot of really good input and feedback throughout the community engagement process, 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 input from educational partners.

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. We also attempted to capture any and all comments, feedback, and conversational themes mentioned by our educational partners through authentic conversations, in an attempt to move away from the “call-and-response” form of community engagement that often exacerbates the under-representation of particular voices in these traditional “engagement” processes. Taking into consideration our current context, and the fact that this work isn’t accomplishable in only one year, it wasn’t a surprise to the team that the identified needs were affirmed again through the engagement process. Therefore many of our goals and actions are appropriately continuing into the 2022-23 school year.

Our Broad Goals (Goals 1-4) were developed as part of the development of Ravenswood’s 5-year Strategic Plan during 2020-21. The Strategic Plan was developed with significant input and engagement from staff, families, and the community, and drives the district’s direction in certain areas for the next 5 years. Since Broad Goals are intended to be wide in scope and reflect district-wide priorities for the next 3 years, aligning a number of the existing Strategic Plan Priorities with the LCAP is very complementary.

Goal 1 is connected to Strategic Plan Priority 1, and was 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 in all areas. All stakeholders shared that improving student academic achievement across content areas needs support and investment, the challenge is deciding which area to prioritize first.

Goal 2 is directly connected to Strategic Plan Priority 2, supporting the needs of 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. Our student demographics challenge “normal” school discipline systems and practices, which have traditionally been employed to oppress 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 at Ravenswood, we aim to build school cultures that are culturally responsive and relevant, trauma-informed, actively empowering students. Feedback from our families, staff, and students, both during the development of the Strategic Plan and the LCAP, and reiterated throughout community engagement over the last few months, emphasized that building trusting relationships, and partnering with staff, students, families, and the community is a critical part of this work. When asked to give input on how to improve student academic outcomes and attendance, our educational partners also consistently reiterate that fostering positive relationships with peers and staff, and having safe and healthy learning environments contribute directly to ensuring students want to come to school, feel welcomed, and are able to learn. We remain steadfast in this work and will continue the fight to dismantle oppressive structures, into the 2022-23 school year.

Goal 3 is directly connected to Strategic Plan Priority 3, around partnerships for recruiting qualified teachers stem from the high turnover rate and difficulty recruiting qualified teachers that our district experiences. Quality instruction from the classroom teacher is one of the biggest factors in impacting student learning. As a district, turnover of effective teachers, teacher leaders, and administrators has been a barrier to making progress on district initiatives. 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. Feedback from stakeholders both during the development of the Strategic Plan and the LCAP, and reiterated throughout community engagement over the last few months, has emphasized the importance of retaining high quality, hard-working staff, and paying our teachers equitably for the work they put in. As such a new initiative was created to re-envision the evaluation structure in Ravenswood, to both have a strong emphasis on the California Standards for the Teaching Profession (CSTPs), but to also bring up teacher salaries to be more inline with other districts in the county. The new evaluation system had its soft launch in the 2021-22 school year and will continue in a reframed version next year to both increase teacher pay and retention as well as student outcomes.

Goal 4 is connected to both Strategic Plan Priority 4 and 6, focusing on partnering with families and the community, as well as improving communications with all educational partners, families, and community members, to allow us to work collaboratively, supporting the whole child. Ravenswood is focused on supporting and improving students’ educational experiences and opportunities, as well as increasing equitable access to high-quality services for both students and families including, but not limited to, academic support, early childhood

opportunities, enrichment, extracurricular, physical and mental health services, and social services. Feedback has indicated that developing partnership relationships with families can be supported through providing educational workshops for families, fun events, and ensuring consistent efforts are made at maintaining two-way communication between teachers, schools, students, and families. Conversational themes consistently connected family involvement to increasing attendance and student success, and that we as a district community have more to do to improve family engagement. Throughout the engagement process, all participants agreed that we should continue to evaluate the effectiveness of community partnerships, so we will continue to use and revise partnership evaluation tools to determine whether these partnerships have been impactful for students. 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. We look forward to the continuation of this in the 2022-23 school year and how that the context of our world will change in that we can have more in person events in future years.

The inclusion of our Focus Goals (Goals 5-7) 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. For Goal 5, in English Language Arts (ELA), our educational partners 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 Goal 1, which is focused on instruction. For Goal 6, our middle schoolers have shown significant challenges towards achieving “success” in Mathematics. Initially we were planning on student-focused actions such as tutoring or small group interventions, however further inquiry and input from our educational partners suggested that we focus on investing in teacher training and development in this area, as this would provide greater benefit for more students, and also aligns to the ongoing professional development work in our middle school and with our instructional leadership team. We still want to look at Math results by subgroup for our “English Learner” students and Students with Disabilities, as the monitoring of this disaggregated data also supports other LCAP goals. We specifically 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 Goal 1, which is focused on instruction.

For Goal 7, we want to continue to interrogate why EL students were not demonstrating more progress and reclassifying as English Proficient at a higher rate. When this goal was first established, our educational partners pondered why our multilingual students were struggling in reclassification on the ELPAC - especially our students who have been identified as language learners for more than 5 years. This question has led into a long term inquiry ranging from the validity of the test itself to foundational language skills, and safe joyful environments where students feel safe to take academic risks, and is an inquiry that is continuing on in many spaces throughout the LCAP. We can share some successes in this area, with over 66% of students who scored an Overall Level 4 on the state ELPAC assessment in Spring 2021, officially “reclassifying”, and being recognized for their English language proficiency. After further conversations and engagement, specifically with our families of multilingual learners, and their teachers, we want to ensure that all the languages and cultures of our students and families are valued, accepted, and celebrated. It is certainly important that students attain a level of English language proficiency to support further academic success in the English-based educational system in California, but alongside our actions listed in Goal 7 to support English

language development, we have to ensure that we as a district, and as individuals are actively anti-racist, establishing cultures and environments where all languages and cultures of our students and families are celebrated and encouraged.

Throughout the year, and in consultation with our community and families, we found our attendance goals, priorities, and messaging shifting to adjust for the ongoing impact of the pandemic. 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 has been to encourage and establish good relationships between students, families, and staff. In reviewing attendance data this year, we found that the pandemic continued to have a significant impact on our students' attendance. COVID-19 positivity rates, exposures, and quarantine were very common factors impacting student absenteeism. We strongly support healthy families in our community - when a student is sick or experiencing symptoms, they need to stay at home. Through discussions with our community and families, it has been determined that it is not appropriate to continue Goal 8 as a goal to report on at this challenging time. We have additional actions and metrics that support student attendance under Goal 2 and Goal 4. It is important that any communication around chronic absenteeism in our community is mindful of how the satellite data and metrics for the past few years have been skewed by the COVID-19 pandemic, but that street level data and stories from our students and families continue to drive the Ravenswood team in investigating how we can best support each individual student with their attendance, thereby improving that lagging satellite perspective over time.

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 (Goals 5-7). Ravenswood has been eligible for "Differentiated Assistance" support for three or more consecutive years based on the performance of our African-American student group on the California Dashboard. 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 (Goal 9). 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 Ravenswood 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.

Here we would like to identify some of the actions included in the LCAP, that were developed, refined, or affirmed in direct response to the feedback received as part of our community engagement process:

- (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 behavioral 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.
- Ensuring we retain 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.

(4) Improve communication with families, including providing space and time to answer questions from families one-on-one, continue to offer zoom access for meetings regardless of the ability to meet in-person, 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, and parent education classes or opportunities. Provide ongoing access to mental health services for students, families, and staff, as well as consistent access to quality Social Emotional and Behavioral Supports and Interventions for students.

(6) Ensure that students have consistent and increased access to enrichment (VAPA, Makerspace, Art, Music, Drama) including allowing time and space for self-directed learning and exploration, especially working towards the development of additional Makerspace units for younger grades.

Goals and Actions

Goal

Goal #	Description
1	Engage students with relevant, rigorous and standards-aligned instruction, supports and materials across all subjects: <ul style="list-style-type: none"> • 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 was not 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 (State Priority 1)	2020-2021: 100%	2021-2022: 100%			100%

