



**RAVENSWOOD**  
CITY SCHOOL DISTRICT

## **LCFF Budget Overview for Parents**

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

CDS Code: 41-68999-0000000

School Year: 2023-24

LEA contact information:

Gina Sudaria

Superintendent

[gsudaria@ravenswoodschools.org](mailto:gsudaria@ravenswoodschools.org)

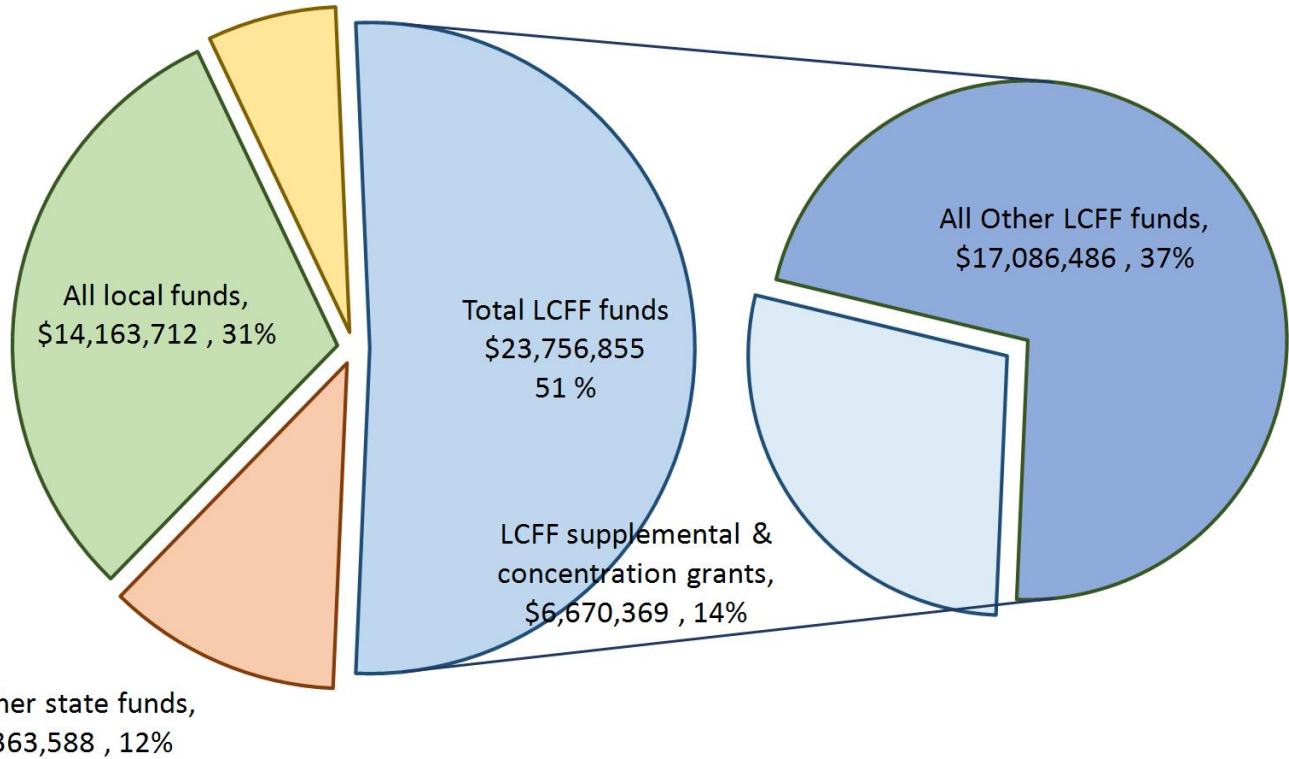
(650) 329-2800

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

## **Budget Overview for the 2023-24 School Year**

# Projected Revenue by Fund Source

All federal funds,  
\$2,956,045 , 6%

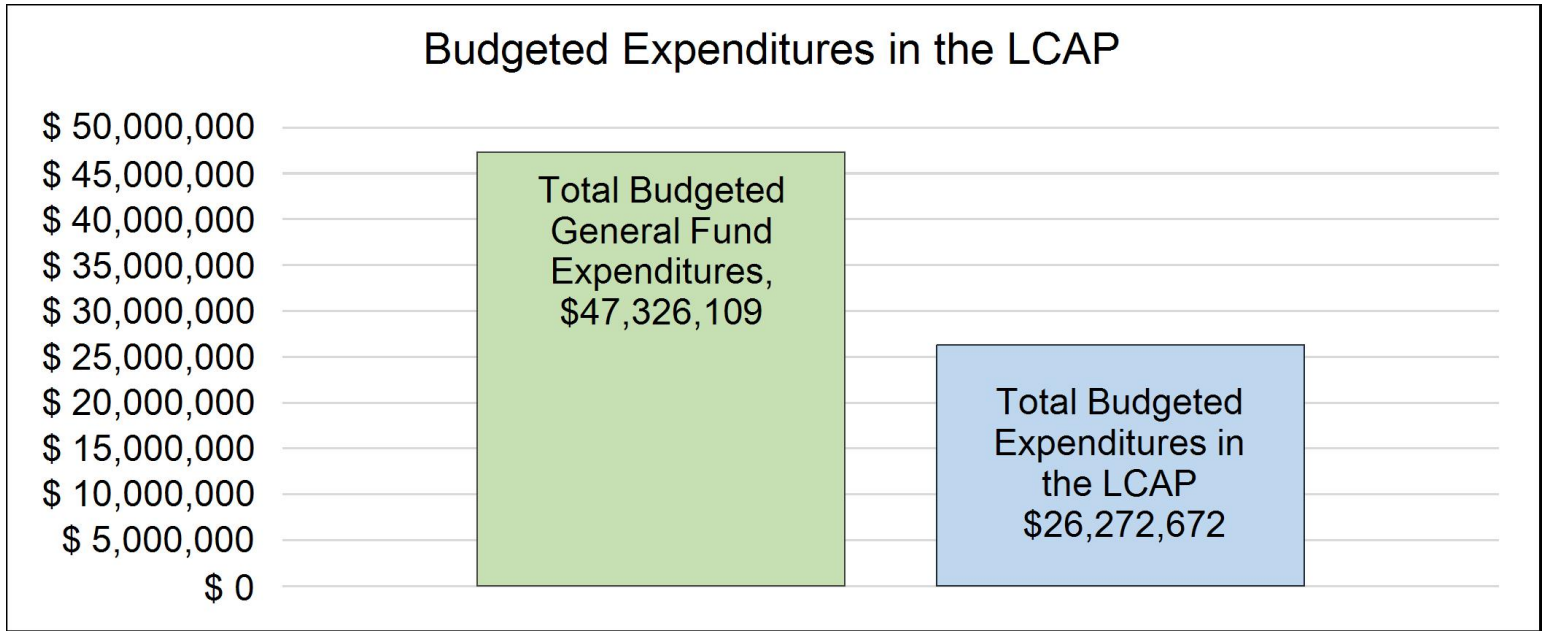


This chart shows the total general purpose revenue Ravenswood City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ravenswood City School District is \$46,240,200, of which \$23,756,855 is Local Control Funding Formula (LCFF), \$5,363,588 is other state funds, \$14,163,712 is local funds, and \$2,956,045 is federal funds. Of the \$23,756,855 in LCFF Funds, \$6,670,369 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 2023-24. 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 \$47,326,109 for the 2023-24 school year. Of that amount, \$26,272,672 is tied to actions/services in the LCAP and \$21,053,437 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, as well as items that are more appropriate to be discussed and reported on the School Plan for Student Achievement (SPSA).

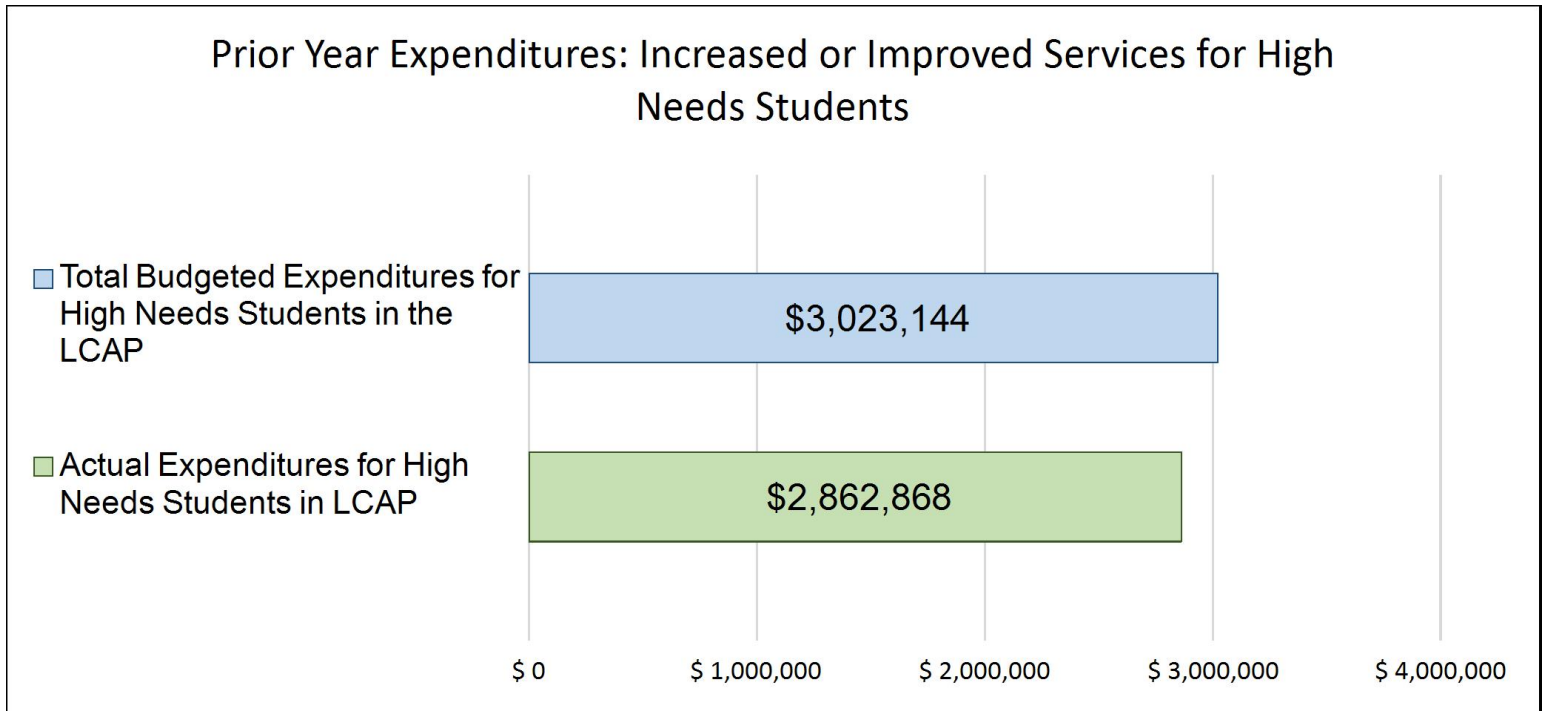
## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Ravenswood City School District is projecting it will receive \$66,703,699 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 \$32,893,222 towards meeting this requirement, as described in the LCAP.

As every single school has over 80% of the student population that is identified as "high needs", these funds support a variety of actions and expenditures that are not necessarily included in this year's LCAP, but that definitely contribute to supporting student need.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2022-23



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 2022-23, Ravenswood City School District's LCAP budgeted \$3023144 for planned actions to increase or improve services for high needs students. Ravenswood City School District actually spent \$2862868 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-160,276 had the following impact on Ravenswood City School District's ability to increase or improve services for high needs students:

The reason for this difference is primarily due to having two vice principal positions that were budgeted for, but were unable to be staffed this year. Students were still able to be supported through a variety of other actions and strategies throughout the year.



## Local Control and 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 [2023-24]

### 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% Hispanic/Latino, 6% African American, 8% Native Hawaiian or Pacific Islander, and 6% students of other ethnic/racial backgrounds (using the federal classifications).

Our "Unduplicated Pupil Count" is approximately 94%. "Unduplicated Pupils" are students who fall into at least one of the following categories: Foster Youth, 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 four of our schools for Title I Part A funding. Each school operates a School-wide Title I Program. While we work hard to meet state and federal accountability requirements, we are committed to more than the academic performance of our students. We also strive to meet our students' developmental needs (intellectual, physical, mental, and social-emotional) through a wide variety of programs offered during and after the school day.

Approximately 40% of our students are considered homeless - living in situations including at shelters, foster kinship, and with multiple families to one domicile. The high cost of living in Silicon Valley, and the lack of affordable and safe housing negatively impacts the well-being and educational outcomes of Ravenswood students and families. The rising cost of living in our area is a tremendous challenge to many, and a significant percentage are homeless or have unstable housing. Ravenswood has implemented several services to help support students and families in need. The majority of our students experience stresses and traumas associated with growing up in challenging circumstances. Approximately 54% 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 and continue to work on developing and renovating our comprehensive middle school, consolidating and upgrading our 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.

## Reflections: Successes

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

Ravenswood is proud to have been able to make adjustments to programs, services, and instruction, to continue to serve and support our community, even considering the continued impact that COVID-19 has on our students, families, and staff. The ongoing impact of the pandemic means that the California Dashboard was fully or partially suspended for multiple years, and is not currently able to be used as an accurate comparison year-over-year of the district's performance on the state indicators. This year the California Dashboard has provided information on “status” only, and we are identified as achieving “Medium” progress for our “English Learner” students. Additionally, 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 have heard from and integrated the feedback from many educational partners which include but are not limited to DAC/DELAC, SSC/ELAC, teachers, non-teaching staff, and our bargaining units. For more detailed information, please see the Engaging Educational Partners section.

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 75% reclassification rate of these specific students, and we exceeded this by reclassifying over 80% of these students! We want to continue working on this goal, and hope to target a 95% rate over the next year. 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.

