



# 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: 2024-25

LEA contact information:

Gina Sudaria

Superintendent

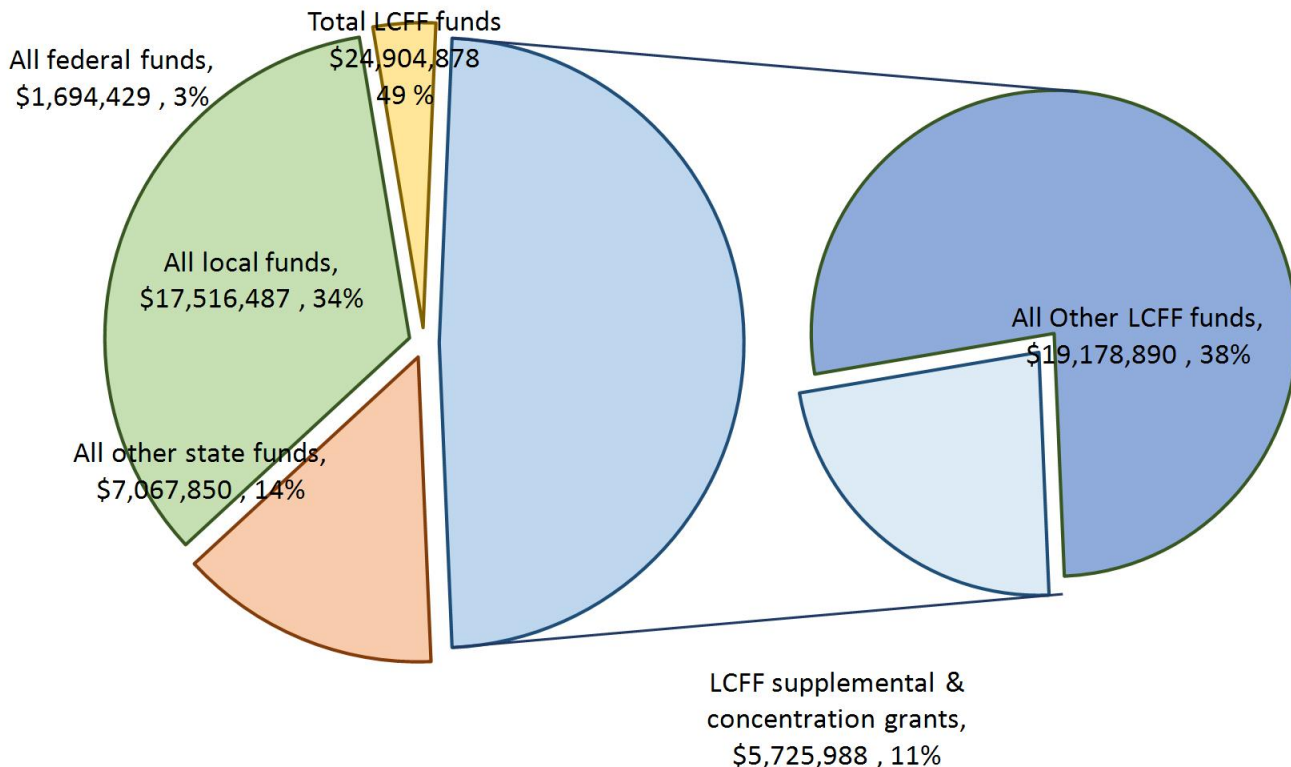
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(650) 329-2800