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 (State Priority 2)	2020-2021: 55%	2021-2022: 52%			75%
Pupil Achievement: English Language Arts (ELA) for all students, district wide measured by CAASPP data (State Priority 4)	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.			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	2020-2021: 14%	TBD - Testing is scheduled to be completed by the end of the school year			35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement: ELA - Average years growth on the F&P assessment for students in grades 1-5, from beginning to end of year	2020-2021: 0.66 years	TBD - Testing is scheduled to be completed by the end of the school year			1 - 1.5 years of average growth each year
Pupil Achievement: ELA - Percentage of students meeting or exceeding grade level expectations Measured by “Let's Go Learn” for students in grades 6-8	2020-2021: 48%	TBD - Testing is scheduled to be completed by the end of the school year			70%
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	2020-2021: 1.4 years	TBD - Testing is scheduled to be completed by the end of the school year			1 - 1.5 years of average growth each year
Pupil Achievement: ELA - Average years growth of Reading Levels of African American Students	2020-2021: 0.75 years	TBD - Testing is scheduled to be completed by the end of the school year			1 - 1.5 years of average growth each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measured by “F&P” for students in grades 1-5					
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	TBD - Testing is scheduled to be completed by the end of the school year			1 - 1.5 years of average growth each year
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	2020-2021: 5%	TBD - Testing is scheduled to be completed by the end of the school year			30%
Pupil Achievement: Mathematics - Percentage of students meeting or exceeding grade level expectations	2020-2021: 2%	TBD - Testing is scheduled to be completed by the end of the school year			30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measured by “Let's Go Learn” for students in grades 6-8					
Pupil Achievement: Mathematics for all students, district wide measured by CAASPP data (State Priority 4)	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)
Pupil Achievement: Science - Percentage of students meeting or exceeding grade level expectations on the CAST	2019-2020: 0 No Data Available as CAST testing did not occur due to the impact of COVID-19	2020-2021: 0 In 2020-2021 CAST 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.			42% meet or exceed grade level standard
Pupil Achievement: English Learner Progress Indicator - Percentage of English Learner students who	2019-2020: 0 No Data Available as ELPAC testing was	2020-2021: 0 State law has suspended the 2021 Dashboard, so EL Progress data			80% making progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
'make progress toward English Proficiency' as assessed by the ELPAC and reported on the CA Dashboard (State Priority 4)	disrupted by COVID-19	according to the method used by the CA Dashboard is not available.			
Pupil Achievement: Reclassification Rate as a percentage	2019-2020: 0 No Data Available as ELPAC testing was disrupted by COVID-19	66% of Students who scored Overall Level 4 on the 2021 Summative ELPAC 5% of Students who Completed the 2021 Summative ELPAC 4% of all English Learners at Ravenswood			30%
Pupil Achievement: Percentage of English Learners who increase at least 1 ELPI level	2019-2020: 0 No Data Available as ELPAC testing was disrupted by COVID-19	2020-2021: 0 State law has suspended the 2021 Dashboard, so EL Progress data according to the method used by the CA Dashboard is not available.			70% progress at least 1 ELPI level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Course Access: 100% of students have access to a “broad course of study” as measured by the master schedule (State Priority 7)	2020-2021: 100%	2021-2022: 100%			100%
Pupil Outcomes: Physical Education, for students in grades 5 and 7 as measured by the PFT (State Priority 8)	2019-2020: 5th Grade - 0 7th Grade - 0 No Data Available as testing was disrupted due to the impact of COVID-19	2020-2021: 0 No data is available as testing was disrupted 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
1.1	TK-5 Math Leadership Development	To develop a district-wide community that is passionate about math instruction and that explores and cultivates interest in continuing to grow teacher practice, our Math Coach will continue to: <ul style="list-style-type: none"> Facilitate cohorts of TK-5 teacher leaders that participate in PD and coaching Support mathematics instruction, assessment, analyzing student work, and how to provide interventions/differentiation Facilitate math learning and leadership PD with district and site administrators 	\$130,365.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Math Professional Development Opportunities	<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 	\$23,345.00	No
1.3	Math Assessment	The Teaching and Learning department will facilitate the development and pilots of quality one-to-one mathematics assessments for grades 1-5	\$0.00	No
1.4	NGSS Curriculum Pilot & Adoption	<p>To engage students in Next Generation Science Standards-aligned instruction in science, a committee of teachers and administrators piloted and adopted a new NGSS curriculum. All teachers and site administrators participate in trainings for the new NGSS curriculum as part of the implementation process, building capacities for implementing rigorous science instruction.</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 	\$205,200.00	No
1.5	[Removed] Science Leadership Development	<p>[Not Continued in 22-23]</p> <p>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> <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 	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Makerspace at every site	<p>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. • A group of interested staff will work together to develop quantitative and/or qualitative metrics that can be used to monitor and evaluate student progress / outcomes in the makerspace 	\$365,463.00	No
1.7	Early Learning Makerspace Units	A committee of staff (including teachers and tinkerers) will develop a learning sequence and units specifically for early learners (TK/K) to explore and pilot in the makerspaces.	\$12,000.00	Yes
1.8	Integrated and Designated ELD Professional Development	<p>Administrators will work with content area experts to provide professional development and support to TK-8 teachers to provide Integrated ELD to multilingual students (who are identified as "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>	\$60,000.00	No
1.9	ELD Assessment	Instructional leaders will identify a local assessment for English Language Development to use for ongoing progress monitoring.	\$0.00	Yes
1.10	EL Data Review	District administrators, site administrators, and teachers will regularly review data for English Learners (including but not limited to ELPAC results, ELD progress data, and reading and writing performance data, formative assessments, student work etc.)	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Newcomer/ELD Teachers	Maintain our expanded ELD program, to have at least one Newcomer/ELD specialist teacher at each structured English immersion site (Belle Haven Elementary, Costaño School of the Arts, Cesar Chavez Ravenswood Middle School). These ELD specialist teachers provide targeted intervention instruction to Newcomers, and multilingual students who need additional support in developing their English language skills.	\$569,773.00	No
1.12	Social Studies Curriculum	6-8 Social Studies teachers will continue to implement the recently adopted Social Studies curriculum, aligned with the updated CA HSS Framework. The TK-5 Social Studies curriculum is scheduled to be reviewed in an upcoming adoption cycle over the next few years.	\$25,000.00	No
1.13	Ethnic Studies Committee	The Teaching and Learning department will facilitate the formation of an Ethnic Studies Committee, composed of teachers and administrators that will meet to learn about the CA Ethnic Studies Model Curriculum, with the intention to design a curriculum map that helps all our teachers to integrate Ethnic Studies into the day-to-day instruction for all students.	\$50,000.00	No
1.14	English Language Arts	All instructional staff will align on a shared districtwide vision for high quality TK-8 ELA/Literacy instruction. <ul style="list-style-type: none"> TK-5 teachers will use assessments to drive instruction, hone their literacy practices, and foster literacy and language throughout all content areas. A committee will be established to identify and pilot curricula for a TK-5 ELA and/or an ELA/ELD adoption (as appropriate). 6-8 English Language Arts teachers will implement the recently adopted ELA curriculum which has been identified as a high quality, standards-aligned, culturally-relevant curriculum suitable for our students. A committee will be established to identify and pilot curricula for a 6-8 ELD adoption 	\$36,250.00	No

Action #	Title	Description	Total Funds	Contributing
1.15	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.	\$1,306,067.00	No
1.16	Turnaround Arts	Costaño School of the Arts will continue to be a Turnaround Arts school, fostering high quality arts instruction, arts integration across content areas, and professional development opportunities.	\$5,000.00	No
1.17	Physical Education	Rhythm and Moves PE teachers provide weekly physical education (PE) classes to all TK-5 students in order to provide universal PE access, allowing our TK-5 classroom teachers to focus on students' other needs.	\$222,000.00	No
1.18	Literacy Intervention	Reading Specialists and Intervention Teachers will provide targeted small group literacy intervention to students that are reading below grade level expectations, in order to accelerate their growth	\$1,158,503.00	No
1.19	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 also support year 1 and year 2 teachers through the induction program (Teacher Induction Partnership for Success - TIPS).	\$818,790.00	Yes
1.20	Instructional Leadership Team	Each school site will have an Instructional Leadership Team (ILT) consisting of site administrators, instructional coaches, and teacher leaders that meet regularly to identify instructional strengths and areas for growth for their site, support site professional development, and align around best instructional practices.	\$171,000.00	No

Action #	Title	Description	Total Funds	Contributing
		The Teaching and Learning Department and School-site ILT's will provide ongoing support to staff to make school engaging and relevant for students so that they are more invested in their learning. Teachers who participate on their site's ILT will receive training in leadership and facilitation skills to support them in fulfilling their role as site leaders.		
1.21	Teacher Collaboration	Elementary grade level teams and middle school department teams will collaborate in regular meetings, facilitated by teacher leaders and coaches in order to build community, co-plan lessons, and analyze student data to inform instruction.	\$0.00	No
1.22	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.	\$185,000.00	No
1.23	Multi-Tiered System of Supports (MTSS)	<p>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>	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.24	Summer School	All Ravenswood students will receive the opportunity to attend a summer program which includes academic content, enrichment, hands-on learning, and outdoor play activities, in partnership with community based organizations.	\$826,000.00	No
1.25	[Removed] Class Size Reduction	[Not Continued in 22-23] 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.	\$0.00	No
1.26	Extended School Day	The district continues to investigate how best to extend school day hours to support Ravenswood students and families, providing space for students participate in additional and differentiated instructional time, enrichment activities, and expanded learning opportunities	\$270,504.00	No
1.27	After School Program	Ravenswood partners 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.	\$675,163.00	No
1.28	Technology	Ravenswood provides foundational technology so that all students can access curriculum and instructional resources online and in digital format in school and at home when needed.	\$955,000.00	Yes
1.29	Library Instructional Media Specialists	Library Instructional Media Specialists (LIMS) support student learning by staffing and maintaining school libraries, so that teachers and students can use them regularly and access a quality collection; and by managing the adopted and supplemental curriculum inventory across all content areas.	\$173,390.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.30	Vice Principals	Vice Principals will support students and staff at our sites with over 300 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.	\$752,550.00	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.

Overall the majority of the actions were implemented as planned.

Action 1.3 was deferred, as the Assessment Working Group initially focused on the role of assessments in our student's educational experience at our district, and are working on clarity of communication in this area before looking into content specific assessments. Action 1.13 was not feasible to implement, considering the ongoing impacts of the COVID-19 pandemic in our community. Action 1.12 was partially implemented - a TK-5 Social Studies pilot and adoption was not feasible this year, and will be considered in future years. However, the 6-8 Social Studies team received training on the newly adopted middle school curriculum, and implemented the program with fidelity.

Action 1.5 was moderately successful, with a small number of teachers participating in ongoing coaching and development as part of the SMCOE science teacher fellowships, and site administrators participating in curriculum trainings to support grade level science instruction on their school site. Action 1.6 and Action 1.15 are always emphasized by staff, students, families, and community members during our community engagement sessions as successful and enjoyable actions, with strong recommendations to continue them into the upcoming years. Action 1.7 was successful, with a unit based on the physical sciences themes of forces and motion piloted with all TK classes in the makerspace using balls, ramps, other materials, and topic-aligned books. The challenges supported students' in practicing their English language and vocabulary, and encouraged collaboration and social-emotional skill development. We hope to continue developing these play-based units, especially with next year's upcoming TK expansion across the district.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are material differences between the budgeted and estimated actual expenditures, for Actions 1.10, 1.12, 1.14, 1.19, 1.24, 1.25, 1.26, and 1.28. There were less supplies needed for Action 1.10 than expected, while Action 1.12 resulted in higher than expected costs for the adopted 6-8 curriculum. Action 1.14 was scaled back slightly, as a result of the ongoing impacts of the pandemic, which resulted in less additional staff hourly pay costs. The differences for Action 1.19 reflect that there was a Coach vacancy present all year, and that our budgeting process for salaries is based on district averages, which may not reflect the actual salary of the staff who are connected to this action. Action 1.24 was budgeted based on all eligible students attending Summer School, however not all students chose to attend. Action 1.25 reflects our district budgeting processes which are based on average salary, and also that with declining enrollment, we did not need to hire as many teachers as initially anticipated to meet our class size reduction ratios. Action 1.26 is representative of the ongoing impacts of the COVID-19 pandemic, with less staff, students, and families, choosing to extend the school day than initially expected. For Action 1.28, we had anticipated that there would be significant repairs and replacements needed to student technology following the extremely extended period of distance learning the previous year, however this was not the case.