For 2022-23, we have been using i-Ready across grade levels K-8th grade in both Reading and Mathematics. Students take three diagnostics a year in both Reading and Math. These diagnostics measure a student's abilities in a variety of domains that can be used by the student's teacher to help tailor learning. After the 2nd and 3rd diagnostics, student growth is monitored and tracked. For each student, i-Ready sets two growth goals: 1) Typical Growth and 2) Stretch Growth. Meeting the Typical Growth goal means a student is meeting the average growth of students with their grade level and placement. Meeting the Stretch Growth goal means that a student is making significant progress, putting a student who is achieving below grade-level expectations, on track to meet their grade-level. So far this year, we can see that the majority of students at each school are likely to achieve their Typical Growth goal, and a significant portion of students are also making significant progress towards their Stretch Growth goal. We consider this to be map-level data that is not easily reflected at the state level, but allows us to see individual student growth over the course of the year. Map-level data is collected 2-3 times per year, and tells us where the student is academically at these points in time, which can inform teacher instruction and actions.

Over the past two years, we have implemented the Souday System intervention curriculum, which has specific components that support students with disabilities, with encouraging results so far. Our processes around using this curriculum allow for more streamlined student progress monitoring, which helps teachers to monitor and support each student's individual growth path. Additionally, our district is also no longer identified by the California Department of Education (CDE) as "Significantly Disproportionate" for our Black / African American students under Other Health Impairment (OHI), as monitored by our Educational Services department.

Ravenswood has also seen success with our series of talent initiatives. These include actions such as revamping the teacher evaluation system in collaboration with our teacher association, creating new evaluation resources including rubrics and goal-setting templates etc., and bringing our salaries and benefits compensations for staff up into the median range, to be more similar to neighboring districts. We have also implemented the "Take Home Tech" initiative, providing devices and mobile hotspots as needed, to help facilitate access for 2nd-8th grade students to use educational programs from home.

This full LCAP document is just one of the places that details out many of our strategies to build on and maintain these successes. These actions include continuing to ensure English learners do not experience barriers to reclassification, continually improving the Souday System progress monitoring, and our use of iReady to inform instruction. For specific information, please refer to the Goal Analysis sections or the Engaging Educational Partners section.

## 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 was suspended for 19-20 and 20-21. The modified 2022 Dashboard only provides information on "status" and not "change".

- + State Indicators for which overall performance was “very low” (as a proxy for “red”): ELA, Mathematics
- + State Indicators for which overall performance was “very high” (as a proxy for “red”): Chronic Absenteeism

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 Compliance and Improvement Monitoring (CIM) Plan for Targeted Level 3 for School Age Children, Additional Targeted Support and Improvement Plans, 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, and therefore is using a strategic and integrative method to more appropriately allocate funds to invest in activities that will provide students with the most benefit.

We have taken specific steps to address the areas that need significant improvement, including Goals 5, 7, and 9, and their associated actions. There are also actions in Goal 1 relating to Instructional Coaching, Professional Learning, ELA/ELD, and Mathematics that will help to address these identified needs. We are also continuing to engage with our educational partners on the implementation of these actions, and work to use cycles of continuous improvement throughout the year. For more information, please see the Action sections of each relevant Goal, and also refer to the Increased and Improved Services section.

## LCAP Highlights

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

The 21-24 LCAP encompasses seven 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 2024, 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: [This goal was discontinued for the 23-24 LCAP]

Goal 7: By June 2024, 95% of our students who are English Learners at Level 4 on the ELPAC will be reclassified

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

Goal 9: Ravenswood will improve student achievement in ELA and Mathematics (as measured by "Distance from grade level standard" on the CAASPP), and decrease Chronic Absenteeism (as reported on the CA Dashboard), through improving the sense of belonging amongst African American Students

In the LCAP, State Priorities are expressed as metrics for which LEAs share performance measure data, demonstrating 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.

Not Applicable

## ***Support for Identified Schools***

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

Not Applicable

## ***Monitoring and Evaluating Effectiveness***

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

Not Applicable

# 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, over all 3 years. The LCAP engagement process is a continuation of the surveys, feedback, input, and discussions that are already part of our district's family engagement strategies. When the first year of the three year LCAP was beginning to be developed, we were still negotiating the return to in-person learning and all associated plans. 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 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. Again, we continued to monitor the implementation and effectiveness of various LCAP actions through a report card style presentation that is called "Vital Signs", and reported to the board at least three times per year. This data is also reviewed by school sites, through their SSC/ELAC meetings, staff meetings, and other family engagement activities. As part of the Vital Signs report card, we are intending to regularly survey staff about the culture and climate they experience in the workplace. As one of our LCAP goals is focused on recruiting and retaining high quality staff, this is an important avenue for us to find out more about different peoples experiences, and focusing on making improvements.

Engagement specifically around the 23-24 LCAP began in December 2022, as we began our budgeting process for the upcoming year. The budget timeline was integrated with conversations around how effective different actions / strategies are, and how aligned they are to our priorities for both the current and upcoming year. Each school had conversations regarding their goals and priorities with staff and families, and there were also Districtwide townhall discussions and opportunities for the community to ask questions and provide feedback. As a district, we have also been working on developing clear evaluations for our school-site and districtwide partnerships with external organizations, and this format has allowed for open and productive discussions about areas of both strength and improvement on both sides of the partnership.

The Ravenswood Leadership Team had a yearlong focus on "Equity in Leadership" which provided opportunities to try different ways of hearing from and engaging with other staff. They hosted a series of listening campaigns, to hear from staff (particularly RTA and CSEA unit members) across all sites. The intention is to use this information to make both short- and long-term plans to ultimately improve the work environment, and enhance the learning experiences of students. The Team focused on using the opportunity to empathize with, and learn from each member of the team, and ensured that there was enough time at the end for people to share anything that was on their mind.

The sessions began with the following four questions / prompts:

- What part of your school culture are you proud of, and what would you like to see improve?
- How do your team and school community create space for multiple points of view?

- In what ways are your skills, contributions, and ways of being valued and acknowledged?
- What elements of your cultural wealth do you want to bring and contribute to the community?

The Ravenswood Leadership Team also spent time conducting empathy interviews with classified staff, and spent a day shadowing a student. An important part of these initiatives is the collective debrief and discussion held afterwards where individuals are encouraged to reflect on their experience and then identify ways to begin making changes based on the trends that are identified, and comments that they heard. They were also encouraged to continue this work in their departments and at school sites, encouraging coaches, teachers, and other staff to use what they have learnt, for example the format of an empathy interview, to understand someone else's experience.

We are continually working on hearing and following up on the 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, and we are persevering in looking for ways to encourage more two-way conversation with all educational partners.

Each school's Outreach Coordinator is continually engaging with families, and supporting their needs. By talking with families during pick-up and drop-off times, and at regular family evenings and sports events, the coordinators hear what families are most concerned or excited about and what they would like more information on. With support from the district Family and Engagement Coordinator, our latest initiative is focused on identifying and empowering "Parent Ambassadors" at each school site. This type of capacity building initiative provides even more opportunities for families to share their opinions.

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.

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. Our bargaining units (Ravenswood Teachers Association, known as RTA, and California School Employees Association Chapter #303, known as CSEA) were also provided with opportunities 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 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 a lot 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

- 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

It seems as though the feedback we gather and synthesize every year seems to follow these same trends as noted above. We are making progress in these areas, as evidenced by the evaluation of different metrics and actions, however it is clear that this work will take multiple years of intervention, support, and effective action. The world around us continues to constantly throw challenges in every direction, and our young learners are navigating incredibly difficult situations.

Families are consistently and continually sharing how much their children are appreciating art, music, makerspace, robotics, and other elective courses. They also enjoy the opportunity to celebrate their children's experiences through performances and family events. They also noted that the programs and partners brought to the Monday Night Workshops have been helpful and interesting, and families requested that students are also directly informed of many of these topics, especially topics that relate to mental health support. There is also a shared desire from both families and schools, to have more individualized, and more consistent two-way communication between schools and families. We also heard that there seems to be an overly strong focus on the middle school in communications from the district, and that the elementary schools want that same level of engagement, recognition, and investment in their activities and events.

Site Staff provided specific 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, though they still want ongoing support in this area. There were also requests for non-teaching staff to be more included in the different professional development opportunities, and to also receive training on different strategies and ways to support student learning and experiences.

Last year we discussed the need to reflect on our current ELA curriculum, specifically in the area of phonics instruction and foundational language. Over this year, our TK-5 teachers have been conducting a thorough pilot process for ELA/ELD curriculum, and our 6-8 teachers have also been investigating ELD curriculums that most closely align with the current ELA curriculum and the California ELA/ELD Framework and Standards. We hope to finalize and fully adopt these options by the end of the 22-23 school year, for comprehensive implementation in the 23-24 school year.

From both Leadership and Site Staff, it was identified that there is still 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. Those who were provided opportunities to participate in the Standards Institute have all strongly recommended that all teachers and instructional leaders be provided with the opportunity to attend. Providing more support to all teachers and leaders through coaching / mentoring, and the regular observation of classrooms would also provide feedback on the progress made towards more consistent implementation of grade-level content.

Concepts around social-emotional learning, student wellbeing, and behavioral supports were also overwhelmingly visible in the responses collected from engagement with Site and District Leaders, and were also visibly present in the discussions with our bargaining units (RTA and CSEA). These are areas we have been working on all year, and we are really excited to start the new year by implementing some new strategies. We especially want to address any inequities around student groups who are disproportionately receiving harsher discipline consequences for minor behavioral infractions compared with the dominant student group for the same behavior.

Recognizing that strong English Language Development instruction and training is critical to student success in all other areas was also an area to highlight for many of our educational partners. This would also include increasing the amount of structured and unstructured conversation time for students during the school day, and providing more differentiation and scaffolding for language access to content for our multilingual students. As mentioned above, the adoption and implementation of a new ELA/ELD curriculum that is aligned to the California Framework will support this work.

We have participated in Special Education Local Plan Area (SELPA) consultation opportunities, including the initial meeting on March 21, and office hours on May 19, 2023. We also ensured that parents of students with disabilities were involved in the various feedback opportunities, for example at DAC/DELAC meetings on March 28th and April 25th, to hear their input on the LCAP. Ongoing communication between district staff in different departments has also helped us to identify the applicable connections and alignment of the LCAP with our existing plans relating to Special Education. Ongoing communication between district staff in different departments has also helped us to identify the applicable connections and alignment of the LCAP with our existing plans relating to Special Education. 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 the form of various comments and conversational themes mentioned by our educational partners through authentic conversations, in an attempt to move away from the “call-and-response” type 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 2023-24 school year. One key difference this year is that we very publicly encouraged everyone to think about “doing fewer things, better”. This is the

underlying theme behind all plans and budgets for the upcoming school year. We want to ensure that all actions and expenditures are aligned with the strategic vision of the district, and that the actions and initiatives we invest in are likely to be effective and have impact. In the past we have often tried to “focus” on too many areas, and we have learnt that trying to “focus” on too many areas at the same time, means that they rarely get the dedicated attention and investment that they deserve. By improving the quality of our effort in fewer actions, we hope to see greater impacts in the selected areas.

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 educational partners shared that improving student academic achievement across content areas needs support and investment, with the greatest challenge being how to decide 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 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 upcoming school year.

Goal 3 is directly connected to Strategic Plan Priority 3, focused on recruiting and retaining high quality staff. This stems from a history of high turnover, and having difficulty recruiting qualified teachers for our district. 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 educational partners 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. In the past few years, in collaboration with RTA, we have re-envisioned 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 in line with other districts in the county.

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.

The inclusion of our Focus Goals (Goals 5-7) was directly connected to 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. With the publication of the 2022 CA Dashboard, showing data as "status", but not change, we have adjusted some of these goals to be more reflective of our current situation.

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.

We have discontinued Goal 6, which was focused on mathematics at the middle school. We have made significant progress in investing in teachers training and development in this area, as aligned to our district-wide professional development plan. And with the shift towards using i-Ready as a consistent progress and growth monitoring assessment from K-8th grade, teachers have also been able to see the impact of different strategies on student learning over the course of the year. This was a goal that served its purpose over the past two years, and we now want to focus on other areas of the educational experience for students. We also still 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 monitor the progression of our multilingual "EL" students towards reclassifying as English Proficient. 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 83% of students who scored an Overall Level 4 on the state ELPAC assessment in Spring 2022, 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.

Goal 8 was discontinued in the previous year, and that status is being maintained throughout the upcoming year as well. We have left this Goal number in place to ensure consistency if anyone is reviewing multiple years of our LCAP.

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. Working towards improving a sense of belonging is not something that is “fixed” in a single year, so we continue to develop our actions to support this goal. This includes the development of our “Coordination of Services Teams” (COST) which constitutes a comprehensive strategy for managing and integrating various learning supports and resources for students. COST teams identify and address individual student needs holistically and ensure that the overall system of supports works together effectively. 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 have followed that up with shadowing a student, empathy interviews, and listening campaigns, 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 just a few of the actions or ideas included in our 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

Continued training on curriculum content knowledge and knowledge of how to integrate the 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

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 social emotional and behavioral supports, interventions, identifying and addressing unique needs, understanding family culture and context, and developing more inclusive and culturally responsive/relevant learning experiences. This includes truly understanding the experiences of students and their families through “shadow a student” experiences, conducting empathy interviews, and co-creating policies and practices with students to give them some agency and voice in their own educational experience. We also need to consider how to actually make changes that have impact based on actions such as these.

To support the consistency of high quality teachers across school sites

Support teachers to learn and implement curriculum when we implement new adoptions, across content areas (e.g. NGSS, or the ELA/ELD Framework)

- (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. This also includes a greater emphasis on listening to the needs of all staff, especially those whose voices are often overlooked (classified staff), and
- (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. Investing in building capacity for parents and families to be involved in the decision making processes at school sites and at the district level.
- (6) Ensure that students have consistent and increased access to enrichment (Visual and Performing Arts - VAPA, Makerspace, Art, Music, Drama) including allowing time and space for self-directed learning and exploration.