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 2024-25 School Year

#### Projected Revenue by Fund Source

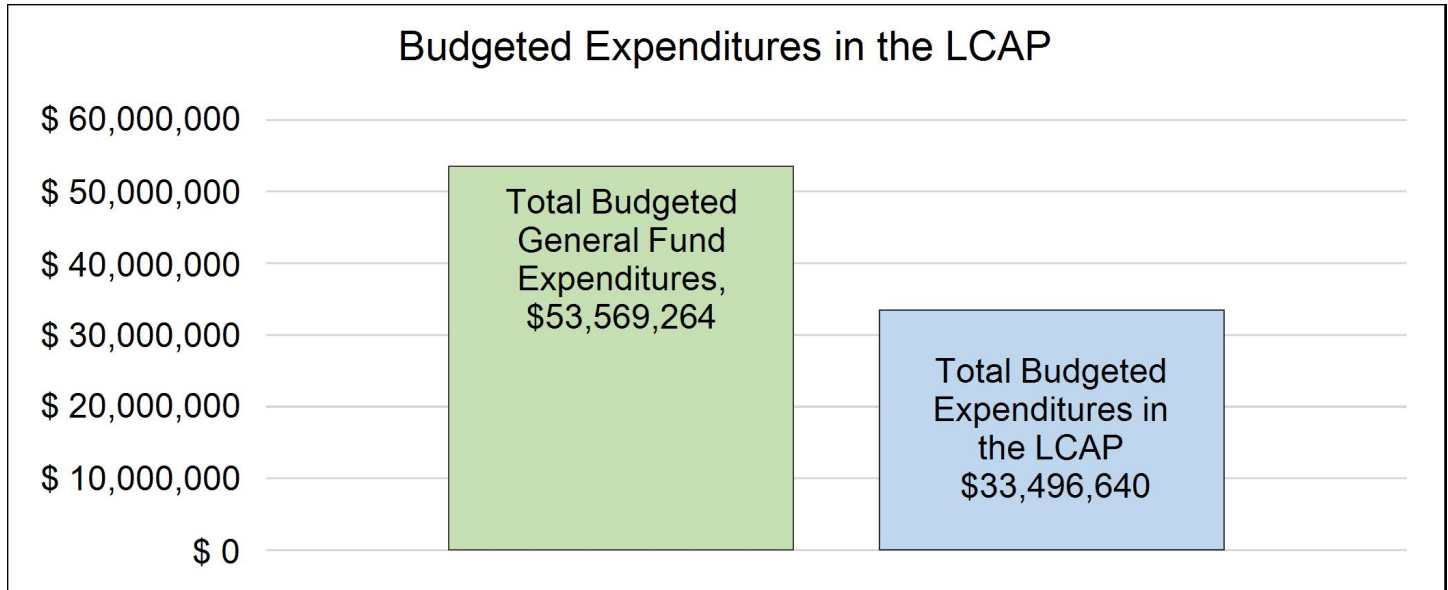


This chart shows the total general purpose revenue Ravenswood City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ravenswood City School District is \$51,183,644, of which \$24,904,878 is Local Control Funding Formula (LCFF), \$7,067,850 is other state funds, \$17,516,487 is local funds, and \$1,694,429 is federal funds. Of the \$24,904,878 in LCFF Funds, \$5,725,988 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 2024-25. 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 \$53,569,264 for the 2024-25 school year. Of that amount, \$33,496,640 is tied to actions/services in the LCAP and \$20,072,624 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, construction-related expenses, some miscellaneous district-level or 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 2024-25 School Year

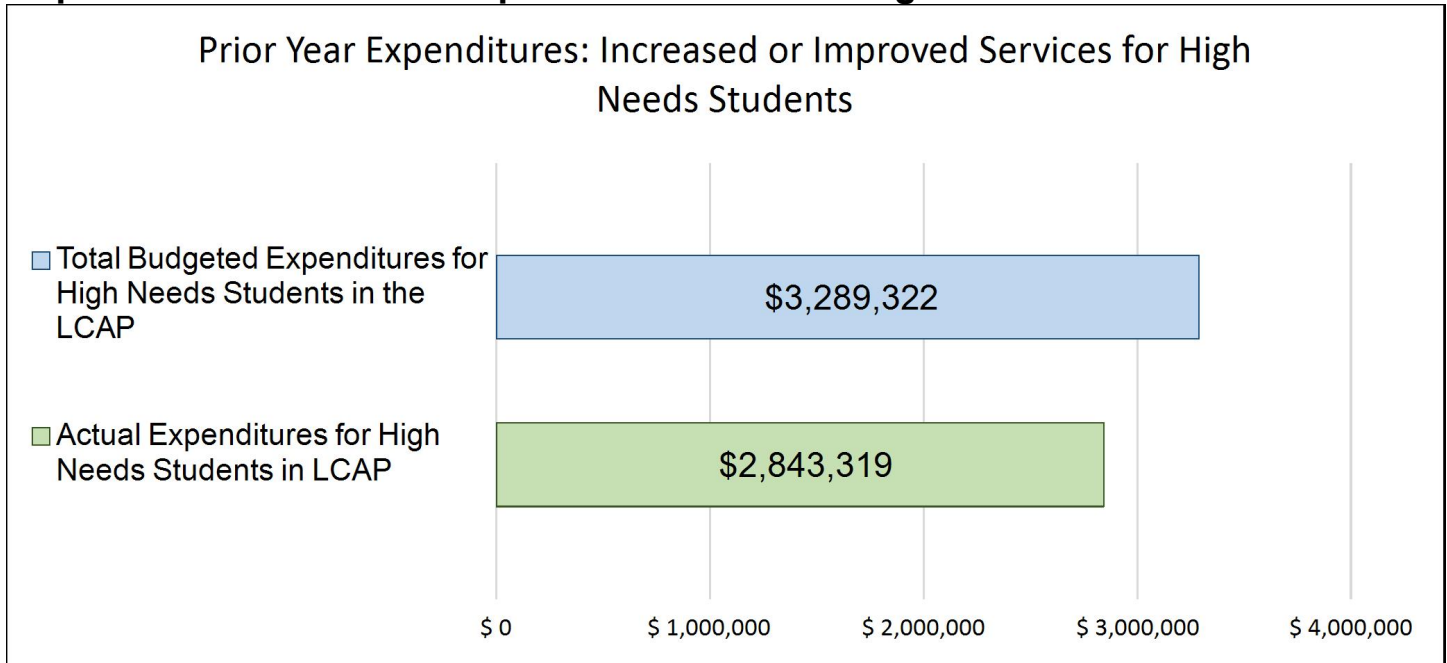
In 2024-25, Ravenswood City School District is projecting it will receive \$5,725,988 based on the enrollment of foster youth, English learner, and low-income students. Ravenswood City School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ravenswood City School District plans to spend \$5,785,585 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 continue to support a variety of actions and expenditures that are not necessarily included in this year's LCAP, but that still definitely contribute to supporting high student need.



# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



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 2023-24, Ravenswood City School District's LCAP budgeted \$3,289,322 for planned actions to increase or improve services for high needs students. Ravenswood City School District actually spent \$2,843,319 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-446,003 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 a couple of 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, and our focus was towards improving the quality of actions that did not require additional costs anyway.



# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

# 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>

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All pupils in the school district have sufficient access to the standards-aligned instructional materials, as measured through the annual Williams audit (State Priority 1)	2020-2021: 100%	2021-2022: 100%	2022-2023: 100%	2023-2024: 100%	100%
Overall Implementation of State Standards will be identified by the percentage of scores identified as Level 3 or higher on the Local	2020-2021: 55%	2021-2022: 52%	2022-2023: 52%	2023-2024: 56%	75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Self Reflection Tool (State Priority 2)					
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	2022-2023:  All Students - 107.1 points below standard, as measured by CAASPP and reported on the 2023 CA Dashboard	55 points below standard (Yellow)
Pupil Achievement: ELA - Percentage of students meeting or exceeded grade level expectations on the district local assessment	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% Grade 5 - 31%  Average: 26%  Measured by “F&P” for students in grades K-5	2022-2023:  Grade K - 34% Grade 1 - 20% Grade 2 - 17% Grade 3 - 20% Grade 4 - 18% Grade 5 - 13%  Measured by iReady Assessments	2023-2024:  Grade 2 - 15% Grade 3 - 17% Grade 4 - 8% Grade 5 - 6%  Measured by iReady Middle of Year Assessment using the scaled score thresholds for grade level expectation at the end of the year  <hr/> Grade K - 18% Grade 1 - 24%	35%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Measured by the DIBELS and Lectura Middle of Year Assessment using the middle of the year grade level benchmark.	
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	2023-2024: 1.2 years  Measured by iReady using the growth from beginning to middle of year assessments for grades 2-5.	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	2023-2024: Grade 6 - 11% Grade 7 - 16% Grade 8 - 13%  Measured by iReady Middle of Year Assessment using the scaled score thresholds for grade level expectation at the end of the year	70%
Pupil Achievement: ELA - Average years growth on the district	2020-2021: 1.4 years	2021-2022: 1.4 years	2022-2023: 1.7 years	2023-2024: 1.9 years	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
local assessment for students in grades 6-8, from beginning to end of year	Measured by “Let's Go Learn” for students in grades 6-8	Measured by “Let's Go Learn” for students in grades 6-8	Measured by iReady	Measured by iReady using the growth from beginning to middle of year assessments for grades 6-8.	
Pupil Achievement: ELA - Average years growth of Reading Levels of African American Students in elementary school	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	2023-2024: 1.5 years  Measured by iReady using the growth from beginning to middle of year assessments for grades 2-5.	1 - 1.5 years of average growth each year
Pupil Achievement: ELA - Average years growth of Reading Levels of African American Students in middle school	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	2023-2024: 2.1 years  Measured by iReady using the growth from beginning to middle of year assessments for 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	2022-2023: Grade K - 16% Grade 1 - 6% Grade 2 - 9% Grade 3 - 5% Grade 4 - 15% Grade 5 - 9%  Measured by iReady	2023-2024: Grade 2 - 5% Grade 3 - 4% Grade 4 - 6% Grade 5 - 6% Grades 2-8 were measured by the iReady Middle of Year Assessment using the scaled score	30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		assessment for students in grades K-5		<p>thresholds for grade level expectation at the end of the year</p> <hr/> <p>Grade K - 24% Grade 1 - 35% Classroom based assessments were used for Grades K-1 and were not collected at a district level. Report card mastery levels of 4 or higher were used to demonstrate pupil achievement for this metric.</p>	