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

When considering the reported outcome data and metrics, we need to understand that the ongoing impacts of the pandemic have continued to impact our families and community. Even though the data seems inconsistent and doesn't necessarily reflect significant improvement at this stage, the actions are still considered to be moderately effective in making progress towards our goal of engaging students with relevant, rigorous and standards-aligned instruction, supports and materials across all subjects. In particular, Action 1.1 on TK-5 Math Leadership Development is considered to be very effective, with all teachers currently participating in the cohorts indicating a desire to remain in this cohort structure for an additional year. The adoption and implementation of the FOSS Curriculum for TK-5 (Action 1.4), and Action 1.11 (Newcomer/ELD teachers), are also effective actions for making progress towards our stated goal metrics.

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.

There are no significant changes to this goal, or metrics for the upcoming year, and only a few changes to the stated actions. Action 1.5 will not be continued into the 2022-23 school year as an LCAP action, however it may be reconsidered in future years. The teachers who participated in the cohort continue to work towards cultivating a district-wide community that is passionate about science and inquiry-based instruction, which continues to be represented through Actions 1.4, 1.6, and 1.7, with opportunities growth and leadership represented through Actions 1.19, 1.20, 1.21, and 1.22. Action 1.25 is being discontinued as an LCAP action for the 2022-23 school year. Class sizes will stay roughly the same, but due to the declining student enrollment the district does not need to hire additional teachers specifically to reach these targets. This action is considered to be effective, and may be re-instated in the future, should the student enrollment/staffing ratios change significantly. Action 1.14 has been expanded to include all areas of ELA and Literacy, in response to the alignment of a districtwide vision for high-quality TK-8 ELA/Literacy instruction. This action includes an emphasis on TK-5 teachers' improvement in instructional practices, an upcoming TK-5 ELA curriculum

adoption (and piloting committee), the implementation of the newly adopted 6-8 ELA curriculum, and 6-8 ELD pilot committee for a potential ELD curriculum adoption.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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) (State Priority 1)	2020-2021: 51	2021-2022: 61			Less than 20 Identified Deficiencies
Attendance Rate as a percentage (all students) (State Priority 5)	2020-2021: 91%	2021-2022: 87.52%			96%
Pupil Engagement: Middle school dropout rates (State Priority 5)	2020-2021: 0%	2021-2022: 0%			0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate: Pupil suspension rates (State Priority 6)	2020-2021: 0%	2021-2022: 3.04%			2.2% (Green)
School Climate: Pupil expulsion rates (State Priority 6)	2020-2021: 0%	2021-2022: 0%			0%
School Climate: Panorama Survey of pupils on the sense of safety and school connectedness (particularly supportive relationships with adults at school) (State Priority 6)	2020-2021: 89%	2021-2022: 0 Surveys were unable to be fully completed during 2021-2022 due to the ongoing impacts of the COVID-19 pandemic.			95%
Completion of Universal Screeners such as “SRSS-IE”	2020-2021: 0 Not able to complete due to the impact of COVID-19	2021-22 Fall: SRSS-IE screening was not conducted. 2021-22 Winter: An average of 55% of teachers completed the SRSS-IE screening. 2021-22 Spring: An average of 80% of teachers completed			100% completion of universal screener 3 times a year by teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>the SRSS-IE screening.</p> <p>Completion varies by school site, with Spring completion percentages of: BH: 90% LRRM: 100% CO: 42% CCRMS: 95%</p>			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Culture & Climate Committee	The District will facilitate the creation of a school culture and climate committee, including families, to develop a vision and plan for improving school culture and climate. The intention is to listen to families and the community, with a focus on school-site-based implementation.	\$10,000.00	No
2.2	PD on Restorative Practices	The Teaching and Learning Department will support professional development focused on culturally relevant teaching and restorative practices, with the intention of reducing office discipline referrals and suspensions.	\$0.00	Yes
2.3	[Removed] PBIS Coordinator and Community Resilience Model training	[Not Continued in 22-23] 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.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	SEL Curriculum and Implementation	The Teaching and Learning department will continue to support our social and emotional learning (SEL) curriculum implementation, so that staff can support students with articulating and regulating their feelings. The 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
2.5	Mental Health Support and Counselling	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. Ravenswood will also provide a continuum of school mental health services under multi-tiered system of supports (MTSS) to ensure that we are meeting the needs of all students, and continue to connect families and staff to mental health resources through local service providers as needed.	\$443,571.00	No
2.6	[Removed] Care Solace	[Merged with Action 2.5] 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	No
2.7	School-Site Activities	School sites will have clubs and activities, so that students are able to connect with others with similar interests, and develop students' sense of belonging amongst peers and at school.	\$145,000.00	No
2.8	Facilities Maintenance	The Business Services Department will continue to maintain and upgrade facilities, in order to meet health and safety requirements per COVID pandemic, and any other upgrades required as per Williams/FIT.	\$250,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.9	PBIS Implementation with School Teams	The PBIS Coordinator works with school teams to ensure the implementation of tiered systems and supports towards a positive school culture and climate. This also supports the district's MTSS framework, which drives the selection, integration, and implementation of evidence-based academic and behavioral practices for improving outcomes for all students and creating a more joyful learning environment.	\$189,687.00	No
2.10	[Removed] Displaying Student Work	[Not Continued in 22-23] 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.	\$0.00	No
2.11	Anti-Racist Training	Ravenswood will continue to provide anti-racist training for teachers, in an effort to create a more equitable learning environment for students of color.	\$5,000.00	Yes
2.12	Culturally Relevant Libraries	The Teaching and Learning Department will continue to maintain and update culturally relevant libraries for classrooms, so that students have access to literary materials that reflect the students' backgrounds.	\$15,000.00	No
2.13	Playworks	Ravenswood will continue to partner with Playworks to help students stay active and build valuable life skills through play.	\$78,660.00	No
2.14	PD on Developing Inclusive Classrooms	The Special Education Department will continue to provide support for targeted professional development, so that staff have strategies to better interact with students, facilitating a more inclusive classroom.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.15	School Support and Campus Relations	School Support Staff and Campus Relations Coordinators will foster safe and productive learning environments, both in and out of the classroom at each school, by supporting students to build relationships and solve problems.	\$732,221.00	Yes
2.16	ParentSquare	[Moved from Goal 8 to Goal 2] District staff and school staff will continue to 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.	\$5,000.00	No
2.17	EveryDay Labs	[Moved from Goal 8 to Goal 2] School site staff will send mailings (using EveryDay Labs) to periodically inform parents and families of their student's attendance status. By providing more regular communication with families, we can better identify "at-risk" students, in an effort to reduce the number of punitive truancy letters sent. Additionally, these mailings can include resources from the district and the community to support families with their needs.	\$27,000.00	Yes
2.18	Transportation	Ravenswood provides transportation between home and school for all students. The associated costs listed, are identified as the average annual expenditure for ensuring our low income and foster youth students have access to these services.	\$300,000.00	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.

Overall, the actions were implemented as planned, though some of the actions were adjusted or modified in response to local surges in COVID-19 rates. For example, greater emphasis on mental health and wellbeing was promoted, which led to some all-staff professional development sessions on inclusive classrooms or restorative practices being delayed. Additionally, committees did not meet as often, and the meetings that did occur were often held virtually. The SRSS-IE (as identified in the metrics) was only conducted twice this year, instead of three times. Next year the intention is for the SRSS-IE to be conducted three times across all schools.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are material differences between the budgeted and estimated actual expenditures, for Actions 2.1, 2.5, 2.7, 2.8, 2.9, and 2.10. Actions 2.1 and 2.7 were partially disrupted, as a result of the ongoing impacts of the COVID-19 pandemic, limiting the capacity of staff, students, and families to participate in additional committees and surveys, or attend on-site events, activities, and meetings. The implementation of these actions were modified in response to local surges in infection rates, with greater emphasis on listening closely to students and families, through personal and informal means rather than insist on a formal committee structure. The differences in Action 2.5 reflect the challenges that our partners had in finding qualified staff to fill vacancies for school site based mental health professionals. Action 2.8 was also impacted by the ongoing COVID-19 pandemic, as many of our facilities required additional work at the beginning of the school year, and ongoing maintenance to fulfill the appropriate health and safety standards. The differences for Action 2.9 reflect that our budgeting process for salaries is based on district averages, which may not reflect the actual salary of the staff who are connected to this action, and that there were less materials purchased than initially projected. The initial implementation of Action 2.10 was well-received, which encouraged some additional mural work to be commissioned.

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

When considering the reported outcome data and metrics, we need to understand that the ongoing impacts of the pandemic have continued to impact our families and community. Even though the data seems inconsistent and doesn't necessarily reflect significant improvement at this stage, the actions are still considered to be effective in making progress towards the goal of providing safe, joyful, and productive learning environments, with the proper social-emotional and behavior supports.

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.