# 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"> <li>• English Language Arts</li> <li>• English Language Development</li> <li>• Science and Engineering (NGSS)</li> <li>• Mathematics</li> <li>• Social Studies</li> <li>• Physical Education</li> <li>• Visual and Performing Arts</li> </ul>

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	2020-2021: 100%	2021-2022: 100%	2022-2023: 100%		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the annual Williams audit (State Priority 1)					
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%	2022-2023: 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.	2021-2022:  All Students - 98.4 points below standard, as measured by CAASPP and reported on the 2022 CA Dashboard		55 points below standard (Yellow)
Pupil Achievement: ELA - Percentage of students meeting or exceeded grade level expectations on the	2020-2021: 14%  Measured by “F&P” for students in grades K-5	2021-2022: Grade K - 38% Grade 1 - 14% Grade 2 - 16% Grade 3 - 27% Grade 4 - 31%	2022-2023:  Grade K - 34% Grade 1 - 20% Grade 2 - 17% Grade 3 - 20%		35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
district local assessment		Grade 5 - 31%  Average: 26%  Measured by “F&P” for students in grades K-5	Grade 4 - 18% Grade 5 - 13%  Measured by iReady		
Pupil Achievement: ELA - Average years growth on the district local assessment for students in grades 1-5, from beginning to end of year	2020-2021: 0.66 years  Measured by “F&P” for students in grades K-5	2021-2022: 1.3 years  Measured by “F&P” for students in grades K-5	2022-2023: 1.1 years  Measured by iReady		1 - 1.5 years of average growth each year
Pupil Achievement: ELA - Percentage of students meeting or exceeding grade level expectations on the district local assessment	2020-2021: 48%  Measured by “Let's Go Learn” for students in grades 6-8	2021-2022: Grade 6 - 34% Grade 7 - 45% Grade 8 - 58%  Measured by “Let's Go Learn” for students in grades 6-8	2022-2023: Grade 6 - 12% Grade 7 - 12% Grade 8 - 22%  Measured by iReady		70%
Pupil Achievement: ELA - Average years growth on the district local assessment for students in grades 6-8, from beginning to end of year	2020-2021: 1.4 years  Measured by “Let's Go Learn” for students in grades 6-8	2021-2022: 1.4 years  Measured by “Let's Go Learn” for students in grades 6-8	2022-2023: 1.7 years  Measured by iReady		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
Pupil Achievement: ELA - Average years growth of Reading Levels of African American Students	2020-2021: 0.75 years Measured by “F&P” for students in grades K-5	2021-2022: 0.9 years Measured by “F&P” for students in grades K-5	2022-2023: 0.8 years Measured by iReady for students in grades K-5		1 - 1.5 years of average growth each year
Pupil Achievement: ELA - Average years growth of Reading Levels of African American Students	2020-2021: 0.68 years Measured by “Let's Go Learn” for students in grades 6-8	2021-2022: 1.5 years Measured by “Let's Go Learn” for students in grades 6-8	2022-2023: 1.5 years Measured by iReady for students in grades 6-8		1 - 1.5 years of average growth each year
Pupil Achievement: Mathematics - Percentage of students meeting or exceeding grade level expectations on the district local assessment	2020-2021: 5% Measured by Savvas end of year assessment for students in grades K-5	2021-2022: Grade K - 63% Grade 1 - 33% Grade 2 - 16% Grade 3 - 1% Grade 4 - 3% Grade 5 - 5% Measured by Savvas end of year assessment for students in grades K-5	2022-2023: Grade K - 16% Grade 1 - 6% Grade 2 - 9% Grade 3 - 5% Grade 4 - 15% Grade 5 - 9% Measured by iReady		30%
Pupil Achievement: Mathematics - Percentage of students meeting or exceeding grade level expectations on the	2020-2021: 2% Measured by “Let's Go Learn” for students in grades 6-8	2021-2022: Grade 6 - 0% Grade 7 - 6% Grade 8 - 0%	2022-2023: Grade 6 - 11% Grade 7 - 6% Grade 8 - 15%		30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
district local assessment		Measured by “Let's Go Learn” for students in grades 6-8	Measured by iReady		
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.	2021-2022:  All Students - 127.7 points below standard, as measured by CAASPP and reported on the 2022 CA Dashboard		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.	2021-2022:  On the Spring 2022 CAST, 4% of all students who took the assessment, met or exceeded grade level on CAST		42% meet or exceed grade level standard
Pupil Achievement: English Learner Progress Indicator -	2019-2020: 0  No Data Available as ELPAC testing was	2020-2021: 0  State law has suspended the 2021 Dashboard, so EL	2021-2022:  49.4% of English Learner students are "making progress		80% making progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of English Learner students who 'make progress toward English Proficiency' as assessed by the ELPAC and reported on the CA Dashboard (State Priority 4)	disrupted by COVID-19	Progress data according to the method used by the CA Dashboard is not available.	towards English Proficiency", as assessed by the ELPAC and reported on the 2022 CA Dashboard		
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	84% of Students who scored Overall Level 4 on the 2022 Summative ELPAC were reclassified during the 2022-23 school year. This does not include 8th graders who graduated in Spring 2022.  7% of Students who Completed the 2022 Summative ELPAC were reclassified during the 2022-23 school year. This does not include 8th graders who graduated in Spring 2022.		30%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			6% of all English Learners at Ravenswood were reclassified during the 2022-23 school year. This does not include 8th graders who graduated in Spring 2022.		
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.	2021-2022: 48.6% of English Learners increased at least 1 ELPI Level, according to the CA Dashboard		70% progress at least 1 ELPI level
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%	2022-2023: 100%		100%
Pupil Outcomes: Physical Education, for students in grades	2019-2020: 0 No data is available as testing was	2020-2021: 0 No data is available as testing was	2021-2022: Due to changes to the 2021-22 PFT		5th Grade - 40% meeting the healthy fitness zone in 5+ of 6 standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5 and 7 as measured by the PFT (State Priority 8)	disrupted due to the impact of COVID-19	disrupted due to the impact of COVID-19	administration, only participation rate results are required to be reported. 5th grade - 87% 7th grade - 98%		7th Grade - 40% meeting the healthy fitness zone in 5+ of 6 standards

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	STEAM Leadership Development	To develop a district-wide community that is well versed in math and science content and passionate about STEAM instruction and that explores and cultivates interest in continuing to grow teacher practice, our STEAM Coaches will continue to: <ul style="list-style-type: none"> <li>Facilitate cohorts of TK-8 teacher leaders that participate in PD and coaching</li> <li>Support science and mathematics instruction, assessment, analyzing student work, and how to provide interventions/differentiation</li> <li>Facilitate science and math learning and leadership PD with district and site administrators</li> </ul>	\$50,000.00	No
1.2	Math Professional Development Opportunities	<ul style="list-style-type: none"> <li>The STEAM coaches will ensure that all teachers, including Special Education teachers will receive inquiry-based professional-development opportunities to develop their mathematical content knowledge and practices</li> <li>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</li> </ul>	\$45,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	[Discontinued as an Action for SY23-24] Math Assessment	[Discontinued as an Action for SY23-24] 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 Content Knowledge Development	We will continue to build literacy skills through high quality content knowledge building in Science. STEAM Coaches will work with teachers 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. Teachers and site administrators will continue to participate in inquiry based trainings that create strength, in using the adopted curriculum as part of the implementation process, and building capacities for implementing rigorous science instruction.	\$455,619.00	Yes
1.5	[Discontinued for SY22-23] Science Leadership Development	[Discontinued for SY22-23] To develop a district-wide community that is passionate about science instruction, that explores and cultivates interest in continuing to grow teacher practice, our STEM Coordinator will support a TK-5 district-wide cohort of science teacher leaders from each site through PD and coaching; and provide opportunities for site administrators to build capacity for supporting science instruction	\$0.00	No
1.6	Makerspace at every site	Ravenswood will maintain a Makerspace at every site with the goal of transitioning to having a CTE teacher in each of these spaces.	\$563,044.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> </ul>		
<b>1.7</b>	[Discontinued as an Action for SY23-24] Early Learning Makerspace Units	[Discontinued as an Action for SY23-24] 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.	\$0.00	No
<b>1.8</b>	Integrated and Designated ELD Professional Development	Administrators will work with content area experts to provide professional development and support to TK-8 teachers to provide integrated ELD to multilingual students (who are identified as "English Learners") through all content areas by ensuring that language and content are accessible; and to TK-5 teachers around small group Designated ELD instruction differentiated by language level.	\$38,000.00	Yes
<b>1.9</b>	[Discontinued as an Action for SY23-24] ELD Assessment	[Discontinued as an Action for SY23-24] Instructional leaders will identify a local assessment for English Language Development to use for ongoing progress monitoring.	\$0.00	No
<b>1.10</b>	EL Data Review	District administrators, site administrators, and teachers will regularly review data for English Learners (including but not limited to ELPAC	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		results, ELD progress data, and reading and writing performance data, formative assessments, student work etc.)		
1.11	Newcomer/ELD Teachers	We will ensure that all Newcomer students, and those students who require designated ELD are receiving this daily by maintaining our expanded English Language Development (ELD) programming. This includes having 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.	\$404,295.00	Yes
1.12	Social Studies Curriculum	We will continue to build literacy skills through high quality content knowledge building in Social Studies. Grade 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.	\$74,001.00	No
1.13	[Discontinued as an Action for SY23-24] Ethnic Studies Committee	[Discontinued as an Action for SY23-24] 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.	\$0.00	No
1.14	English Language Arts	In order for students to use literacy skills and practices across content:	\$250,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>TK-5 teachers will use assessments to drive instruction, hone their literacy practices, and foster literacy and language throughout all content areas.</li> <li>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.</li> <li>We will continue our committees to identify and pilot curricula for a TK-5 ELA and/or an ELA/ELD adoption; and a 6-8 ELD adoption (as appropriate).</li> </ul>		
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.	\$1,693,032.00	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.	\$9,196.00	No
1.17	Physical Education	Dedicated PE teachers provide weekly physical education (PE) classes to all TK-8 students in order to provide universal PE access, allowing our classroom teachers to focus on students' other needs.	\$807,209.00	No
1.18	Literacy Intervention	Numerous staff (including Intervention Teachers and Small Group Instructors) will provide targeted small group literacy intervention to students that are reading below grade level expectations, in order to accelerate their growth. We are focused on providing consistent and universal tiered interventions and instruction.	\$861,094.00	No

Action #	Title	Description	Total Funds	Contributing
1.19	Instructional Coaching	STEAM Instructional Coaches and ELA/ELD Instructional Coaches will support teachers' growth and development through facilitating and supporting Instructional Leadership Teams and Professional Learning Communities in order to create spaces for strong adult learning, 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).	\$746,576.00	Yes
1.20	Instructional Leadership Team	<p>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.</p> <p>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.</p> <p>ILTs will focus on developing strong Professional Learning Communities that use these grounding questions: What do our students know, What do we want them to learn, How will we structure the learning, What will we do if students need more support, and What will we do once students have learned this?</p>	\$79,628.00	No
1.21	Teacher Collaboration	All teachers will be a part of Professional Learning Communities which will collaborate in regular meetings, facilitated by the instructional	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		leadership team, in order to build community, co-plan lessons, and analyze student data to inform instruction.		
1.22	Professional Learning	<p>ILT's will work across the district to implement a shared vision of student success and belonging, support planning and facilitation of school site Professional Learning Communities, and support decision making connected to the instructional core.</p> <p>"Teacher Choice" professional learning opportunities will enable teachers to opt into Communities of Practice where we will continue hosting a data-driven and vertically aligned professional learning plan that allows deep learning in content and pedagogy.</p> <p>We will continue to send teachers and leaders to the Standards Institute so that this experience of professional learning and expected outcomes will span from teachers to executive team members, with a focus on creating structures for teacher collaboration and developing the content-specific knowledge and skills of all educators in the system.</p>	\$322,900.00	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 and COST (Coordination of Services Team) process by identifying which assessments we use and for what purposes. The district MTSS and COST teams will support site staff to regularly analyze assessment data to inform instruction, make intervention decisions, and monitor student progress.</p> <p>MTSS and COST meetings will be held at both 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.	\$1,112,382.00	Yes
1.25	[Discontinued for SY22-23] Class Size Reduction	[Discontinued for SY22-23] We will ensure that 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 learning hours to support Ravenswood students and families, providing space for students participate in additional and differentiated instructional time, enrichment activities, and expanded learning opportunities.	\$320,000.00	Yes
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. We are continuously working to improve the quality of programming during these times of expanded learning opportunities, including considering the alignment of instructional resources, curriculum and diagnostic assessments, as well as the alignment of student supports (including mental health and therapy, and staff that are trained in trauma informed and restorative practices). We also partner with other community based organizations to support additional expanded learning opportunities for students.	\$1,473,591.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$749,434.00	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.	\$174,600.00	Yes
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.	\$1,084,319.00	Yes

## Goal Analysis [2022-23]

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, most actions were implemented as planned. Action 1.3 and 1.9 were implemented in a modified form, as we are using iReady as a consistent diagnostic and assessment tool districtwide, across grades TK-8. The data provided to teachers has been sufficiently informative about each individual student's progress and growth. We want to focus on high fidelity implementation of iReady in this way, before adding any supplemental assessments.

Action 1.6 was not able to be fully staffed throughout the year for all schools.

Action 1.13 was not implemented for a variety of reasons. Ultimately, it was decided that a committee is not currently the most effective way for us to work on integrating ethnic studies into the curriculum. Staff are already working on integrating a strong anti-racist lens into all areas of instruction, utilizing restorative practices and culturally responsive teaching, and using curricula materials that provide opportunities for students to see reflections of their own experience. We want to focus on doing these things better, before considering adding any additional committees about the CA ethnic studies model curriculum.

A number of other actions were expanded or improved upon in some way, which has been reflected in their updated descriptions listed above.