Action 2.6 has been merged with Action 2.5 as it was deemed more appropriate to consider the mental health supports, and counselling that is available to parents, students, and staff as one holistic action with multiple partnerships and resources, instead of dividing the action up by the service provider. Action 2.3 has been discontinued for the 2022-23 school year. It was implemented as proposed, and the PBIS Coordinator will continue to work with staff around CRM strategies, but it no longer needs to be identified as a focal action on the LCAP. Action 2.10 has also been discontinued. The action was implemented, however through our community engagement processes it was determined that it is more appropriate to include this type of action at the site level on the SPSA, rather than in the district LCAP. Additionally, we have added Actions 2.16 and 2.17 which have been moved from the now discontinued Goal 8. These two actions will continue to be implemented in the 2022-23 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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
Total Teacher Misassignment Rate as a percentage (State Priority 1)	2019-2020: 5%	2020-21: 6%			0%
Misassignment Rate as a percentage for Teachers of English Learners (State Priority 1)	2019-2020: 2%	2020-21: 4%			0%
Teacher Vacancy Rate as a percentage (State Priority 1)	2019-2020: 1%	2020-21: 0%			0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of staff that are retained across each of the categories of Teacher Experience (in years)	2020-2021: 1-3 yrs = 60% 4-6 yrs = 93% 7-9 yrs = 87% 10+ yrs = 84%	2021-22: 1-3 yrs = 75% 4-6 yrs = 75% 7-9 yrs = 71% 10+ yrs = 77%			1-3 yrs = 75% 4-6 yrs = 98% 7-9 yrs = 95% 10+ yrs = 90%
Percentage of staff within each Credential Category	2020-2021: Emergency Permits: 2% Intern Credentials: 9% Preliminary Credentials: 13% Clear Credentials: 76%	2021-22: Emergency Permits: 2.5% Intern Credentials: 12% Preliminary Credentials: 14.5% Clear Credentials: 71%			Emergency Permits: 0% Intern Credentials: 5% Preliminary Credentials: 5% Clear Credentials: 90%

Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$45,000.00	No
3.2	SMCOE/Alder GSE Partnership	Ravenswood will continue our 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 opportunities for expert teachers to mentor new teachers.	\$14,000.00	No

Action #	Title	Description	Total Funds	Contributing
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	Yes
3.4	Marshall Teacher Residency Partnership	Ravenswood will continue our 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
3.5	Electronic Evaluation System	Ravenswood will continue to utilize a new electronic evaluation and professional development system for all staff. The Evaluation component allows us to more easier track and compare performance over time, and across standards, in an effort to identify areas of strength and areas for improvement. The Professional Development component allows us to assign relevant and specific professional development to meet any gaps identified during the evaluation process, in an effort to strengthen staff performance.	\$30,000.00	No
3.6	[Removed] Electronic Professional Development System	[Merged with Action 3.5] 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.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	Staff Recognition	Ravenswood will continue 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.	\$2,000.00	No
3.8	Child Care Cooperative	Ravenswood will continue to 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.	\$1,000.00	No
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	No
3.10	Transit Cooperative	Ravenswood will continue to 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
3.11	Compensation Increase	Ravenswood will continue to reflect on the compensation and benefit packages for all staff, in an effort to recruit and retain high performing staff.	\$0.00	No
3.12	Marketing Plan	Ravenswood will create and implement a marketing plan to showcase the benefits of being part of our team, including opportunities for professional development, and grant funding to support classrooms, in an effort to increase the recruitment and retention of high quality teachers.	\$22,800.00	No

Action #	Title	Description	Total Funds	Contributing
3.13	Induction Program	Ravenswood will continue to 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.	\$36,000.00	No
3.14	Staffing	Ravenswood will staff all classrooms with qualified, appropriately credentialed teachers in order to provide high quality instruction to all students.	\$7,443,516.00	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.

Overall, the actions were implemented as planned. A significant success this year, was the agreement with the Ravenswood Teachers' Association to implement a new compensation system that offers the opportunity for teachers who demonstrate mastery of their skills to advance up the salary ladder more rapidly based upon a more meaningful evaluation process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are material differences between the budgeted and estimated actual expenditures, for Actions 3.2, 3.8, and 3.12. At the time that the 21-22 LCAP was approved, these Actions did not appear to have any associated costs. As we did have two student teachers working at Belle Haven Elementary during SY21-22, and each was partnered with a veteran Special Education teacher, there were costs incurred for Action 3.2. Action 3.8 does have a minor annual cost, which was not initially identified on the 21-22 LCAP. Action 3.12 was initially expected to be developed and implemented using existing staff time, however a consultant/contractor was brought on to support with some areas of this Action.

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

The actions are currently considered to be effective, as we have an average 75% retention rate for the 2021-2022 school year. We also have a small percentage of misassignments and vacancies which we hope to further reduce in the next few years.

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.

Action 3.5 and 3.6 have been merged, as we are now in the implementation phases of both actions. The launch of each component was rolled out progressively to allow time for training and integration, which is why they were identified as separate actions, but now that we are implementing both components from the same system, we consider this to be a single action. There are no other significant changes to the goal, metrics, or actions for the upcoming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 was not 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 (State Priority 3)	2020-2021: 13% of families completed the Fall 2020 survey	2021-2022: 10% of families completed the Fall 2021 Survey			28% Increase participation by 5% each year
% of Families completing the California Healthy Kids Survey (State Priority 6)	2020-2021: 4% of families completed the survey	TBD - Data is scheduled to be updated by the end of the school year			19% Increase participation by 5% each year
Regular Participation in SSC/ELAC meetings	2020-2021:	2021-2022:			80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(State Priority 3)	50% Average attendance rate of parent members	75% Average attendance rate of parent members			Increase attendance rates of parent members
Family Involvement and Participation on School Climate and Culture Committee (State Priority 3)	2020-2021: 0 No Data Available as this is a new committee	2021-2022: Due to the ongoing impacts of the pandemic, this committee was not formally established with regular meetings.			Have at least 4 families on the committee, regularly attending meetings, and involved in actions.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Workshops and Family Engagement Opportunities	The District continues to run family workshops, in an effort to connect families to local non-profits, on topics to address the whole child. District staff will also facilitate the development of a community-created vision and plan for family engagement. This will include ensuring that families who are not able to attend meetings or workshops are also able to provide input, through feedback opportunities such as surveys.	\$0.00	No
4.2	Family Events and Parent University	School sites continue to organize family evening events (such as festivals and performances), and parent university, to provide opportunities for families to connect with their children through school-site activities.	\$409,440.00	No
4.3	PD about Partnering with Families	The Teaching and Learning Department continues to support sites in providing 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

Action #	Title	Description	Total Funds	Contributing
4.4	[Removed] Family Engagement Committee	[Merged with Action 4.1] The District will create and maintain a family engagement committee to create vision and plan for family engagement with regular stakeholder meetings.	\$0.00	No
4.5	[Removed] Regularly Survey Families	[Merged with Action 4.1] 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.	\$0.00	No
4.6	Family and Community Engagement Coordinator and Social Worker	The District's Family and Community Engagement Coordinator will support schools and families in connecting with each other. Cesar Chavez Ravenswood Middle School's Social Worker helps to connect families with much-needed services.	\$256,289.00	No
4.7	Continue and Evaluate Ongoing Partnerships	The District will continue with our ongoing community partnerships that support our students and families with additional needs (such as food support, housing, devices, health needs, and mentoring). The partnerships are evaluated regularly to ensure that the partnership is aligned to district goals.	\$0.00	Yes
4.8	Supports for Homeless Students	The District supports homeless students and families by providing consistent transportation to and from school, and connecting families with additional resources as needed.	\$50,000.00	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.

Overall, the actions were implemented as planned, with the exception of Action 4.5 which was disrupted by the ongoing impacts of the pandemic. There have been some challenges associated with family engagement, particularly at scheduled events such as family workshops, or through generic surveys. The new role of Family and Community Engagement Coordinator has been successful in supporting Family Outreach Coordinator's at each school site, and in developing relationships with families and community members.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There is one material difference between budgeted and estimated actual expenditures for Action 4.2, which is a result of the ongoing impacts of the COVID-19 pandemic, limiting the usual number of on-site events and activities during the year. There is a minor difference for Action 4.6, which reflects that our budgeting process for salaries is based on district averages, which may not reflect the actual salary of the staff who are connected to this action.

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

When considering the reported outcome data and metrics, we need to understand that the ongoing impacts of the pandemic have continued to impact our families and community. Even though the data is inconsistent and doesn't necessarily reflect improvement at this stage, the actions are still considered to be effective in improving communication and engagement between families, school sites, the district, and the community.

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.

Action 4.4 was not able to be fully implemented in SY21-22, which is also reflected in the metrics section. Through our community engagement process, it was identified that we may have some duplicate or very similar actions. We have consolidated these actions with Action 4.1 to more accurately reflect a well-rounded approach towards family engagement at the district level. There are no other significant changes to the goal, metrics, actions, or expenditures for the upcoming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	By June 2023, 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 community engagement 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. Metrics are based on individualized reading goals in students Individual Education Plans. Special education staff track students progress towards meeting their reading goal at various times throughout the year based on instruction using The Sunday System.
(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 Individualized Goal (demonstrating growth)	2020-2021: 0 No Data Available as systems and processes are not established yet (see action 1)	2021-2022: 35%			10%
Students as a percentage who have Fully Met or Exceeded their Individualized	2020-2021: 0 No Data Available as systems and	2021-2022: 65%			90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Goal (demonstrating growth)	processes are not established yet (see action 1)				

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Develop a Tracking System	The Special Education Team will utilize and review 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.	\$187,288.00	No
5.2	SpEd Professional Development	The Special Education Team 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.	\$7,000.00	No
5.3	SpEd Ongoing Assessments	Education Specialists will continue to 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.	\$579,717.00	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.

Overall, the actions were implemented as planned. Over the past year, we fully implemented the Soday System intervention curriculum, which has specific components that support students with disabilities, with encouraging results so far. Education Specialists have been regularly recording student progress in our recently developed data tracker, which allows us to more easily see trends across students, and also the development of each student's individual growth path.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are relatively minor differences between budgeted and estimated actual expenditures for Actions 5.1 and 5.3, considering that the expenditures here are both linked to staff salaries. Budgeting for salaries is based on district averages, which may not reflect the actual salary of the staff who are connected to this action. There was also a vacancy in the Special Education Team for Action 5.1, and Action 5.3 salaries were impacted by the agreement with the Ravenswood Teachers' Association to implement a new compensation system, including a significant one-time salary increase.

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

The actions are considered to be effective, as we have seen how the data visibility and transparency has provided the Special Education team with more information, and allowed for greater identification of when additional intervention and support is needed. We did not have any baseline data to begin with, so the metrics and reported data represents significant growth in our processes, and we hope to continue to show how the actions impact student growth in the future.

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.

There are no significant changes to this goal, actions, or metrics for the upcoming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
6	By June 2023, 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 others).

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 community engagement 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, as these are transferable and valuable skills for all students.
(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)	2020-2021: 2%	TBD - Data is scheduled to be updated by the end of the school year			30%
% of students growing one or more years on the local assessment (Let’s Go Learn ADAM for 6-7, and DOMA for 8)	2020-2021: 2%	TBD - Data is scheduled to be updated by the end of the school year			70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average years growth for SWD (Let's Go Learn ADAM for 6-7, and DOMA for 8)	2020-2021: 0.51 years	TBD - Data is scheduled to be updated by the end of the school year			1.5 years growth
Average years growth for EL students (Let's Go Learn ADAM for 6-7, and DOMA for 8)	2020-2021: 0.45 years	TBD - Data is scheduled to be updated by the end of the school year			1.5 years growth

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	PD Opportunities for 6-8 Math Teachers	Mathematics teachers are provided with opportunities to attend summer and school year professional development and training. These offerings are focused around Common Core Mathematical Practices and the upgraded California Mathematics Framework.	\$50,000.00	No
6.2	Regular 6-8 Math Department Collaboration	Math teachers and teacher leaders participate in regular math department collaboration and coaching, to plan for student talk in standards-aligned math lessons, and analyze student work (from ongoing formative and local benchmark assessments).	\$13,000.00	No
6.3	6-8 Math Teachers Develop Monitoring Process	6-8 math teachers will continue to work on identifying how to measure, monitor, and track student growth in SMP 1 and 3.	\$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.

Overall, the actions were implemented as planned. Our middle school mathematics teachers had opportunities to attend summer and school-year professional development and training sessions, and participate in collaboration and coaching sessions. One significant challenge focused on Action 3 - working out how to best identify and track student growth and progress in understanding and demonstrating characteristics of SMP 1 and SMP 3. This is considered to be a very important action both for teachers, and students, and will continue to be considered and discussed over the next year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The only material difference between budgeted and estimated actual expenditures is connected with Action 6.2, which was initially expected to pay for a specific external consultant organization to facilitate the implementation of this action. The action was implemented, however we chose to discontinue our relationship with that particular consultant, and as a result, the estimated actual expenditures were not as high as initially budgeted.

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

These actions focus on improving teacher quality and mindset, in order to impact student achievement. It is unlikely that we are able to see an impact on student assessment results in such a short time frame, however these actions are still considered to be effective in addressing the goal. Consistent, regular professional development and collaboration opportunities are valuable for improving teacher quality and support continuous learning mindsets from both teachers, and students. Action 3 is currently a work in progress, and therefore we cannot make a complete judgement on its effectiveness at this time.

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.

There are no significant changes to this goal, actions, or metrics for the upcoming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
7	By June 2023, 75% 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 community engagement 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 continue to inquire into why these students have not been reclassified as English proficient, and what we can do to address the barriers they face.
(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	2019-2020: 0 No Data Available as ELPAC testing was disrupted by COVID-19	9% of all EL Students who completed the 2021 Summative ELPAC, scored an Overall Level 4			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	2019-2020: 0 No Data Available as ELPAC testing was disrupted by COVID-19	Percentage of EL students who maintained a Level 4 from 2020 to 2021 without being reclassified: 0%			0.5% of EL students who maintain Level 4 without being reclassified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of ELs who were reclassified after scoring ELPI Level 4 in the previous year.	2019-2020: 0 No Data Available as ELPAC testing was disrupted by COVID-19	Percentage of students who scored Overall Level 4 on the 2021 Summative ELPAC and were reclassified: 66.7%			50% of EL students who scored Level 4 will reclassify
Percentage of students who scored Level 4 on ELPAC who are “approaching grade level” in the End Of Year (EOY) local reading assessment	2019-2020: 0 No Data Available as ELPAC testing was disrupted by COVID-19	59% of students who scored Level 4 on the 2021 Summative ELPAC, were also at least “approaching grade level” in the 2021 EOY Reading Assessment			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	2019-2020: 0 No Data Available as ELPAC testing was disrupted by COVID-19	71% of students who scored Level 4 on the 2021 Summative ELPAC, also received a grade of at least “C” or “3” on their 20-21 Trimester 3 Report Card			75%

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Processes and Procedures for Data Review, and Reclassification	<p>Ravenswood will continue to review and improve on our processes and procedures supporting the regular review of student data, and reclassification.</p> <p>For Student Data specific to those identified as "English Learners", this includes:</p> <ul style="list-style-type: none"> • At the beginning of the year, Instructional Leadership Teams (ILTs) and teachers identify each student's identified proficiency level in English, and review other relevant demographic, social emotion and environmental details • Throughout the year, teachers and ILTs review examples of student work and other data to identify student growth and progress in the development of their language and literacy skills <p>For reclassification this includes:</p> <ul style="list-style-type: none"> • Reviewing the previous year's ELPAC scores and reclassification criteria to identify if there are any students who are already eligible for reclassification. • Identifying students who were nearly eligible to reclassify (achieving 1-2 of the 3 required metrics), and making a plan for student growth • Communicating clearly with teachers, parents, and families about the timeline, criteria, and importance of reclassification 	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
7.2	[Removed] Reclassification Processes and Procedures	[Merged with Action 7.1] 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	No
7.3	ELD Instruction	Teachers continue to deliver targeted English Language Development (ELD) and literacy instruction to our Multilingual Learners in an effort to improve language and literacy proficiency, with a specific focus on students who are almost eligible for "Reclassification".	\$0.00	Yes
7.4	Professional Development - Supporting English Learners	Ravenswood supports professional development (PD) opportunities for staff, focused on how best to support our Multilingual Learners in the development of their English skills. PD topics at both the district and site levels include how to most effectively increase students' English language and literacy skills, ELD instruction, additional classroom supports, reclassification criteria, and the ELPAC.	\$0.00	No
7.5	[Removed] Reclassification Celebration	[Not Continued in 22-23] The Curriculum & Instruction department will host a district-wide Reclassification Celebration for students and their families	\$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.

Overall, the actions were implemented as planned. There were some minor logistical challenges, such as finding more time for more staff to review and analyze student data. However we also had some successes, with our newly clarified reclassification timeline and procedures providing more opportunities for eligible or nearly-eligible students to complete each of the criterion, resulting the reclassification of over 66% of students who scored a Level 4! The "Reclassification Celebration" action was not implemented, as a follow-on impact of the disruptions caused by the ongoing pandemic.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The only material difference between budgeted and estimated actual expenditures is connected with Action 7.4, which was implemented as planned. Some of the PD registration costs or consultant contracts were discounted, and there were also more PD opportunities that occurred within staff contract hours (and therefore did not incur additional hourly costs).

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

While all the actions are considered to be effective in contributing towards the metrics and goal, it is clear that improved processes around data review were important in identifying students who were eligible or nearly-eligible for reclassification, which was followed-up as these students demonstrated success in each of the following opportunities to meet each criterion for reclassification. Specific professional development opportunities also provided the appropriate supports and training for our teachers in these areas.

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.

Based on feedback gathered through our community engagement processes, the "Reclassification Celebration" action is being removed for SY22-23. Our staff, families, and community feel that it is important to celebrate students' multilingualism, which can be celebrated at more times than just when students "reclassify" as being proficient in English. We have also decided to consolidate the two actions around processes and procedures. We feel that the action to focus on clarifying our reclassification timeline has been successful, and this merge will more accurately reflect the well-rounded approach that we are taking at both the district and site levels towards our data and reclassification processes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
8	[Not Continued from 22-23 onwards] For the school year 2021-2022, chronic absenteeism will decrease by 10 percentage points

An explanation of why the LEA has developed this goal.

[Not Continued from 22-23 onwards]
 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	2020-2021: 91%	2021-2022: 87.5%			96%
% of students who are chronically absent Whole year	2020-2021: 36%	2021-2022: 12.4%			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	2020-2021: 42%	2021-2022 T1: 60%			Decline by 9% per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Trimester 1 - AA students					
% of students who are chronically absent Through to (at the end of) Trimester 2 - AA students	2020-2021: 39%	2021-2022 T2: 54.2%			Decline by 9% per year
% of students who are chronically absent Whole year average - AA students	2020-2021: 10%	2021-2022: 57.7%			Decline by 9% per year
% of students who are chronically absent Trimester 1 - SWD	2020-2021: 44%	2021-2022 T1: 55%			Decline by 10% per year
% of students who are chronically absent Through to (at the end of) Trimester 2 - SWD	2020-2021: 40%	2021-2022 T2: 53%			Decline by 10% per year
% of students who are chronically absent Whole Year Average - SWD	2020-2021: 19%	2021-2022: 60%			Decline by 4% per year
% of students Chronically Absent as reported on the CA Dashboard	2019-2020: 0 No Data Available due to the impact of COVID-19	2020-2021: 0 State law has suspended the 2021 Dashboard, so Chronic Absenteeism			9% (Green)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		data according to the method used by the CA Dashboard is not available.			