#### 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 most significant difference between budgeted expenditures, and estimated actual expenditures is for action 1.13, because the committee was not established and therefore the funds were not spent on this action. We realized relatively early in the year that it was very unlikely that the committee would be formally established, and we were able to reallocate the spending of those funds by including a proportional amount in the existing calculations of Title I Part A funds that is directly distributed to schools.

Other differences include Action 1.4 as the science curriculum was adopted previously, and there were not as many materials required as expected. This will fluctuate year to year though. Action 1.6 was impacted because one of our staff resigned during the year and this position was unable to be filled. For Action 1.7, more of the collaboration and development occurred during existing contract hours. For Action 1.8, the emphasis this year was on the ELA/ELD adoption and piloting processes, so at times where there would usually be more of a focus on I-ELD and D-ELD, the content was shifted slightly to ensure that we could complete all pilot processes for the adoption.

Differences in actions 1.15, 1.18, and 1.30 are reflective of the budgeted amount based on average salary for this type of role, rather than based on the specific salary of an individual. Some of the vice principal roles (Action 1.30) were also vacant during the year, which impacted expenditures. For Actions 1.20, 1.22, and 1.26, some of the impact here is due to these actions reflecting the budgeted amount based on average salary or average hourly rate for this type of role, rather than based on the specific salary of an individual. We shifted away from hourly pay for Action 1.26, preferring to provide a stipend instead, which meant that the cost across the year was more consistent, and does not fluctuate as much. Action 1.26 was also no longer mandatory for students, which meant less staff were required overall. We also focused on standardizing how and when staff are paid hourly for professional development outside of contract hours, and strove to better utilize their existing work time, which resulted in less additional hours being paid out under action 1.22. Action 1.28 typically fluctuates on a cycle, based on the quantity of repairs and replacements needed.

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

Overall, the majority of these actions have been demonstrated to be effective for our students. These actions demonstrate both breadth and depth in our strategies and supports for improving student academic progress and growth, especially through building staff capacity and

knowledge, and providing opportunities for professional learning. This student growth is not always reflected in statewide testing at this point in time, but internally we are seeing individual student growth. This is really important to emphasize when considering the reported outcome data and metrics to our community and educational partners. In particular, Action 1.1 has demonstrated that teachers who fully participated in these cohorts have been able to shift their practice in the classroom, though due to other unrelated logistical changes, this action will be modified for the upcoming year. We have also focused a lot of attention on Actions 1.8, 1.10, 1.11 and 1.18, and it is encouraging to see results, both in student academic growth, and also in how comfortable teachers are using specific ELD strategies in their instructional practices. We are pleased to celebrate the successes of Goal 7, and believe that these actions under Goal 1 have also contributed to that success. Actions 1.24, 1.26, and 1.27 are all vitally important in providing additional and expanded learning opportunities for our students, and we have received consistent feedback from educational partners and families about the value of these programs for our students. We want to continue offering a high standard of learning opportunities for our students, especially considering the engagement and enjoyment that they provide. Action 1.23 has already been expanded and improved to include the development of our “Coordination of Services Teams” (COST) which constitutes a comprehensive strategy for managing and integrating various learning supports and resources for students. COST teams identify and address individual student needs holistically and ensure that the overall system of supports works together effectively. We have seen improvement in the management and coordination of services for students as a result of this action (this action is also included under Goal 9).

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.

We are making changes to some actions, based on many factors including an evaluation of their effectiveness, considering the budget available, and keeping in mind the districtwide emphasis on doing fewer things, better for the upcoming year.

Actions 1.1 and 1.2 have minor changes as we shift from having one districtwide mathematics coach, to a dedicated STEAM coach at most schools. Actions 1.3 and 1.9 have been discontinued as an action for the upcoming year, as we are now using iReady as a consistent diagnostic and assessment tool districtwide, across grades TK-8. The data provided to teachers has been sufficiently informative about each individual student's progress and growth. We want to focus on high fidelity implementation of iReady in this way, before adding any supplemental assessments. Action 1.4 has been modified as the Science adoptions have now been completed, and we have shifted this action to be more focused on teacher training and coaching around high quality instruction of the science curriculum. Action 1.6 has been modified to identify our intention to transition to having CTE teachers at every school site. Action 1.7 has been discontinued as this was a short-term action that has now been completed. A number of different learning units were developed and implemented in the makerspace for our early learners (TK-K). Action 1.12 has been modified to include an emphasis on developing literacy skills through other content areas including social studies. Action 1.13 has been discontinued for the upcoming school year. This action was not implemented for a variety of reasons. Ultimately, it was decided that a committee is not currently the most effective way for us to work on integrating ethnic studies into the curriculum. Staff are already working on integrating a strong anti-racist lens into all areas of instruction, utilizing restorative practices and culturally responsive teaching, and using curricula materials that provide opportunities for students to see reflections of their own experience. We want to focus on doing these things better, before considering adding any additional committees about the CA ethnic studies model curriculum. Action 1.14 has had minor adjustments made to the language, reflecting the adoption of the standards and framework aligned

curriculum in both ELA and ELD. This also includes a fairly significant one-time expenditure budget, as we set our schools up for success with a new and complete set of ELA/ELD curricula materials. Action 1.18 has had minor adjustments made to the language, as we want to be more inclusive of the multiple staff roles that implement or support literacy intervention for students, and we have added our additional focus for the upcoming year on providing universal tiered interventions. Actions 1.20, 1.21, and 1.22 have all been expanded to include additional details about the professional learning communities, collaboration efforts, and communities of practice will be implemented. These major actions form a significant portion of the cohesive vision of professional learning for instructional staff that is being implemented in the 2023-24 school year. We have also added our commitment to provide more opportunities for more staff to attend the Standards Institute professional development experience as it has been extremely valuable for staff who have already participated. Action 1.27 has had more detail added, specifically around improving the quality of programming, and aligning supports for students from the school day through to any after school programming they attend. We have also added that we partner with additional organizations to provide more options for students to participate in expanded learning opportunities.

**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	2022-2023: 66  This varied widely by school site, with the most identified deficiencies occurring at CCRMS, which is undergoing major construction and renovation at the moment.		Less than 20 Identified Deficiencies

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate as a percentage (all students) (State Priority 5)	2020-2021: 91%	2021-2022: 87.52%	2022-23: 90%		96%
Pupil Engagement: Middle school dropout rates (State Priority 5)	2020-2021: 0%	2021-2022: 0%	2022-23: 0%		0%
School Climate: Pupil suspension rates (State Priority 6)	2020-2021: 0%	2021-2022: 3.04%	2022-23: 4%		2.2% (Green)
School Climate: Pupil expulsion rates (State Priority 6)	2020-2021: 0%	2021-2022: 0%	2022-23: 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.	2022-23: As reported from the Spring Survey for 3rd-8th grade students - 85% of students have a trusted adult at school		95%
Completion of Universal Screeners such as “SRSS-IE”	2020-2021: 0	2021-22 Fall: SRSS-IE screening was not conducted.	2022-2023 Fall: SRSS-IE screening		100% completion of universal screener 3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Not able to complete due to the impact of COVID-19	<p>2021-22 Winter: An average of 55% of teachers completed the SRSS-IE screening.</p> <p>2021-22 Spring: An average of 80% of teachers completed 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>	<p>was not fully completed.</p> <p>2022-2023 Winter: An average of 94.25% of teachers completed the SRSS-IE screening</p> <p>2022-2023 Spring: SRSS-IE screening was not yet fully completed</p> <p>Completion varies slightly by school site, with Winter completion percentages of:            BH: 94%            LRRM: 100%            CO: 83%            CCRMS: 100%</p>		times a year by teachers

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Restorative Practices Committee	The District will facilitate the creation of a Restorative Practices committee to develop a vision and plan for improving school culture and climate. The intention is to gather information around what is currently happening at sites, cross share ideas and resources and collaboratively build supports district wide.	\$25,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
2.2	Restorative Practices Professional Development and Coaching	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. There are also coaching opportunities for staff as they hold a consultation call with our Executive Director of Education Services before any suspensions at any school site are initiated.	\$0.00	Yes
2.3	[Discontinued for SY22-23] PBIS Coordinator and Community Resilience Model training	[Discontinued for SY22-23] 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
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.	\$328,746.00	No
2.5	Mental Health Support and Counselling	The District will provide counseling 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 the 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.	\$325,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.6</b>	[Discontinued for SY22-23] Care Solace	[Discontinued for SY22-23] [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
<b>2.7</b>	School-Site Activities	School sites will have clubs and activities, so that students are able to connect with others with similar interests, and help to develop students' sense of belonging amongst peers and at school.	\$52,958.00	No
<b>2.8</b>	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.	\$450,000.00	No
<b>2.9</b>	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.	\$182,976.00	No
<b>2.10</b>	[Discontinued for SY22-23] Displaying Student Work	[Discontinued for SY22-23] Schools will have display cases to feature student artwork. Schools will work with community partners to ensure murals on campus create	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		a welcoming environment and are representative of the school community.		
<b>2.11</b>	Anti-Racist Training	Ravenswood will continue to provide anti-racist training for all staff, in an effort to create a more equitable learning environment for students of color.	\$30,000.00	Yes
<b>2.12</b>	[Discontinued as a Specific Action for SY23-24] Culturally Relevant Libraries	[Discontinued as a Specific Action for SY23-24] 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.	\$0.00	No
<b>2.13</b>	Playworks	Ravenswood will continue to partner with Playworks to help students stay active and build valuable life skills through play.	\$152,000.00	No
<b>2.14</b>	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
<b>2.15</b>	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 collaboratively. These staff are essential for building connectedness between students outside of the classroom.	\$981,659.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.16	ParentSquare	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	[Discontinued as a Specific Action for SY23-24] EveryDay Labs	[Discontinued as a Specific Action for SY23-24] 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.	\$0.00	No
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.	\$737,503.00	Yes

## Goal Analysis [2022-23]

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, most actions were fully implemented. There were some actions that were not implemented as planned, for example action 2.1 the Restorative Practices Committee (previously named the Culture & Climate Committee), was unable to be fully implemented during the 2022-23 school year partially due to staff transitions, and partially due to "survey fatigue" or "engagement fatigue" experienced by both staff and families. We hope to begin the 2023-24 school year strong, with initiatives such as this one.

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 significant differences between budgeted and estimated actual expenditures were in Actions 2.1, 2.15, and 2.17. Action 2.1 has already been discussed above, but since we were unable to fully implement this committee, this did not cost as much. Action 2.15 is due to this action reflecting the budgeted amount based on average salary for this type of role, rather than based on the specific salary of an individual. And Action 2.17 was reduced in cost because we decided to focus on specific grade levels, rather than across all grades.

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

We believe that all of these actions are considered effective in improving the experience of students in our schools. Looking at some of the street data around our implementation of more restorative and less punitive practices have shown that we need to continue to implement these strategies, and train staff in these practices. This is especially noticeable in action 2.2 where we have changed our processes to include a coaching opportunity for staff, to hold a consultation call with our Executive Director of Education Services before any suspensions at any school site are initiated. We are also looking to intercept situations earlier, before a suspension becomes warranted.

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.

Overall we are keeping this goal and the associated metrics and actions fairly stable, as we recognize that it takes multiple years of implementation to show lasting impact on the data points collected at the state level. Specifically, we have renamed action 2.1 and action 2.2 to reflect our emphasis on restorative practices. Action 2.2 has also been expanded to include a description of the coaching calls that are happening before any suspensions are initiated. This is one way to build staff capacities and understanding of the options available to them, and where the specific situations might have been able to be intercepted, or how to go about restoring those relationships following disciplinary action. We have also discontinued action 2.12 as this was a short-term focus that has now been achieved. We will continue to highlight literature and materials that are culturally relevant, but we no longer need to include it as a focus action in the LCAP. Action 2.17 has also been discontinued because we are currently trialing a few different initiatives that support or encourage increased attendance. While there was some evidence that student attendance improved following these mailings, we want to focus on doing fewer things, better, and we have heard that a greater emphasis on providing resources and opportunities for support would be a more effective way to support regular student attendance at school (described in action 9.5).

**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%	2021-22: 6%		0%
Misassignment Rate as a percentage for Teachers of English Learners (State Priority 1)	2019-2020: 2%	2020-21: 4%	2021-22: 2%		0%
Teacher Vacancy Rate as a percentage (State Priority 1)	2019-2020: 1%	2020-21: 0%	2021-22: 2%		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%	2022-23: 1-3 yrs = 70% 4-6 yrs = 80% 7-9 yrs = 75% 10+ yrs = 80%		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%	2022-23: Emergency Permits: 7% Intern Credentials: 3% Preliminary Credentials: 15% Clear Credentials: 73%		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.	\$25,000.00	No
3.2	SMCOE/Alder GSE Partnership	Ravenswood intends to 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.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Partnerships that support teacher recruitment	Ravenswood will continue to explore local partnerships with organizations (such as with the Summit Preparatory Charter High School through the Marshall Teacher Residency Program) that allow us to access high quality teachers with the skills and training necessary to fill positions that are traditionally hard to staff. These teachers lead historically underserved students to academic achievement by serving as effective classroom teachers.	\$0.00	No
3.4	Partnerships that provide for student teacher opportunities	Ravenswood will continue to explore local partnership with organizations (such as the Marshall Teacher Residency preparation program) to provide us the opportunity to host teaching candidates participating 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	No
3.5	Electronic Evaluation Processes	Ravenswood will continue to utilize an electronic evaluation process, which allows us to track and compare performance over time, and across standards (CTSPs), in an effort to identify areas of strength and areas for improvement. This is a process that we work to continuously refine and improve with the support of partners.	\$0.00	No
3.6	[Discontinued for SY22-23] Electronic Professional Development System	[Discontinued for SY22-23] [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
3.7	Staff Recognition	Ravenswood will continue to recognize staff, in support of our shared responsibility for embodying our core values and districtwide anti-	\$2,000.00	No



Action #	Title	Description	Total Funds	Contributing
		racist commitment, and in service of creating and maintaining effective environments for student learning (CSTP 2).		
<b>3.8</b>	[Discontinued from SY23-24] Child Care Cooperative	[Discontinued from SY23-24] 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.	\$0.00	No
<b>3.9</b>	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
<b>3.10</b>	[Discontinued from SY23-24] Transit Cooperative	[Discontinued from SY23-24] 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
<b>3.11</b>	Compensation Increases	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
<b>3.12</b>	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.	\$19,850.00	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.	\$29,000.00	No
3.14	Staffing	Ravenswood will staff all classrooms with qualified, appropriately credentialed teachers in order to provide high quality instruction to all students. We will also focus on recruiting and retaining classified staff to support the growing needs of the district and its students.	\$8,494,297.00	No
3.15	Staff Sentiment	Ravenswood will develop a better understanding of staff experiences, through more robust data collection and analysis, and improvement opportunities. This may include staff surveys that focus on culture and climate, internal training on leadership development and holding others accountable, and exit surveys or interviews when staff members leave Ravenswood. This is an operationally focused action, as the data collected will help us to decide on strategies to meet this goal in the future.	\$0.00	No

## Goal Analysis [2022-23]

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, some of these actions were not implemented as planned. For example, the initial system that we planned to use for both electronic evaluations and professional development, was not as appropriate for us as we had first considered. We are still using electronic systems and processes, but we have decided on a specific platform for evaluations, and a separate platform for tracking professional development. Another example would be the Manzanita Transit Cooperative, which has been continuously offered to staff, however few take part in this opportunity. Other actions are limited by the availability of staff - we may have the partnership with a recruitment pipeline but still not have

any teachers placed at our schools in any particular year. A significant success this year, and over the past two years, has been the compensation increases. We have increased salaries across the board, for all staff (including teachers, classified staff, and management), and also increased our contributions for health and welfare benefits available for employees.