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	[Removed] Work cellphones for school site and health staff	[Not Continued in 22-23] 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. 	\$0.00	No
8.2	[Moved] Two-way communication system (ParentSquare)	[Moved to Goal 2] 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.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
8.3	[Moved] Regular communication and resources via mailings (EveryDay Labs)	[Moved to Goal 2] 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.	\$0.00	No
8.4	[Removed] Attendance recognition and rewards	[Not Continued in 22-23] 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.	\$0.00	No
8.5	[Moved] Trimesterly review of attendance data and action planning	[Moved to Goal 9] 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.

Overall, the actions were implemented as planned. Using ParentSquare for two-way communication at both the district and site level has been quite successful, though some schools are more proficient in its use than other schools. We also found the regular review of attendance data to be useful, however Action 8.4 "Attendance Recognition and Rewards" did not occur as planned, due to the COVID infection surges that have happened throughout the year. We strongly support healthy families in our community - when a student is sick or experiencing symptoms, they need to stay at home. Our attendance goals and messaging shifted this year to adjust for the ongoing impact of the pandemic.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The only material difference between budgeted and estimated actual expenditures is connected with Action 8.4 which was not implemented.

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

Throughout the year, and in consultation with our community and families, we found our attendance goals and priorities shifting to adjust for the ongoing impact of the pandemic. We believe that our increased focus on two-way communication (through ParentSquare), regular communication and resources via the EveryDay Labs mailings, and regular internal reviews of attendance data continues to support our students in making progress towards reducing chronic absenteeism. However our metrics currently remain inconsistent, and therefore we cannot confirm the effectiveness of our actions, as the COVID-19 pandemic continues to impact our families and students.

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.

In reviewing attendance data this year, we found that the pandemic continued to have a significant impact on our students' attendance. COVID-19 positivity rates, exposures, and quarantine were very common factors impacting student absenteeism. Through discussions with our community and families, it has been determined that it is not appropriate to continue this as a focus goal at this time. This goal will not be continued moving forward, as the intention and language of this goal has been determined to not effectively address the root causes of the issues, instead only focusing on reducing our percentages by an arbitrary number. Appropriate metrics and actions, will be continued and focused on under Goal 2 and Goal 9.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
9	Increase 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 the identified root cause (a sense of belonging). In the past we have focused more on the effects (high levels of office discipline referrals, 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)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate as a percentage (AA students)	2020-2021: [TBD]	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": [TBD]	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
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.	TBD - Data is scheduled to be updated by the end of the school year			95%

Actions

Action #	Title	Description	Total Funds	Contributing
9.1	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.	\$0.00	No
9.2	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.	\$44,000.00	No
9.3	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.	\$0.00	No
9.4	Streamlining Services and Supports	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.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
9.5	Review of attendance data and action planning	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.	\$0.00	No
9.6	Review of disciplinary data and action planning	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.	\$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.

Not Applicable - This is a new goal for 2022-2023

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable - This is a new goal for 2022-2023

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

Not Applicable - This is a new goal for 2022-2023

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.

Not Applicable - This is a new goal for 2022-2023

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$6,993,100	\$834,363.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
42.68%	34.08%	\$5,583,418.00	76.76%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 - 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 larger school sites, 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 Goal 1 reflecting academic achievement and growth, while metrics reported under Goal 2 reflect school culture, climate, and attendance.

LEA-wide Actions - Goal 1:

- Early Learning Makerspace Units
- ELD Assessment
- EL Data Review
- Literacy Intervention
- Instructional Coaching
- Technology
- Library Instructional Media Specialists

This 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.

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 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. 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. These units are intended to be more play/challenge-based, and align with our expanded TK program and philosophy. Our Makerspace and VAPA initiatives 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, multilingual learners, or state-identified "English Learners", so we are responsible for supporting them to learn English. 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 in 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 15% - 35% 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 coaching 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. 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 coaching and library services, students will be supported to increase their growth in literacy skills. We intend to 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.

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 skills.

LEA-wide Actions - Goal 2:

- PD on Restorative Practices
- Anti-Racist Training
- School Support and Campus Relations
- EveryDay Labs

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 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 teaching and learning department will support professional development focused on culturally relevant teaching and restorative practices towards reducing office discipline referrals and suspensions. These trainings/support complement last year's professional development led by the PBIS coordinator, focused 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. CRM also identifies how resiliency can be reestablished or increased using the skills-based approach and strategies so that staff are able to apply trauma informed strategies to support students. We continue to provide anti-racist training for teachers, and strive to embody our anti-racist commitment in all areas, in an effort to create a more equitable learning environment for students of color. 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.

School site staff will send more mailings (using EveryDay Labs) 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.

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 - Goal 3:

- Summit Partnership
- Marshall Teacher Residency Partnership

The actions specified in 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 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 Goal 1.

LEA-wide Actions - 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 did not achieve an education level beyond high school. We always need to prioritize forming relationships with families, to ensure all 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 - Goal 7:

- Processes and Procedures for Data Review, and Reclassification
- ELD Instruction

Our data demonstrates a clear need to improve outcomes for English Learners. Through prioritization exercises throughout our community engagement process, 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 wanted to inquire into why these students have not been reclassified as English proficient, and what we can do to address those barriers. We have made huge successes in this area!

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 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.

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

There are a several actions, initiatives and expenditures that Ravenswood has identified as significantly supporting our foster youth, English Learner and low-income students but are unable to be listed here because "enrollment" cannot be listed as a justification for expenditures. With a large concentration of students who fall in to these categories investing in a series of small initiatives using LCFF funding rather than the entirety of the school district would be irresponsible as there are a smaller number of students who are not unduplicated pupils than those

who are. We need to strategically and carefully close opportunity gaps with the funding available to us. This means that wherever possible restricted funds are used to their maximum intended impact with LCFF predominantly funding the operational cost of the district. Actions identified in the LCAP as contributing to meeting the projected grant or percentage to increase or improve services are fully listed in the action tables.

Foster Youth:

Goal 1

- Early Learning Makerspace Units
- Technology
- Library Instructional Media Specialists
- Vice Principals

Goal 2

- PD on Restorative Practices
- School Support & Campus Relations
- Regular communication and resources via mailings (EveryDay Labs)

Goal 4

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

The actions contributing towards supporting Foster Youth as well as other student groups in 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 support from vice principals, access to the technology necessary for success in today's educational environment. The actions in Goal 2 and 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. They also work towards supporting staff to connect and communicate with our students' families, including family arrangements that are non-dominant or non-traditional, as well as ensuring that our partnerships support the values and needs of our community.

English Learners:

Goal 1

- ELD Assessment
- EL Data Review

Goal 7

- Processes and Procedures for Data Review, and Reclassification
- ELD Instruction

Through the actions we have identified in 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 specific assessments ("ELD Assessment") with regular data review ("EL 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 Goal 7, 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. We also want to specifically identify supports and resources for students who are approaching the criteria for reclassification ("ELD Instruction"). This specific group of 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 Goal 1.

Goal 1

- Early Learning Makerspace Units
- Instructional Coaching
- Library Instructional Media Specialists
- Vice Principals

Goal 2

- PD on Restorative Practices
- Anti-Racist Training
- School Support & Campus Relations
- Regular communication and resources via mailings (EveryDay Labs)

Goal 4

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

The actions contributing towards supporting English Learners, as well as other student groups, in 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. The actions in 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 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.

Low Income Students:

Goal 1

- Technology

Goal 3

- Summit Partnership
- Marshall Teacher Residency Partnership

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. Access to technology is also a barrier that Ravenswood can help to 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, as 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 foundational technology.

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.

Goal 1

- Early Learning Makerspace Units
- Instructional Coaching
- Technology
- Library Instructional Media Specialists
- Vice Principals

Goal 2

- PD on Restorative Practices
- Anti-Racist Training
- School Support & Campus Relations
- Regular communication and resources via mailings (EveryDay Labs)

Goal 4

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

The actions contributing towards supporting low income students, as well as other student groups, in 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 also receive access to the foundational technology necessary to succeed in today's educational environment. The actions in 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. We also commit to connecting families with resources they may need in order to be safe, and to support not just the student, but the entire family. The actions in Goal 4 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

All four Ravenswood schools fall into the “greater than 55%” category identified in this prompt. The Concentration Grant Add-On Funds alone are not sufficient to increase the number of staff at each school site providing direct services to students. Ravenswood is using the Concentration Grant Add-On Funds to support our existing initiatives to retain staff that provide direct services to students, across all schools, using a strategic model that will ensure sustainability of funding in future years.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	29:505 or approximately 1:17
Staff-to-student ratio of certificated staff providing direct services to students	N/A	44:505 or approximately 1:11

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$9,920,746.00	\$2,025,447.00	\$3,989,097.00	\$4,463,262.00	\$20,398,552.00	\$15,641,370.00	\$4,757,182.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	TK-5 Math Leadership Development	All			\$126,465.00	\$3,900.00	\$130,365.00
1	1.2	Math Professional Development Opportunities	All				\$23,345.00	\$23,345.00
1	1.3	Math Assessment	All					\$0.00
1	1.4	NGSS Curriculum Pilot & Adoption	All	\$190,000.00		\$15,200.00		\$205,200.00
1	1.5	[Removed] Science Leadership Development	All					\$0.00
1	1.6	Makerspace at every site	All			\$350,463.00	\$15,000.00	\$365,463.00
1	1.7	Early Learning Makerspace Units	English Learners Foster Youth Low Income	\$5,000.00		\$7,000.00		\$12,000.00
1	1.8	Integrated and Designated ELD Professional Development	All				\$60,000.00	\$60,000.00
1	1.9	ELD Assessment	English Learners					\$0.00
1	1.10	EL Data Review	English Learners					\$0.00
1	1.11	Newcomer/ELD Teachers	English Learners				\$569,773.00	\$569,773.00
1	1.12	Social Studies Curriculum	All	\$25,000.00				\$25,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.13	Ethnic Studies Committee	All				\$50,000.00	\$50,000.00
1	1.14	English Language Arts	All	\$10,250.00		\$7,000.00	\$19,000.00	\$36,250.00
1	1.15	VAPA Instruction & Collaboration	All			\$1,291,067.00	\$15,000.00	\$1,306,067.00
1	1.16	Turnaround Arts	All	\$5,000.00				\$5,000.00
1	1.17	Physical Education	All			\$222,000.00		\$222,000.00
1	1.18	Literacy Intervention	All			\$238,199.00	\$920,304.00	\$1,158,503.00
1	1.19	Instructional Coaching	English Learners Low Income	\$126,465.00		\$692,325.00		\$818,790.00
1	1.20	Instructional Leadership Team	All			\$171,000.00		\$171,000.00
1	1.21	Teacher Collaboration	All					\$0.00
1	1.22	Professional Development	All	\$30,000.00		\$155,000.00		\$185,000.00
1	1.23	Multi-Tiered System of Supports (MTSS)	All	\$10,000.00				\$10,000.00
1	1.24	Summer School	All		\$650,000.00	\$176,000.00		\$826,000.00
1	1.25	[Removed] Class Size Reduction	All					\$0.00
1	1.26	Extended School Day	All				\$270,504.00	\$270,504.00
1	1.27	After School Program	All		\$675,163.00			\$675,163.00
1	1.28	Technology	Low Income	\$130,000.00			\$825,000.00	\$955,000.00
1	1.29	Library Instructional Media Specialists	English Learners Foster Youth Low Income	\$79,195.00			\$94,195.00	\$173,390.00
1	1.30	Vice Principals	English Learners Foster Youth Low Income	\$617,199.00		\$135,351.00		\$752,550.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Culture & Climate Committee	All				\$10,000.00	\$10,000.00
2	2.2	PD on Restorative Practices	English Learners Foster Youth Low Income					\$0.00
2	2.3	[Removed] PBIS Coordinator and Community Resilience Model training	All					\$0.00
2	2.4	SEL Curriculum and Implementation	All					\$0.00
2	2.5	Mental Health Support and Counselling	All				\$443,571.00	\$443,571.00
2	2.6	[Removed] Care Solace	All					\$0.00
2	2.7	School-Site Activities	All	\$20,000.00	\$100,000.00	\$25,000.00		\$145,000.00
2	2.8	Facilities Maintenance	All	\$250,000.00				\$250,000.00
2	2.9	PBIS Implementation with School Teams	All	\$1,400.00			\$188,287.00	\$189,687.00
2	2.10	[Removed] Displaying Student Work	All					\$0.00
2	2.11	Anti-Racist Training	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
2	2.12	Culturally Relevant Libraries	All				\$15,000.00	\$15,000.00
2	2.13	Playworks	All				\$78,660.00	\$78,660.00
2	2.14	PD on Developing Inclusive Classrooms	Students with Disabilities					\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.15	School Support and Campus Relations	English Learners Foster Youth Low Income	\$324,000.00		\$34,207.00	\$374,014.00	\$732,221.00
2	2.16	ParentSquare	All				\$5,000.00	\$5,000.00
2	2.17	EveryDay Labs	English Learners Foster Youth Low Income	\$27,000.00				\$27,000.00
2	2.18	Transportation	Foster Youth Low Income	\$300,000.00				\$300,000.00
3	3.1	Teach for America Partnership	All			\$45,000.00		\$45,000.00
3	3.2	SMCOE/Alder GSE Partnership	Students with Disabilities	\$14,000.00				\$14,000.00
3	3.3	Summit Partnership	English Learners Low Income					\$0.00
3	3.4	Marshall Teacher Residency Partnership	English Learners Low Income					\$0.00
3	3.5	Electronic Evaluation System	All	\$30,000.00				\$30,000.00
3	3.6	[Removed] Electronic Professional Development System	All					\$0.00
3	3.7	Staff Recognition	All	\$2,000.00				\$2,000.00
3	3.8	Child Care Cooperative	All	\$1,000.00				\$1,000.00
3	3.9	Teacher Housing Project	All					\$0.00
3	3.10	Transit Cooperative	All					\$0.00
3	3.11	Compensation Increase	All					\$0.00
3	3.12	Marketing Plan	All	\$22,800.00				\$22,800.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.13	Induction Program	All				\$36,000.00	\$36,000.00
3	3.14	Staffing	All	\$6,843,232.00	\$600,284.00			\$7,443,516.00
4	4.1	Workshops and Family Engagement Opportunities	All					\$0.00
4	4.2	Family Events and Parent University	All	\$43,200.00		\$108,185.00	\$258,055.00	\$409,440.00
4	4.3	PD about Partnering with Families	English Learners Low Income					\$0.00
4	4.4	[Removed] Family Engagement Committee	All					\$0.00
4	4.5	[Removed] Regularly Survey Families	All					\$0.00
4	4.6	Family and Community Engagement Coordinator and Social Worker	All			\$124,635.00	\$131,654.00	\$256,289.00
4	4.7	Continue and Evaluate Ongoing Partnerships	English Learners Foster Youth Low Income					\$0.00
4	4.8	Supports for Homeless Students	Homeless Students				\$50,000.00	\$50,000.00
5	5.1	Develop a Tracking System	Students with Disabilities	\$187,288.00				\$187,288.00
5	5.2	SpEd Professional Development	Students with Disabilities				\$7,000.00	\$7,000.00
5	5.3	SpEd Ongoing Assessments	Students with Disabilities	\$579,717.00				\$579,717.00
6	6.1	PD Opportunities for 6-8 Math Teachers	All			\$50,000.00		\$50,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
6	6.2	Regular 6-8 Math Department Collaboration	All			\$13,000.00		\$13,000.00
6	6.3	6-8 Math Teachers Develop Monitoring Process	All					\$0.00
7	7.1	Processes and Procedures for Data Review, and Reclassification	English Learners					\$0.00
7	7.2	[Removed] Reclassification Processes and Procedures	All					\$0.00
7	7.3	ELD Instruction	English Learners					\$0.00
7	7.4	Professional Development - Supporting English Learners	English Learners					\$0.00
7	7.5	[Removed] Reclassification Celebration	All					\$0.00
8	8.1	[Removed] Work cellphones for school site and health staff	All					\$0.00
8	8.2	[Moved] Two-way communication system (ParentSquare)	All					\$0.00
8	8.3	[Moved] Regular communication and resources via mailings (EveryDay Labs)	All					\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
8	8.4	[Removed] Attendance recognition and rewards	All					\$0.00
8	8.5	[Moved] Trimesterly review of attendance data and action planning	All					\$0.00
9	9.1	Anti-Racist Commitment	Black/African American Students, Students of Color, All Student Groups					\$0.00
9	9.2	Diversity, Equity and Inclusion (DEI) Coordinator	Black/African American Students, Students of Color, All Student Groups	\$42,000.00		\$2,000.00		\$44,000.00
9	9.3	Personal Connection	Black/African American Students, Students of Color, All Student Groups					\$0.00
9	9.4	Streamlining Services and Supports	All					\$0.00
9	9.5	Review of attendance data and action planning	Black/African American Students, Students of Color, All Student Groups					\$0.00
9	9.6	Review of disciplinary data and action planning	Black/African American Students, Students of Color, All Student Groups					\$0.00