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 were two main types of differences between budgeted and estimated actual expenditures in Goal 3. Actions 3.1, 3.2, and 3.13 all had less teachers participating in this action than was originally budgeted for. Action 3.14 was an increased cost, due to this action reflecting the budgeted amount based on average salary for this type of role, rather than based on the specific salary of an individual.

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

The actions that are continuing are currently considered to be effective, for example we have received with significant feedback identifying that the salary schedule increases and benefit package adjustments played a role in retaining staff. We also recognize that our continued efforts towards developing and expanding on partnerships that support teacher recruitment and training are still valuable even when not able to be utilized to their greatest impact each year.

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.

We have adjusted the title and description of actions 3.2 and 3.3 slightly, to reflect our practice of having multiple partnership opportunities that support teacher recruitment or teacher training, rather than only identifying a specific organization in these actions. As referenced in Prompt 1, we have adjusted action 3.5 because the software that was initially intended to be used was found to be less suitable for our specific purposes. We are still using electronic systems and processes, but use different platforms that are more appropriate for the needs of evaluation, and others that are more appropriate for the tracking and monitoring of professional development. We have discontinued actions 3.8 and 3.10, as these are not well-utilized by our staff, and the partnerships were not serving the needs of the district at this time. We have added action 3.15, which will help us to develop a better understanding of staff experiences, through more robust data collection and analysis, and improvement opportunities.

**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	2022-2023: 10% of families completed the Fall 2022 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	2021-2022: 2% of families completed the survey	2022-2023: Approximately 5% of families completed the survey.		19% Increase participation by 5% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Regular Participation in SSC/ELAC meetings (State Priority 3)	2020-2021: 50% Average attendance rate of parent members	2021-2022: 75% Average attendance rate of parent members	2022-2023: Approximately 55% of parent members regularly attend this year's SSC/ELAC meetings (this varied significantly by school site).		80% 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.	2022-2023: This committee was not established at a districtwide level, instead the focus was on supporting each school to more comprehensively engaging families, and improve school culture and climate.		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 community organizations, on topics to address the whole child. District staff also implement a comprehensive plan for family engagement, ensuring that families who are not able to attend meetings or workshops are also able to provide input, through regular feedback opportunities such as surveys. In an effort to encourage a deeper level of participation and engagement from families, we have also instituted a parent ambassador program	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Family Events and Parent University	School sites continue to organize family evening events (such as festivals and performances), and parent university classes, to provide opportunities for families to connect with their children through school-site activities.	\$60,700.00	No
4.3	Partnering with Families	The District's Family and Community Engagement Coordinator, alongside the Family Outreach Coordinators at each school site, continue to support staff in partnering with families. They are focusing on supporting staff to develop their skills around positive relationship building between staff, students, and families.	\$512,602.00	Yes
4.4	[Discontinued for SY22-23] Family Engagement Committee	[Discontinued for SY22-23] [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	[Discontinued for SY22-23] Regularly Survey Families	[Discontinued for SY22-23] [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	Mental Health Support and Connection to Resources	We have a number of staff at school sites (such as Cesar Chavez Ravenswood Middle School's Social Worker, and Los Robles Ronald McNair's Mental Health Therapist) and the district level (such as Special Education Mental Health Coordinator) that support students and families by providing them with access to mental health resources that address any issues affecting their academic performance, while also connecting them with relevant community resources. Additionally, they provide our staff with support and professional development opportunities and focused on trauma-informed practices.	\$479,667.00	Yes

Action #	Title	Description	Total Funds	Contributing
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). Each partnership is evaluated through a robust and standardized process to ensure that the partnership is aligned to district goals.	\$0.00	No
4.8	Supports for Vulnerable Students	The District supports vulnerable students, homeless students, and their families by providing consistent transportation to and from school, and connecting families with additional resources as needed.	\$42,978.00	Yes

## Goal Analysis [2022-23]

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.

There were no substantive differences, all actions were implemented as proposed.

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 significant difference between budgeted and estimated actual expenditures was in Action 4.2 due to this action reflecting the budgeted amount based on average salary for this type of role, rather than based on the specific salary of an individual.

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

We believe that all of these actions are considered effective in improving communication and engagement between families, school sites, the district, and the community, though we definitely still have work to do to improve our implementation of these actions. Our Outreach Coordinators at each school site have been very valuable in connecting with families. We have also received feedback that families appreciate the different workshops and events that are provided.

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.

The title of action 4.3 was modified to more accurately reflect the actual practice happening. We initially considered merging action 4.6 with action 2.5 because they both focus on providing sufficient mental health support and access to resources. The action under this goal is slightly more focused on providing access for all family members, while the action under goal 2 is slightly more focused on providing access for students. We are also continually working to improve our processes around action 4.7, especially our consistency in completing evaluations of these partnerships. We are also expanding action 4.1 to include a parent ambassador program, to provide opportunities for building the capacities of our families to further engage with the educational experience of their students, and the decision-making processes of schools and the district.

**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 2024, 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%	2022-2023: 20%		10%
Students as a percentage who have Fully Met or Exceeded their Individualized	2020-2021: 0	2021-2022: 65%	2022-2023: 80%		90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Goal (demonstrating growth)	No Data Available as systems and processes are not established yet (see action 1)				

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Maintain a Tracking System	The Special Education Team will utilize and continually 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. This helps teachers to monitor and support each student's individual growth path.	\$1,467,021.00	No
5.2	SpEd Professional Development	The Special Education Team will continue to 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.	\$408,773.00	No

## Goal Analysis [2022-23]

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.

There were no substantive differences, all actions were implemented as proposed.

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 significant difference between budgeted and estimated actual expenditures was in Action 5.1 due to this action reflecting the budgeted amount based on average salary for this type of role, rather than based on the specific salary of an individual. This role also received a pay increase during the year.

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

All these actions have been demonstrated to be effective for our students. These are targeted and intentional supports for literacy, and we are seeing academic progress and growth. This is not reflected in statewide testing at this point in time, but internally we are seeing individual student growth.

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.

As the current goal, metrics, and actions has been evaluated to be effective, we will maintain these actions and goals for the 2023-24 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
6	[Not Continued from 23-24 onwards] 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.

[Not Continued from 23-24 onwards]  
This was a Focus Goal, that specifically targets an area of need at Ravenswood, for a limited period of time. 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	2020-2021: 2%  As measured by Let’s Go Learn ADAM for 6-7th, and DOMA for 8th grade	2021-2022: Grade 6 - 0% Grade 7 - 6% Grade 8 - 0%  As measured by Let’s Go Learn ADAM for 6-7th, and DOMA for 8th grade	2022-2023: Grade 6 - 11% Grade 7 - 6% Grade 8 - 15%  As measured by iReady for grades 6-8		30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students growing one or more years on the local assessment	2020-2021: 2%  As measured by Let's Go Learn ADAM for 6-7th, and DOMA for 8th grade	2021-2022: 21%  As measured by Let's Go Learn ADAM for 6-7th, and DOMA for 8th grade	2022-2023: 65%  As measured by iReady for grades 6-8		70%
Average years growth for SWD	2020-2021: 0.51 years  As measured by Let's Go Learn ADAM for 6-7th, and DOMA for 8th grade	2021-2022: 0.79 years  As measured by Let's Go Learn ADAM for 6-7th, and DOMA for 8th grade	2022-2023: 1.6 years  As measured by iReady for grades 6-8		1.5 years growth
Average years growth for EL students	2020-2021: 0.45 years  As measured by Let's Go Learn ADAM for 6-7th, and DOMA for 8th grade	2021-2022: 0.63 years  As measured by Let's Go Learn ADAM for 6-7th, and DOMA for 8th grade	2022-2023: 1.6 years  As measured by iReady for grades 6-8		1.5 years growth

## Actions

Action #	Title	Description	Total Funds	Contributing
6.1	[Not Continued as a Specific Action for SY23-24] PD Opportunities for 6-8 Math Teachers	[See Goal 1] 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

Action #	Title	Description	Total Funds	Contributing
6.2	[Not Continued as a Specific Action for SY23-24] Regular 6-8 Math Department Collaboration	[See Goal 1] 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	[Not Continued as a Specific Action for SY23-24] 6-8 Math Teachers Develop Monitoring Process	[Not Continued as a Specific Action for SY23-24] 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 [2022-23]

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.

The only substantive difference between the planned actions, and the actual implementation is that for action 6.3, mathematics teachers found it very difficult to arrive at a sufficiently monitoring process that was able to be replicated by all 6-8th grade math teachers. It is challenging to consider something like "how do we measure perseverance?".

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 were no significant differences between budgeted and actual expenditures.

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

Actions 6.1 and 6.2 are still considered to be effective, especially as we find ways to observe student academic growth in mathematics through student data. Action 6.3 was unable to be monitored in a way that allowed us to determine its effectiveness.

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 conversations with our educational partners (including staff and families), we have discontinued Goal 6 for the upcoming LCAP year. We have made significant progress in investing in teachers training and development in this area, as aligned to our district-wide professional development plan. We have also shifted towards using i-Ready as a consistent progress and growth monitoring assessment from K-8th grade, and teachers have also been able to see the impact of different strategies on student learning over the course of the year. Despite the challenges in determining how "effective" this goal has been, particularly in relation to SMP 1 and SMP 3, it has served its purpose over the past two years, by providing a focus for the middle school on their mathematics programming, training, instruction. We also still have additional actions connected to Mathematics for all students under Goal 1, which is focused on instruction.

**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 2024, 95% 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 inquire into why these students have not been reclassified as English proficient, and what we can do to address those barriers. (State Priority 4)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of EL students who scored Level 4 in the previously administered ELPAC	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	9.12% (79/866) of all EL Students who completed the 2022 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%	Percentage of EL students who maintained a Level 4 from Spring 2021 to Spring 2022 without being reclassified in the 2022-23 school year: 0%		0% 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%	84% of Students who scored Overall Level 4 on the 2022 Summative ELPAC were reclassified during the 2022-23 school year. This does not include 8th graders who graduated in Spring 2022.		95% of EL students who scored Level 4 will reclassify
Percentage of students who scored Level 4 on ELPAC who are meeting the "Basic Skills" metric, which is one of the criterion for reclassification	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 local EOY Reading Assessment	71% (46/65) student who scored Level 4 on the 2022 Summative ELPAC were also at least "One Grade Level Below" in the 2022-23 i-Ready Reading Diagnostic		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	100% (64/64) of students who scored Level 4 on the 2022 Summative ELPAC, also received a grade of at least "C" or "3" on their 21-22 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"> <li>• 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</li> <li>• 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</li> </ul> <p>For reclassification this includes:</p> <ul style="list-style-type: none"> <li>• Reviewing the previous year's ELPAC scores and reclassification criteria to identify if there are any students who are already eligible for reclassification.</li> <li>• Identifying students who were nearly eligible to reclassify (achieving two of the three required metrics), and making a plan for student growth</li> <li>• Communicating clearly with teachers, parents, and families about the timeline, criteria, and importance of reclassification</li> </ul>	\$0.00	Yes
7.2	[Discontinued for SY22-23] Reclassification Processes and Procedures	[Discontinued for SY22-23] [Merged with Action 7.1] We will clarify our district reclassification processes and procedures. At the beginning of the school year, district and site administrators and teachers will review previous year's ELPAC scores and reclassification criteria to identify which students are eligible for reclassification. District and site administrators and teachers will identify students who were nearly able to reclassify (achieving 1 or 2 out of 3 metrics), and will make a plan for student growth. District and site administrators will clearly	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		communicate with teachers, parents and families about timeline, criteria, and necessity of reclassifying		
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	Yes
7.5	[Discontinued for SY22-23] Reclassification Celebration	[Discontinued for SY22-23] The Curriculum & Instruction department will host a district-wide Reclassification Celebration for students and their families	\$0.00	No

## Goal Analysis [2022-23]

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.

There were no substantive differences, all actions were implemented as proposed.

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 were no significant differences between budgeted and actual expenditures.

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

All these actions have been demonstrated to be effective for our students. These are targeted and intentional supports for English Language Development, and we are seeing academic progress and growth. This is not always reflected in statewide testing at this point in time, but internally we are seeing individual student growth. We have consistently outperformed our targets for this goal, and continually increase our target.

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.