2022-23 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$16,385,149	\$6,993,100	42.68%	34.08%	76.76%	\$1,613,859.00	24.10%	33.95 %	Total:	\$1,613,859.00
								LEA-wide Total:	\$696,660.00
								Limited Total:	\$300,000.00
								Schoolwide Total:	\$617,199.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Early Learning Makerspace Units	Yes	LEA-wide	English Foster Youth Low Income	Grades TK-K	\$5,000.00	
1	1.9	ELD Assessment	Yes	Limited to Unduplicated Student	English	All Schools		0.61%
1	1.10	EL Data Review	Yes	Limited to Unduplicated Student	English	All Schools		3.38%
1	1.19	Instructional Coaching	Yes	LEA-wide	English Low Income	All Schools	\$126,465.00	
1	1.28	Technology	Yes	LEA-wide	Low Income	All Schools	\$130,000.00	
1	1.29	Library Instructional Media Specialists	Yes	LEA-wide	English Foster Youth Low Income	All Schools	\$79,195.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.30	Vice Principals	Yes	Schoolwide	English Foster Youth Low Income	Specific Schools: Belle Haven Elementary, Costano School of the Arts, Cesar Chavez Ravenswood Middle School	\$617,199.00	
2	2.2	PD on Restorative Practices	Yes	Limited to Unduplicated Student	English Foster Youth Low Income	All Schools		1.11%
2	2.11	Anti-Racist Training	Yes	LEA-wide	English Foster Youth Low Income	All Schools	\$5,000.00	
2	2.15	School Support and Campus Relations	Yes	LEA-wide	English Foster Youth Low Income	All Schools	\$324,000.00	
2	2.17	EveryDay Labs	Yes	LEA-wide	English Foster Youth Low Income	All Schools	\$27,000.00	
2	2.18	Transportation	Yes	Limited to Unduplicated Student	Foster Youth Low Income	All Schools	\$300,000.00	
3	3.3	Summit Partnership	Yes	LEA-wide	English Low Income	All Schools		
3	3.4	Marshall Teacher Residency Partnership	Yes	LEA-wide	English Low Income	All Schools		
4	4.3	PD about Partnering with Families	Yes	Limited to Unduplicated Student	English Low Income	All Schools		1.27%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.7	Continue and Evaluate Ongoing Partnerships	Yes	Limited to Unduplicated Student	English Foster Youth Low Income	All Schools		0.23%
7	7.1	Processes and Procedures for Data Review, and Reclassification	Yes	Limited to Unduplicated Student	English	All Schools		2.25%
7	7.3	ELD Instruction	Yes	Limited to Unduplicated Student	English	All Schools		15.25%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$20,577,319.00	\$21,626,249.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	TK-5 Math Leadership Development	No	\$130,000.00	\$110,119.00
1	1.2	Math Professional Development Opportunities	No	\$15,000.00	\$16,050.00
1	1.3	Math Assessment	No	\$0.00	\$0.00
1	1.4	NGSS Curriculum Pilot & Adoption	No	\$280,000.00	\$257,574.00
1	1.5	Science Leadership Development	No	\$5,000.00	\$5,635.00
1	1.6	Makerspace at every site	Yes	\$276,219.00	\$230,517.00
1	1.7	Early Learning Makerspace Units	Yes	\$20,000.00	\$21,384.00
1	1.8	Integrated and Designated ELD Professional Development	Yes	\$122,000.00	\$117,277.00
1	1.9	ELD Assessment	Yes	\$0.00	\$0.00
1	1.10	EL Data Review	Yes	\$10,000.00	\$4,527.00
1	1.11	Newcomer/ELD Teachers	Yes	\$426,320.00	\$407,618.00
1	1.12	Social Studies Curriculum	No	\$120,000.00	\$159,053.00
1	1.13	Ethnic Studies Committee	No	\$62,551.00	\$0.00
1	1.14	English Language Arts	No	\$165,000.00	\$123,370.00
1	1.15	VAPA Instruction & Collaboration	Yes	\$1,035,806.00	\$948,920.00
1	1.16	Turnaround Arts	No	\$19,000.00	\$16,440.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.17	Physical Education	No	\$261,000.00	\$229,450.00
1	1.18	Literacy Intervention	Yes	\$647,132.00	\$609,942.00
1	1.19	Instructional Coaching	Yes	\$843,656.00	\$675,381.00
1	1.20	Instructional Leadership Team	No	\$90,000.00	\$79,817.00
1	1.21	Teacher Collaboration	No	\$10,000.00	\$9,350.00
1	1.22	Professional Development	No	\$330,000.00	\$336,978.00
1	1.23	Multi-Tiered System of Supports (MTSS)	No	\$354,019.00	\$339,420.00
1	1.24	Summer School	Yes	\$1,450,880.00	\$1,023,041.00
1	1.25	Class Size Reduction	Yes	\$682,884.00	\$436,026.00
1	1.26	Extended School Day	Yes	\$947,504.00	\$512,500.00
1	1.27	After School Program	Yes	\$647,914.00	\$644,444.00
1	1.28	Technology	Yes	\$625,000.00	\$411,412.00
1	1.29	Library Instructional Media Specialists	Yes	\$138,316.00	\$115,654.00
1	1.30	Vice Principals	Yes	\$544,680.00	\$542,029.00
2	2.1	Culture & Climate Committee	No	\$142,461.00	\$94,070.00
2	2.2	PD on Restorative Justice Practices	Yes	\$0.00	\$0.00
2	2.3	PBIS Coordinator and Community Resilience Model training	Yes	\$0.00	\$0.00
2	2.4	SEL Curriculum and Implementation	No	\$0.00	\$0.00
2	2.5	CASSY	Yes	\$278,100.00	\$207,150.00
2	2.6	Care Solace	Yes	\$0.00	\$0.00
2	2.7	School-Site Activities	No	\$347,780.00	\$169,135.00
2	2.8	Facilities Maintenance	No	\$625,000.00	\$741,703.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.9	PBIS Implementation with School Teams	No	\$178,750.00	\$112,152.00
2	2.10	Displaying Student Work	No	\$10,000.00	\$22,500.00
2	2.11	Anti-Racist Training	Yes	\$14,858.00	\$16,904.00
2	2.12	Culturally Relevant Libraries	Yes	\$27,500.00	\$27,500.00
2	2.13	Playworks	Yes	\$90,000.00	\$90,000.00
2	2.14	PD on Developing Inclusive Classrooms	No	\$0.00	\$0.00
2	2.15	School Support and Campus Relations	Yes	\$598,839.00	\$582,141.00
3	3.1	Teach for America Partnership	Yes	\$50,000.00	\$45,000.00
3	3.2	SMCOE/Alder GSE Partnership	No	\$0.00	\$18,370.00
3	3.3	Summit Partnership	Yes	\$0.00	\$0.00
3	3.4	Marshall Teacher Residency Partnership	Yes	\$0.00	\$0.00
3	3.5	Electronic Evaluation System	No	\$12,500.00	\$12,779.00
3	3.6	Electronic Professional Development System	No	\$12,500.00	\$12,779.00
3	3.7	Staff Recognition	No	\$1,000.00	\$1,137.00
3	3.8	Child Care Cooperative	No	\$0.00	\$1,000.00
3	3.9	Teacher Housing Project	No	\$0.00	\$0.00
3	3.10	Transit Cooperative	No	\$0.00	\$0.00
3	3.11	Compensation Increase	No	\$0.00	\$3,000,000
3	3.12	Marketing Plan	No	\$0.00	\$11,750.00
3	3.13	Induction Program	No	\$13,000.00	\$15,500.00
3	3.14	Staffing	No	\$6,184,080.00	\$6,339,773.00
4	4.1	Weekly Workshops	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Family Events and Parent University	No	\$58,400.00	\$22,635.00
4	4.3	PD about Partnering with Families	Yes	\$0.00	\$0.00
4	4.4	Family Engagement Committee	No	\$6,000.00	\$0.00
4	4.5	Regularly Survey Families	No	\$25,000.00	\$23,049.00
4	4.6	Family and Community Engagement Coordinator and Social Worker	No	\$214,662.00	\$17,4561.00
4	4.7	Continue and Evaluate Ongoing Partnerships	Yes	\$0.00	\$0.00
4	4.8	Supports for Homeless Students	Yes	\$55,000.00	\$55,000.00
5	5.1	Develop a Tracking System	No	\$419,471.00	\$311,703.00
5	5.2	SpEd Professional Development	No	\$2,800.00	\$2,190.00
5	5.3	SpEd Ongoing Assessments	No	\$813,037.00	\$1,038,479.00
6	6.1	PD Opportunities for 6-8 Math Teachers	No	\$0.00	\$0.00
6	6.2	Regular 6-8 Math Department Collaboration	No	\$66,500.00	\$37,435.00
6	6.3	6-8 Math Teachers Develop Monitoring Process	No	\$10,000.00	\$10,254.00
7	7.1	Data Review Processes and Procedures	Yes	\$0.00	\$0.00
7	7.2	Reclassification Processes and Procedures	Yes	\$0.00	\$0.00
7	7.3	ELD Instruction	Yes	\$0.00	\$0.00
7	7.4	Professional Development - Supporting English Learners	Yes	\$42,000.00	\$28,872.00
7	7.5	Reclassification Celebration	Yes	\$0.00	\$0.00
8	8.1	Work cellphones for school site and health staff	Yes	\$3,000.00	\$3,000.00
8	8.2	Two-way communication system (ParentSquare)	No	\$5,700.00	\$4,800.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
8	8.3	Regular communication and resources via mailings (EveryDay Labs)	Yes	\$9,000.00	\$9,000.00
8	8.4	Attendance recognition and rewards	No	\$500.00	\$0.00
8	8.5	Trimesterly review of attendance data and action planning	No	\$0.00	\$0.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$6,993,100.00	\$1,445,855.00	\$1,409,682.00	\$36,173.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.6	Makerspace at every site	Yes				
1	1.7	Early Learning Makerspace Units	Yes				
1	1.8	Integrated and Designated ELD Professional Development	Yes				
1	1.9	ELD Assessment	Yes				
1	1.10	EL Data Review	Yes	\$10,000.00	\$4,527.00		
1	1.11	Newcomer/ELD Teachers	Yes	\$196,320.00	\$182,923.00		
1	1.15	VAPA Instruction & Collaboration	Yes				
1	1.18	Literacy Intervention	Yes				
1	1.19	Instructional Coaching	Yes				
1	1.24	Summer School	Yes				
1	1.25	Class Size Reduction	Yes				
1	1.26	Extended School Day	Yes				
1	1.27	After School Program	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.28	Technology	Yes				
1	1.29	Library Instructional Media Specialists	Yes	\$69,158.00	\$69,158.00		
1	1.30	Vice Principals	Yes	\$544,680.00	\$542,029.00		
2	2.2	PD on Restorative Justice Practices	Yes				
2	2.3	PBIS Coordinator and Community Resilience Model training	Yes				
2	2.5	CASSY	Yes				
2	2.6	Care Solace	Yes				
2	2.11	Anti-Racist Training	Yes	\$14,858.00	\$16,904.00		
2	2.12	Culturally Relevant Libraries	Yes				
2	2.13	Playworks	Yes				
2	2.15	School Support and Campus Relations	Yes	\$598,839.00	\$582,141.00		
3	3.1	Teach for America Partnership	Yes				
3	3.3	Summit Partnership	Yes				
3	3.4	Marshall Teacher Residency Partnership	Yes				
4	4.3	PD about Partnering with Families	Yes				
4	4.7	Continue and Evaluate Ongoing Partnerships	Yes				
4	4.8	Supports for Homeless Students	Yes				
7	7.1	Data Review Processes and Procedures	Yes				
7	7.2	Reclassification Processes and Procedures	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
7	7.3	ELD Instruction	Yes				
7	7.4	Professional Development - Supporting English Learners	Yes				
7	7.5	Reclassification Celebration	Yes				
8	8.1	Work cellphones for school site and health staff	Yes	\$3,000.00	\$3,000.00		
8	8.3	Regular communication and resources via mailings (EveryDay Labs)	Yes	\$9,000.00	\$9,000.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$16,385,149.00	\$6,993,100.00	0.00%	42.68%	\$1,409,682.00	0.00%	8.60%	\$5,583,418.00	34.08%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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.

- 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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.

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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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:

- **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 or when adding a new metric.

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 action 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 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.

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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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.

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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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:
 - **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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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