The only significant change being made to this goal is increasing our target from reclassifying 75% of EL Students who score an Overall Level 4 on the ELPAC to 95%

**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%	2022-2023: 90%		96%
% of students who are chronically absent Whole year	2020-2021: 36%	2021-2022: 12.4%	2022-2023: 40%		Decrease by 10 percentage points in 21-22, with a further 8% decrease per year for the following years
% of students who are chronically absent Trimester 1 - AA students	2020-2021: 42%	2021-2022 T1: 60%	2022-2023 T1: 42%		Decline by 9% per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students who are chronically absent Through to (at the end of) Trimester 2 - AA students	2020-2021: 39%	2021-2022 T2: 54.2%	2022-2023 T1 and T2: 46%		Decline by 9% per year
% of students who are chronically absent Whole year average - AA students	2020-2021: 10%	2021-2022: 57.7%	2022-2023: 46%		Decline by 9% per year
% of students who are chronically absent Trimester 1 - SWD	2020-2021: 44%	2021-2022 T1: 55%	2022-2023 T1: 45%		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%	2022-2023 T1 and T2: 47%		Decline by 10% per year
% of students who are chronically absent Whole Year Average - SWD	2020-2021: 19%	2021-2022: 60%	2022-2023: 44%		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 data according to the	2021-2022: 51.7% of students are identified as Chronically Absent, as reported on the 2022 CA Dashboard. This was expected, as a		9% (Green)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		method used by the CA Dashboard is not available.	result of the ongoing impacts of the COVID-19 pandemic.		

## Actions

Action #	Title	Description	Total Funds	Contributing
8.1	[Discontinued for SY22-23] Work cellphones for school site and health staff	[Discontinued for SY22-23] 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 for SY22-23] Two-way communication system (ParentSquare)	[Moved to Goal 2 for SY22-23] 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
8.3	[Moved for SY22-23] Regular communication and resources via	[Moved to Goal 2 for SY22-23] 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”	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
	mailings (EveryDay Labs)	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.		
8.4	[Discontinued for SY22-23] Attendance recognition and rewards	[Discontinued for SY22-23] 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 for SY22-23] Trimesterly review of attendance data and action planning	[Moved to Goal 9 for SY22-23] 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 [2022-23]

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

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



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

Not applicable

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

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

An explanation of why the LEA has developed this goal.

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

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

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

## 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: 87.2%	2021-2022: 84.7%	2022-2023: 88%		96%
Of our chronically absent students, what proportion are identified as AA students? The proportion should be representative of our percentage of AA students enrolled at the district.	AA Student Enrollment at Ravenswood in 2020-2021: 6.5%  Proportion of chronically absent students who are identified as "African American": ~10%	AA Student Enrollment at Ravenswood in 2021-2022: 6.6%  Proportion of chronically absent students who are identified as "African American": 9.98%  This demonstrates disproportionality.	AA Student Enrollment at Ravenswood in 2021-2022: 6%  Proportion of chronically absent students who are identified as "African American": 7%  This demonstrates only slight disproportionality, which is an improvement on previous years.		Proportionality
Chronic Absenteeism of AA students as reported through the CA Dashboard	2018-2019: 20.7% (164 students)  2019-2020: 0 This metric was not reported on the CA Dashboard	2020-2021: 0 This metric was not reported on the CA Dashboard	2021-2022: 60.6% of Black / African American students are identified as Chronically Absent, as reported on the 2022 CA Dashboard. This was expected, as a result of the ongoing impacts of the COVID-19 Pandemic.		10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey - Percentage of students who identify having Supportive Adult and Peer Relationships	Surveys were unable to be fully completed during 2020-2021 due to the ongoing impacts of the COVID-19 pandemic.	2021-2022: Approximately 56% of students identify as having caring adults in school	2022-2023: Approximately 71% of all students identify as having caring adults in school		95%
Pupil Achievement: ELA - Average years growth of Reading Levels of African American Students, as measured by the district local assessment	2020-2021: 0.75 years  Measured by “F&P” for students in grades 1-5	2021-2022: 0.9 years  Measured by “F&P” for students in grades 1-5	2022-2023: 0.8 years  Measured by iReady		1 - 1.5 years of average growth each year
Pupil Achievement: ELA - Average years growth of Reading Levels of African American Students, as measured by the district local assessment	2020-2021: 0.68 years  Measured by “Let's Go Learn” for students in grades 6-8	2021-2022: 1.5 years  Measured by “Let's Go Learn” for students in grades 6-8	2022-2023: 1.5 years  Measured by iReady		1 - 1.5 years of average growth each year
Pupil Achievement: Mathematics for AA Students, district wide measured by CAASPP data	2018-2019: 85.6 points below standard  2019-2020: 0 No Data Available as CAASPP testing did not occur due to the impact of COVID-19	2020-2021: 0 In 2020-2021 CAASPP was not the most viable option in our local context, and was not administered. Additionally, the 2021 Dashboard was	2021-2022: 133.7 points below standard		Improve the distance from standard by 50 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		suspended and this data is not available.			

## 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 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.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		By regularly and routinely demonstrating care for all students, staff hope to increase students' sense of belonging at school. This action is also embedded as part of the processes used by the "Coordination of Services Team" (COST). In addition, the site leadership team is conducting empathy interviews and shadowing students to hear from them and attempt to see school through their eyes. The team is encouraged to identify a student from a traditionally marginalized group.		
9.4	[Discontinued as an Action for SY23-24] Streamlining Services and Supports	[Discontinued as an Action for SY23-24] 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
9.5	Review of attendance data and action planning	Principals and Teachers will continue to be supported by District staff in regularly reviewing 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.  In lieu of the traditional SARB process (School Attendance Review Board process) the Education Services Team and Strategy, Talent Engagement Team will be hosting monthly meetings for families who are considered chronically absent. These meetings will be focused on	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>supporting parents and families with the resources they may need to increase their attendance.</p> <p>This process will be supporting the “Coordination of Services Team” (COST). The COST teams will monitor progress for all African American students who have high levels of absenteeism, in an effort to address the root causes and issues surrounding the students’ attendance before they are labeled as being “chronically absent”.</p>		
9.6	Review of disciplinary data and action planning	<p>The Education Services 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 identify those students and families who need additional support in this area.</p> <p>In particular, these processes will help the “Coordination of Services Team” (COST) in planning and implementing SEL supports for teachers to implement, to ensure our African American students feel supported.</p>	\$0.00	No
9.7	Review of academic data and action planning	<p>The Teaching and Learning Department will support principals and teachers in a regular review of academic data, disaggregated by student group. This will allow us to create target groups for outreach, and identify those students and families who need additional support in this area.</p> <p>In particular, these processes will help the “Coordination of Services Team” (COST) in planning and implementing academic supports for all African American students who are not making progress towards academic outcomes.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2022-23]

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.

There were no substantive differences, all actions were implemented as proposed.

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 significant difference between budgeted and estimated actual expenditures was in Action 9.2 due to this action reflecting the budgeted amount based on average salary for this type of role, rather than based on the specific salary of an individual.

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

All these actions have been demonstrated to be effective for our students. These are targeted and intentional supports to support our Black/African American students in all areas of their educational experience. We are seeing growth when looking at street data, however this is not reflected in statewide testing at this point in time. We want to continue to implement and improve these actions.

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.

We have discontinued action 9.4 as this was a time-bound action that has now been fully implemented. We have also improved action 9.5 through the introduction of a new, more restorative SARB process (School Attendance Review Board process) to support and provide resources to students and their families who are chronically absent.

**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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$6,670,369	\$873,271

## 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
40.71%	1.36%	\$222,232.40	42.07%

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 Actions - Goal 1  
 Action 26 - Extended Day (Cesar Chavez Ravenswood Middle School)

The district continues to investigate how best to extend learning hours to support Ravenswood students and families. Using a model of “Extended day” at our middle school provides space for students to participate in additional and differentiated instructional time, additional enrichment and elective activities, and other expanded learning opportunities. Students who are identified as low-income, foster youth, or English learners are less likely to have access to a wide variety of elective/enrichment opportunities for a variety of reasons. We can use this time to provide all of our students, especially those identified as “unduplicated”, with these opportunities that middle school students in surrounding communities can expect to have access to. We can also use this time to provide additional intervention supports as needed. The expanded learning opportunities provided to students have also been identified by families and educational partners as one of the motivators for regular student attendance. 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, student engagement, and attendance.

### Action 30 - 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. We have worked on improving our data review processes, in order to provide effective individualized supports to students. Our unduplicated students are most in need of differentiated and personalized support and intervention. We will staff the position of Vice Principals at our larger school sites, to support staff and students, with a focus on developing a positive school culture, as well as building strong relationships to support student learning and success in the educational environment. Among other activities, Vice Principals 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

Action 1.4 - NGSS Content Knowledge Development

Action 1.6 - Makerspace at every site

Action 1.8 - Integrated and Designated ELD Professional Development

Action 1.19 - Instructional Coaching

Action 1.24 - Summer School

Action 1.27 - After School Program

Action 1.28 - Technology

Action 1.29 - 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.

Our actions around coaching are critical for improving learning outcomes for students. For the upcoming school year we have reorganized our structures to have an ELA/ELD Coach located at each school site, and a STEAM Coach at our 3 larger school sites. Having coaches at each of the school sites provides direct and accessible support to teachers and their instruction. Coaches regularly facilitate professional development, work 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. Specifically, our STEAM Coaches will work with teachers to build capacity for implementing rigorous science instruction. This is especially important as we continue to work to build literacy skills through high quality content knowledge-building in Science that supports the needs of our English learners. These strategies also specifically support our low income and foster youth students, as local data shows that these student groups are most in need of the additional differentiation provided by teachers, and our coaches are an effective way to assist teachers in implementing these scaffolding strategies with confidence and fidelity.

Similarly, our ELA/ELD Coaches will also specifically support teachers' growth and development around integrated and designated ELD strategies that most support our English learners. 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 "very low" performance level. Our local literacy assessment data also show that students are making progress in these areas, but there are still a significant portion of students who are not yet meeting the grade level standard, especially for our low income and English Learner students. 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. We are also focusing a significant portion of our opportunities for professional learning on integrated and designated ELD, to further support staff in these areas. Recognizing that strong English Language Development instruction and training is critical to student success in all other areas was also an area to highlight for many of our educational partners. By support staff in improving their instructional practices, we intend to increase the amount of structured and unstructured conversation time for students during the school day, and provide more differentiation and scaffolding for language access to content for our multilingual students, with the intention that all students, especially our English learner and low income students, are able to demonstrate success in their academic performance.

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 improving teachers through coaching and student access to 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 standards 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.

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 intend to move towards having a CTE teacher staffing the Makerspace at each school site, providing a space for our students, especially our low-income students, to have access to the types of enrichment activities that students in neighboring or higher income districts have access to. Hands-on learning opportunities are also extremely valuable for our foster youth, providing a creative outlet to help them learn to regulate their actions, despite other life challenges they may be facing. Makerspaces and similar activities that involve hands-on learning are also able to be used to encourage and support language acquisition for our English learner students. Our Makerspace and VAPA initiatives help our 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.

All our students, including our unduplicated pupils, have experienced a range and depth of challenges over the course of their lives, which was only exacerbated by the COVID-19 pandemic, and the effects of this are still demonstrably visible. We continue to implement a variety of activities, and investigate the best ways to extend learning hours to support Ravenswood students and families, providing space for students to participate in additional and differentiated instructional time, enrichment activities, and expanded learning opportunities where their learning is able to be more personalized. We are continuously working to improve the quality of programming during these times of expanded learning opportunities, including considering the alignment of instructional resources, curriculum and diagnostic assessments, as well as the alignment of student supports (including mental health and therapy, and staff that are trained in trauma informed and restorative practices). By partnering with community based organizations, we are able to offer comprehensive, and well-rounded programming that includes academic supports, enrichment classes, hands-on learning, outdoor play activities, and mentoring. We have received consistent feedback from educational partners and families about the value of these programs for our students, especially for our English learner students, who are given additional opportunities to receive interventions and more personalized support, and our low-income students who likely would not have access to some of these experiences if they were not provided as part of these programs. We want to continue offering a high standard of learning opportunities for our students, especially considering the engagement and enjoyment that they provide. Extended School Day, After School Program, and Summer School are all activities which extend the learning time that students are typically in school, providing more time for instruction across all content areas, enrichment, tutoring or intervention groups, and forming relationships with staff. Expanded Learning Opportunities will allow students to have increased instructional time, and more personalized learning, and deeper relationships with staff. We expect that these opportunities provided to students will support all of the goals identified in the LCAP, particularly Goal 1 and Goal 2, with student growth in academics and social-emotional learning.

Access to technology is a barrier that Ravenswood can address for low-income students. Students today are expected to access the curriculum and resources online and in digital formats both at school, and at home when needed. The need for continued access was highlighted by the pandemic and long-term distance learning demonstrated that students must not be prevented from achieving success purely due to lack of access to foundation technology. We hope that we will never have to return to long-term distance learning, however we

will continue to provide students with access to appropriate technology so they can access curriculum and instructional resources in digital formats in school and at home when required. Increased access to technology will also help students to 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 familiarity and comfort when using digital programs and demonstrating their typing skills.

## LEA-wide Actions - Goal 2

Action 2.1 - Restorative Practices Committee

Action 2.2 - Restorative Practices Professional Development and Coaching

Action 2.5 - Mental Health Support and Counseling

Action 2.11 - Anti-Racist Training

Action 2.15 - School Support and Campus Relations

Action 2.18 - Transportation

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.

Looking at some of the street data around our implementation of more restorative and less punitive practices have shown that we need to continue to implement these strategies, and train staff in these practices. A review of data across the district has shown that these are practices that have the most impact on our low income students, foster youth, and English learners. The actions in Goal 2 support the needs of these 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 teaching and learning department will continue to support professional development focused on culturally relevant teaching and restorative practices towards reducing office discipline referrals and suspensions. We have already changed our processes to include a coaching opportunity for staff, to hold a consultation call with our Executive Director of Education Services before any suspensions at any school site are initiated. We are also looking to intercept situations earlier, before a suspension becomes warranted. We believe these small changes are already having a positive effect. 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. Ensuring consistent and reliable access to transportation between home and school for students from low income families is also critical, particularly as attendance is often highlighted as a challenging situation for many of our students, especially those identified as unduplicated.

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, counseling 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.

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 4

### Action 4.3 - Partnering with Families

### Action 4.6 - Mental Health Support and Connection to Resources

Feedback from our community and educational partners has highlighted the need to offer supports and provide connections to resources that specifically support our low income, foster youth, and English learner students. Additionally, we know that high levels of family engagement are also reflected in student growth and success, and positively benefit the educational experience for students. We have a number of staff at school sites and the district level that support students and families by providing them with access to mental health resources that address any issues affecting their academic performance, while also connecting them with relevant community resources. Additionally, they provide our staff with support and professional development opportunities, focused on topics that have been identified as supporting the needs of students and their families. The actions in Goal 2 and Goal 4 support the needs of foster youth students, English learner students, and 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. 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.

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 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 due to the specific eligibility criteria of needing to be partially or fully funded by LCFF funds. With a large concentration of students who fall into 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 use to their maximum intended impact with LCFF predominantly funding the operational cost of the district. We are using a combination of the allocated LCFF funds as directed towards LEA-wide and Schoolwide actions, as well as the LCFF funds allocated towards the limited actions described below, alongside the "planned percentage" rate for any unfunded limited actions to meet this requirement. For limited actions where there is a planned percentage to improve services, calculations were usually derived from the assumed hourly rate of each staff person involved, multiplied by the estimated number of hours they would spend on that action over the course of a year.

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#### Limited Actions - English Learners

Action 1.10 - EL Data Review - 3.38%

Action 1.11 - Newcomer/ELD Teachers

Action 7.1 - Processes and Procedures for Data Review, and Reclassification - 2.25%

Action 7.3 - ELD Instruction - 15.25%

Action 7.4 - Professional Development: Supporting English Learners - 1.41%

For Action 1.10, the Planned Percentage was calculated by assuming a couple of hours per month of existing staff time for all general classroom teachers, ELD specialists, Literacy Coaches, Principals, and other Instructional leaders.

For Action 7.1, the Planned Percentage was calculated by assuming 20 hours of existing staff time per person for all general classroom teachers, ILT members, ELD/Reading Specialists, and the Data & Assessment Coordinator.

For Action 7.3, the Planned Percentage was calculated by assuming 150 hours of existing staff time per teacher for all general education classroom teachers, and 85% of salary for ELD specialist teachers.

For Action 7.4, the Planned Percentage was calculated by assuming 11 hours of existing staff time per person for all general classroom teachers, ELD specialists, Literacy Coaches, Principals, and other Instructional leaders.

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 48% of our ELs are progressing in their English skills, 36% of ELs maintained the same EL progress indicator level as the previous year, and 14% declined. This is definitely an improvement on the previous dashboard results, but we know that this can be improved even more. 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 also have specialist teachers who work with Newcomers and early English Learners in targeted groups. These teachers have supplemental curricular resources specific to supporting the needs of these English Learners.

Our data demonstrates a clear need to improve outcomes for English Learners. Throughout our community engagement processes, when we first established Goal 7 in our LCAP, 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 already! When we first initiated this goal, our target was a 50% reclassification rate of students who scored an overall Level 4 on the ELPAC, and we exceeded this by reclassifying 66% of students. This year, our target was a 75% reclassification rate of these specific students, and we exceeded this by reclassifying over 80% of these students! We want to continue working on this goal, and hope to target a 95% rate for the upcoming year. 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.

Through the actions identified in both Goal 1 and Goal 7, we aim to increase the progress of our English Learner students, and 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 monitor student progress in all four domains of language (reading, writing, listening, speaking), identify which students are eligible for reclassification, and how to support those who are still on their way. For 2022-23, we have been using i-Ready across grade levels K-8th grade in both Reading and Mathematics. Students take three diagnostics a year in both Reading and Math. These diagnostics measure a student's abilities in a variety of domains that can be used by the student's teacher to help tailor learning. After the 2nd and 3rd diagnostics, student growth is monitored and tracked. For each student, i-Ready sets two growth goals: 1) Typical Growth and 2) Stretch Growth. Meeting the Typical Growth goal means a student is meeting the average growth of students with their grade level and placement. Meeting the Stretch Growth goal means that a student is making significant progress, putting a student who is achieving below grade-level expectations, on track to meet their grade-level. So far this year, we can see that the majority of students at each school are likely to achieve their Typical Growth goal, and a significant portion of students are also making significant progress towards their Stretch Growth goal. Teachers are able to see detailed information about where each student is currently making progress, and specific language areas where they may need more support. This is map-level data that is not easily reflected at the state level, but allows us to see individual student growth over the course of the year.

We also want to specifically identify supports and resources for students who are approaching the criteria for reclassification ("ELD Instruction"), as well as provide sufficient professional development and support for educators. 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.

While many of 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.

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Limited Actions - Low Income Students  
Action 4.8 - Supports for Vulnerable Students

Over 85% of our students are considered "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. These 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, and work to close the opportunity gap that is systemic in the education system today. Specifically, ensuring consistent and reliable access to transportation for students from low income families is critical, particularly as attendance is often highlighted as a challenging situation for many of our low income, homeless, and foster youth students. We also make a concerted effort to connect families to additional resources and supportive community based organizations as needed. All actions in Goal 4 also 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. There are also specific actions in Goal 2 that support the needs of our 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. Additionally, the actions in Goal 4 both work towards supporting staff to connect 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 any Concentration Grant Add-On Funds received, braided together with a number of other funding sources 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. With our emphasis on retaining high quality staff, we have focused on ensuring that the compensation packages (including salaries and benefits) provided to all staff (including teachers, paraeducators, certificated staff, classified staff, and management), are appropriate for the cost of living, and in-line with other districts in our region.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	Approximately 1:25

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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 certificated staff providing direct services to students	N/A	Approximately 1:15

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$14,139,377.00	\$4,076,673.00	\$4,179,034.00	\$3,880,566.00	\$26,275,650.00	\$21,576,094.00	\$4,699,556.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	STEAM Leadership Development	All	\$0.00	\$0.00	\$0.00	\$50,000.00	\$50,000.00
1	1.2	Math Professional Development Opportunities	All	\$15,000.00	\$20,000.00	\$0.00	\$10,000.00	\$45,000.00
1	1.3	[Discontinued as an Action for SY23-24] Math Assessment	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.4	NGSS Content Knowledge Development	English Learners Foster Youth Low Income	\$0.00	\$0.00	\$455,619.00	\$0.00	\$455,619.00
1	1.5	[Discontinued for SY22-23] Science Leadership Development	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.6	Makerspace at every site	Low Income	\$563,044.00	\$0.00	\$0.00	\$0.00	\$563,044.00
1	1.7	[Discontinued as an Action for SY23-24] Early Learning Makerspace Units	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.8	Integrated and Designated ELD Professional Development	English Learners	\$15,000.00	\$0.00	\$23,000.00	\$0.00	\$38,000.00
1	1.9	[Discontinued as an Action for SY23-24]	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		ELD Assessment						
1	1.10	EL Data Review	English Learners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.11	Newcomer/ELD Teachers	English Learners	\$0.00	\$0.00	\$0.00	\$404,295.00	\$404,295.00
1	1.12	Social Studies Curriculum	All	\$74,001.00	\$0.00	\$0.00	\$0.00	\$74,001.00
1	1.13	[Discontinued as an Action for SY23-24] Ethnic Studies Committee	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.14	English Language Arts	All	\$250,000.00	\$0.00	\$0.00	\$0.00	\$250,000.00
1	1.15	VAPA Instruction & Collaboration	All	\$0.00	\$0.00	\$1,693,032.00	\$0.00	\$1,693,032.00
1	1.16	Turnaround Arts	All	\$9,196.00	\$0.00	\$0.00	\$0.00	\$9,196.00
1	1.17	Physical Education	All	\$404,296.00	\$0.00	\$402,913.00	\$0.00	\$807,209.00
1	1.18	Literacy Intervention	All	\$0.00	\$187,269.00	\$269,530.00	\$404,295.00	\$861,094.00
1	1.19	Instructional Coaching	English Learners Low Income	\$79,872.00	\$151,085.00	\$515,619.00	\$0.00	\$746,576.00
1	1.20	Instructional Leadership Team	All	\$0.00	\$0.00	\$79,628.00	\$0.00	\$79,628.00
1	1.21	Teacher Collaboration	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.22	Professional Learning	All	\$20,000.00	\$233,900.00		\$69,000.00	\$322,900.00
1	1.23	Multi-Tiered System of Supports (MTSS)	All	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
1	1.24	Summer School	English Learners Foster Youth Low Income	\$0.00	\$937,382.00	\$175,000.00	\$0.00	\$1,112,382.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.25	[Discontinued for SY22-23] Class Size Reduction	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.26	Extended School Day	English Learners Foster Youth Low Income	\$0.00	\$320,000.00	\$0.00	\$0.00	\$320,000.00
1	1.27	After School Program	Low Income	\$0.00	\$1,473,591.00	\$0.00	\$0.00	\$1,473,591.00
1	1.28	Technology	Low Income	\$489,434.00	\$0.00	\$0.00	\$260,000.00	\$749,434.00
1	1.29	Library Instructional Media Specialists	English Learners Low Income	\$87,300.00	\$0.00	\$0.00	\$87,300.00	\$174,600.00
1	1.30	Vice Principals	English Learners Foster Youth Low Income	\$867,455.00	\$0.00	\$216,864.00	\$0.00	\$1,084,319.00
2	2.1	Restorative Practices Committee	English Learners Foster Youth Low Income	\$0.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00
2	2.2	Restorative Practices Professional Development and Coaching	English Learners Foster Youth	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.3	[Discontinued for SY22-23] PBIS Coordinator and Community Resilience Model training	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.4	SEL Curriculum and Implementation	All	\$176,873.00	\$0.00	\$0.00	\$151,873.00	\$328,746.00
2	2.5	Mental Health Support and Counselling	English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$325,000.00	\$325,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.6	[Discontinued for SY22-23] Care Solace	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.7	School-Site Activities	All	\$18,958.00	\$9,000.00	\$25,000.00	\$0.00	\$52,958.00
2	2.8	Facilities Maintenance	All	\$450,000.00	\$0.00	\$0.00	\$0.00	\$450,000.00
2	2.9	PBIS Implementation with School Teams	All	\$1,400.00	\$0.00	\$0.00	\$181,576.00	\$182,976.00
2	2.10	[Discontinued for SY22-23] Displaying Student Work	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.11	Anti-Racist Training	English Learners Foster Youth Low Income	\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00
2	2.12	[Discontinued as a Specific Action for SY23-24] Culturally Relevant Libraries	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.13	Playworks	All	\$0.00	\$0.00	\$0.00	\$152,000.00	\$152,000.00
2	2.14	PD on Developing Inclusive Classrooms	Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.15	School Support and Campus Relations	English Learners Foster Youth Low Income	\$416,736.00	\$0.00	\$0.00	\$564,923.00	\$981,659.00
2	2.16	ParentSquare	All	\$0.00	\$0.00	\$0.00	\$5,000.00	\$5,000.00
2	2.17	[Discontinued as a Specific Action for SY23-24] EveryDay Labs	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.18	Transportation	Low Income	\$737,503.00				\$737,503.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Teach for America Partnership	All	\$0.00	\$0.00	\$25,000.00	\$0.00	\$25,000.00
3	3.2	SMCOE/Alder GSE Partnership	Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.3	Partnerships that support teacher recruitment	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.4	Partnerships that provide for student teacher opportunities	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.5	Electronic Evaluation Processes	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.6	[Discontinued for SY22-23] Electronic Professional Development System	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.7	Staff Recognition	All	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00
3	3.8	[Discontinued from SY23-24] Child Care Cooperative	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.9	Teacher Housing Project	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.10	[Discontinued from SY23-24] Transit Cooperative	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.11	Compensation Increases	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.12	Marketing Plan	All	\$19,850.00	\$0.00	\$0.00	\$0.00	\$19,850.00
3	3.13	Induction Program	All	\$0.00	\$0.00	\$0.00	\$29,000.00	\$29,000.00
3	3.14	Staffing	All	\$7,404,487.00	\$538,370.00	\$0.00	\$551,440.00	\$8,494,297.00
3	3.15	Staff Sentiment	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.1	Workshops and Family Engagement Opportunities	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.2	Family Events and Parent University	All	\$49,200.00	\$0.00	\$0.00	\$11,500.00	\$60,700.00
4	4.3	Partnering with Families	English Learners Low Income	\$0.00	\$0.00	\$84,977.00	\$427,625.00	\$512,602.00
4	4.4	[Discontinued for SY22-23] Family Engagement Committee	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.5	[Discontinued for SY22-23] Regularly Survey Families	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.6	Mental Health Support and Connection to Resources	English Learners Foster Youth Low Income	\$0.00	\$174,076.00	\$144,852.00	\$160,739.00	\$479,667.00
4	4.7	Continue and Evaluate Ongoing Partnerships	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.8	Supports for Vulnerable Students	Low Income	\$2,978.00	\$0.00	\$5,000.00	\$35,000.00	\$42,978.00
5	5.1	Maintain a Tracking System	Students with Disabilities	\$1,467,021.00	\$0.00	\$0.00	\$0.00	\$1,467,021.00
5	5.2	SpEd Professional Development	Students with Disabilities	\$0.00	\$7,000.00	\$0.00	\$0.00	\$7,000.00
5	5.3	SpEd Ongoing Assessments	Students with Disabilities	\$408,773.00	\$0.00	\$0.00	\$0.00	\$408,773.00
6	6.1	[Not Continued as a Specific Action for SY23-24] PD Opportunities for 6-8 Math Teachers	All	\$0.00	\$0.00	\$50,000.00	\$0.00	\$50,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
6	6.2	[Not Continued as a Specific Action for SY23-24] Regular 6-8 Math Department Collaboration	All	\$0.00	\$0.00	\$13,000.00	\$0.00	\$13,000.00
6	6.3	[Not Continued as a Specific Action for SY23-24] 6-8 Math Teachers Develop Monitoring Process	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7	7.1	Processes and Procedures for Data Review, and Reclassification	English Learners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7	7.2	[Discontinued for SY22-23] Reclassification Processes and Procedures	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7	7.3	ELD Instruction	English Learners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7	7.4	Professional Development - Supporting English Learners	English Learners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7	7.5	[Discontinued for SY22-23] Reclassification Celebration	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8	8.1	[Discontinued for SY22-23] Work cellphones for school site and health staff	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
8	8.2	[Moved for SY22-23] Two-way communication system (ParentSquare)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8	8.3	[Moved for SY22-23] Regular communication and resources via mailings (EveryDay Labs)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8	8.4	[Discontinued for SY22-23] Attendance recognition and rewards	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8	8.5	[Moved for SY22-23] Trimesterly review of attendance data and action planning	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9	9.1	Anti-Racist Commitment	Black/African American Students, Students of Color, All Student Groups	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9	9.2	Diversity, Equity and Inclusion (DEI) Coordinator	Black/African American Students, Students of Color, All Student Groups	\$44,000.00	\$0.00	\$0.00	\$0.00	\$44,000.00
9	9.3	Personal Connection	Black/African American Students, Students of Color, All Student Groups	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9	9.4	[Discontinued as an Action for SY23-24] Streamlining Services and Supports	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
9	9.5	Review of attendance data and action planning	Black/African American Students, Students of Color, All Student Groups	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00
9	9.6	Review of disciplinary data and action planning	Black/African American Students, Students of Color, All Student Groups	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9	9.7	Review of academic data and action planning	Black/African American Students, Students of Color, All Student Groups	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

## 2023-24 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	\$6,670,369	40.71%	1.36%	42.07%	\$3,289,322.00	22.29%	42.37 %	<b>Total:</b>	\$3,289,322.00
								<b>LEA-wide Total:</b>	\$2,418,889.00
								<b>Limited Total:</b>	\$2,978.00
								<b>Schoolwide Total:</b>	\$867,455.00

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	1.4	NGSS Content Knowledge Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
1	1.6	Makerspace at every site	Yes	LEA-wide	Low Income	All Schools	\$563,044.00	
1	1.8	Integrated and Designated ELD Professional Development	Yes	LEA-wide	English Learners	All Schools	\$15,000.00	
1	1.10	EL Data Review	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$0.00	3.38%
1	1.11	Newcomer/ELD Teachers	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Belle Haven Elementary, Costaño School of the Arts, Cesar Chavez Ravenswood	\$0.00	

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 (%)
						Middle School		
1	1.19	Instructional Coaching	Yes	LEA-wide	English Learners Low Income	All Schools	\$79,872.00	
1	1.24	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
1	1.26	Extended School Day	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cesar Chavez Ravenswood Middle School	\$0.00	
1	1.27	After School Program	Yes	LEA-wide	Low Income	All Schools	\$0.00	
1	1.28	Technology	Yes	LEA-wide	Low Income	All Schools	\$489,434.00	
1	1.29	Library Instructional Media Specialists	Yes	LEA-wide	English Learners Low Income	All Schools	\$87,300.00	
1	1.30	Vice Principals	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Belle Haven Elementary, Costano School of the Arts, Cesar Chavez Ravenswood Middle School	\$867,455.00	
2	2.1	Restorative Practices Committee	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
2	2.2	Restorative Practices Professional Development and Coaching	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$0.00	
2	2.5	Mental Health Support and Counselling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
2	2.11	Anti-Racist Training	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$30,000.00	

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 (%)
					Low Income			
2	2.15	School Support and Campus Relations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$416,736.00	
2	2.18	Transportation	Yes	LEA-wide	Low Income	All Schools	\$737,503.00	
4	4.3	Partnering with Families	Yes	LEA-wide	English Learners Low Income	All Schools	\$0.00	
4	4.6	Mental Health Support and Connection to Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
4	4.8	Supports for Vulnerable Students	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$2,978.00	
7	7.1	Processes and Procedures for Data Review, and Reclassification	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$0.00	2.25%
7	7.3	ELD Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$0.00	15.25%
7	7.4	Professional Development - Supporting English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$0.00	1.41%

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$21,807,837.95	\$21,079,806.00

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	\$130,365.00	\$138,924
1	1.2	Math Professional Development Opportunities	No	\$23,345.00	\$19,841
1	1.3	Math Assessment	No	\$0.00	\$0
1	1.4	NGSS Curriculum Pilot & Adoption	No	\$205,200.00	\$168,747
1	1.5	[Discontinued] Science Leadership Development	No	\$0.00	\$0
1	1.6	Makerspace at every site	No	\$365,463.00	\$304,172
1	1.7	Early Learning Makerspace Units	Yes	\$12,000.00	\$2,100
1	1.8	Integrated and Designated ELD Professional Development	No	\$60,000.00	\$48,690
1	1.9	ELD Assessment	Yes	\$0.00	\$0



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	1.10	EL Data Review	Yes	\$0.00	\$0
1	1.11	Newcomer/ELD Teachers	No	\$569,773.00	\$547,410
1	1.12	Social Studies Curriculum	No	\$25,000.00	\$28,587
1	1.13	Ethnic Studies Committee	No	\$50,000.00	\$0
1	1.14	English Language Arts	No	\$36,250.00	\$45,765
1	1.15	VAPA Instruction & Collaboration	No	\$1,306,067.00	\$1,100,031
1	1.16	Turnaround Arts	No	\$5,000.00	\$3,407
1	1.17	Physical Education	No	\$222,000.00	\$222,000
1	1.18	Literacy Intervention	No	\$1,158,503.00	\$1,099,631
1	1.19	Instructional Coaching	Yes	\$818,790.00	\$786,483
1	1.20	Instructional Leadership Team	No	\$171,000.00	\$116,715
1	1.21	Teacher Collaboration	No	\$0.00	\$0
1	1.22	Professional Development	No	\$185,000.00	\$135,887

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	1.23	Multi-Tiered System of Supports (MTSS)	No	\$10,000.00	\$6,307
1	1.24	Summer School	Yes	\$1,222,651.00	\$1,182,509
1	1.25	[Discontinued] Class Size Reduction	No	\$0.00	\$0
1	1.26	Extended School Day	Yes	\$534,288.00	\$262,928
1	1.27	After School Program	No	\$675,163.00	\$675,163
1	1.28	Technology	Yes	\$1,488,845.65	\$927,831
1	1.29	Library Instructional Media Specialists	Yes	\$173,390.00	\$161,636
1	1.30	Vice Principals	Yes	\$860,393.30	\$563,014
2	2.1	Culture & Climate Committee	No	\$10,000.00	\$5,957
2	2.2	PD on Restorative Practices	Yes	\$0.00	\$0
2	2.3	[Discontinued] PBIS Coordinator and Community Resilience Model training	No	\$0.00	\$0
2	2.4	SEL Curriculum and Implementation	No	\$0.00	\$0

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	2.5	Mental Health Support and Counselling	No	\$443,571.00	\$443,571
2	2.6	[Discontinued] Care Solace	No	\$0.00	\$0
2	2.7	School-Site Activities	No	\$145,000.00	\$126,313
2	2.8	Facilities Maintenance	No	\$250,000.00	\$214,873
2	2.9	PBIS Implementation with School Teams	No	\$189,687.00	\$180,470
2	2.10	[Discontinued] Displaying Student Work	No	\$0.00	\$0
2	2.11	Anti-Racist Training	Yes	\$5,000.00	\$4,155
2	2.12	Culturally Relevant Libraries	No	\$15,000.00	\$10,586
2	2.13	Playworks	No	\$78,660.00	\$79,020
2	2.14	PD on Developing Inclusive Classrooms	No	\$0.00	\$0
2	2.15	School Support and Campus Relations	Yes	\$839,383.00	\$701,825
2	2.16	ParentSquare	No	\$5,000.00	\$4,635

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	2.17	EveryDay Labs	Yes	\$27,000.00	\$15,000
2	2.18	Transportation	Yes	\$300,000.00	\$300,000
3	3.1	Teach for America Partnership	No	\$45,000.00	\$5,000
3	3.2	SMCOE/Alder GSE Partnership	No	\$14,000.00	\$2,353
3	3.3	Summit Partnership	No	\$0.00	\$0
3	3.4	Marshall Teacher Residency Partnership	No	\$0.00	\$0
3	3.5	Electronic Evaluation System	No	\$30,000.00	\$25,557
3	3.6	[Discontinued] Electronic Professional Development System	No	\$0.00	\$0
3	3.7	Staff Recognition	No	\$2,000.00	\$1,000
3	3.8	Child Care Cooperative	No	\$1,000.00	\$0
3	3.9	Teacher Housing Project	No	\$0.00	\$0
3	3.10	Transit Cooperative	No	\$0.00	\$0

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)
3	3.11	Compensation Increase	No	\$0.00	\$0
3	3.12	Marketing Plan	No	\$22,800.00	\$27,000
3	3.13	Induction Program	No	\$36,000.00	\$27,892
3	3.14	Staffing	No	\$7,443,516.00	\$8,821,380
4	4.1	Workshops and Family Engagement Opportunities	No	\$0.00	\$0
4	4.2	Family Events and Parent University	No	\$409,440.00	\$302,236
4	4.3	PD about Partnering with Families	Yes	\$0.00	\$0
4	4.4	[Discontinued] Family Engagement Committee	No	\$0.00	\$0
4	4.5	[Discontinued] Regularly Survey Families	No	\$0.00	\$0
4	4.6	Family and Community Engagement Coordinator and Social Worker	No	\$256,289.00	\$240,066
4	4.7	Continue and Evaluate Ongoing Partnerships	Yes	\$0.00	\$0
4	4.8	Supports for Homeless Students	No	\$50,000.00	\$50,000
5	5.1	Develop a Tracking System	No	\$187,288.00	\$247,540

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)
5	5.2	SpEd Professional Development	No	\$7,000.00	\$7,663
5	5.3	SpEd Ongoing Assessments	No	\$579,717.00	\$570,823
6	6.1	PD Opportunities for 6-8 Math Teachers	No	\$50,000.00	\$43,549
6	6.2	Regular 6-8 Math Department Collaboration	No	\$13,000.00	\$9,928
6	6.3	6-8 Math Teachers Develop Monitoring Process	No	\$0.00	\$0
7	7.1	Processes and Procedures for Data Review, and Reclassification	Yes	\$0.00	\$0
7	7.2	[Discontinued] Reclassification Processes and Procedures	No	\$0.00	\$0
7	7.3	ELD Instruction	Yes	\$0.00	\$0
7	7.4	Professional Development - Supporting English Learners	Yes	\$0.00	\$0
7	7.5	[Discontinued] Reclassification Celebration	No	\$0.00	\$0
8	8.1	[Discontinued] Work cellphones for school site and health staff	No	\$0.00	\$0

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	8.2	[Moved] Two-way communication system (ParentSquare)	No	\$0.00	\$0
8	8.3	[Moved] Regular communication and resources via mailings (EveryDay Labs)	No	\$0.00	\$0
8	8.4	[Discontinued] Attendance recognition and rewards	No	\$0.00	\$0
8	8.5	[Moved] Trimesterly review of attendance data and action planning	No	\$0.00	\$0
9	9.1	Anti-Racist Commitment	No	\$0.00	\$0
9	9.2	Diversity, Equity and Inclusion (DEI) Coordinator	No	\$44,000.00	\$63,636
9	9.3	Personal Connection	No	\$0.00	\$0
9	9.4	Streamlining Services and Supports	No	\$0.00	\$0
9	9.5	Review of attendance data and action planning	No	\$0.00	\$0

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)
9	9.6	Review of disciplinary data and action planning	No	\$0.00	\$0
9	9.7	Review of academic data and action planning	No	\$0.00	\$0



**2022-23 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)
7055222	\$3,023,144.95	\$2,862,868.00	\$160,276.95	25.51%	25.51%	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	1.7	Early Learning Makerspace Units	Yes	\$5,000.00	\$2,100		
1	1.9	ELD Assessment	Yes	\$0.00	0	0.61%	0.61%
1	1.10	EL Data Review	Yes	\$0.00	0	3.38%	3.38%
1	1.19	Instructional Coaching	Yes	\$126,465.00	\$135,661		
1	1.24	Summer School	Yes	\$396,651.00	\$399,509		
1	1.26	Extended School Day	Yes	\$263,784.00	\$262,928		
1	1.28	Technology	Yes	\$663,845.65	\$668,521		
1	1.29	Library Instructional Media Specialists	Yes	\$79,195.00	\$80,818		
1	1.30	Vice Principals	Yes	\$725,042.30	\$563,014		
2	2.2	PD on Restorative Practices	Yes	\$0.00	\$0	1.11%	1.11%
2	2.11	Anti-Racist Training	Yes	\$5,000.00	\$4,155		

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)
2	2.15	School Support and Campus Relations	Yes	\$431,162.00	\$431,162		
2	2.17	EveryDay Labs	Yes	\$27,000.00	\$15,000		
2	2.18	Transportation	Yes	\$300,000.00	\$300,000		
4	4.3	PD about Partnering with Families	Yes	\$0.00	\$0	1.27%	1.27%
4	4.7	Continue and Evaluate Ongoing Partnerships	Yes	\$0.00	\$0	0.23%	0.23%
7	7.1	Processes and Procedures for Data Review, and Reclassification	Yes	\$0.00	\$0	2.25%	2.25%
7	7.3	ELD Instruction	Yes	\$0.00	\$0	15.25%	15.25%
7	7.4	Professional Development - Supporting English Learners	Yes	\$0.00	\$0	1.41%	1.41%

**2022-23 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)
16385149	7055222	1.28%	44.34%	\$2,862,868.00	25.51%	42.98%	\$222,232.40	1.36%

# Instructions

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[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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> 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).

California Department of Education  
January 2022