Pupil Achievement: Mathematics - Percentage of students meeting or exceeding grade level expectations on the district local assessment	<p>2020-2021: 2%</p> <p>Measured by “Let's Go Learn” for students in grades 6-8</p>	<p>2021-2022: Grade 6 - 0% Grade 7 - 6% Grade 8 - 0%</p> <p>Measured by “Let's Go Learn” for students in grades 6-8</p>	<p>2022-2023: Grade 6 - 11% Grade 7 - 6% Grade 8 - 15%</p> <p>Measured by iReady</p>	<p>2023-2024: Grade 6 - 5% Grade 7 - 7% Grade 8 - 8%</p> <p>Measured by iReady Middle of Year Assessment using the scaled score thresholds for grade level expectation at the end of the year</p>	30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Pupil Achievement:</p> <p>Mathematics for all students, district wide measured by CAASPP data (State Priority 4)</p>	<p>2019-2020: 0</p> <p>No Data Available as CAASPP testing did not occur due to the impact of COVID-19</p>	<p>2020-2021: 0</p> <p>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.</p>	<p>2021-2022:</p> <p>All Students - 127.7 points below standard, as measured by CAASPP and reported on the 2022 CA Dashboard</p>	<p>2022-2023:</p> <p>All Students - 138.7 points below standard, as measured by CAASPP and reported on the 2023 CA Dashboard</p>	<p>79 pts below standard (Yellow)</p>
<p>Pupil Achievement:</p> <p>Science - Percentage of students meeting or exceeding grade level expectations on the CAST</p>	<p>2019-2020: 0</p> <p>No Data Available as CAST testing did not occur due to the impact of COVID-19</p>	<p>2020-2021: 0</p> <p>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.</p>	<p>2021-2022:</p> <p>On the Spring 2022 CAST, 4% of all students who took the assessment, met or exceeded grade level on CAST</p>	<p>2022-2023:</p> <p>On the Spring 2023 CAST, 5% of all students who took the assessment, met or exceeded grade level on CAST</p>	<p>42% meet or exceed grade level standard</p>
<p>Pupil Achievement:</p> <p>English Learner Progress Indicator - Percentage of English Learner students who 'make progress toward English Proficiency' as assessed by the</p>	<p>2019-2020: 0</p> <p>No Data Available as ELPAC testing was disrupted by COVID-19</p>	<p>2020-2021: 0</p> <p>State law has suspended the 2021 Dashboard, so EL Progress data according to the method used by the CA Dashboard is not available.</p>	<p>2021-2022:</p> <p>49.4% of English Learner students are "making progress towards English Proficiency", as assessed by the ELPAC and reported on the 2022 CA Dashboard</p>	<p>2022-2023:</p> <p>45.1% of English Learner students are "making progress towards English Proficiency", as assessed by the ELPAC and reported on the 2023 CA Dashboard</p>	<p>80% making progress</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC and reported on the CA Dashboard (State Priority 4)					
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.  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.	90% of Students who scored Overall Level 4 on the 2023 Summative ELPAC were reclassified during the 2023-24 school year. This does not include 8th graders who graduated in Spring 2023.  8% of Students who Completed the 2023 Summative ELPAC were reclassified during the 2023-24 school year. This does not include 8th graders who graduated in Spring 2023.  7% of all English Learners at Ravenswood were reclassified during the 2023-24 school year. This does not include 8th graders who graduated in Spring 2023.	30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	2022-2023: 44.2% 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%	2023-2024: 100%	100%
Pupil Outcomes: Physical Education, for students in grades 5 and 7 as measured by the PFT (State Priority 8)	2019-2020: 0 No data is available as testing was disrupted due to the impact of COVID-19	2020-2021: 0 No data is available as testing was disrupted due to the impact of COVID-19	2021-2022: Due to changes to the 2021-22 PFT administration, only participation rate results are required to be reported. 5th grade - 87% 7th grade - 98%	2022-2023: Only participation rate results are required to be reported. 5th grade - 96% 7th grade - 98%	5th Grade - 40% meeting the healthy fitness zone in 5+ of 6 standards  7th Grade - 40% meeting the healthy fitness zone in 5+ of 6 standards

## Goal Analysis

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 between the actions that were planned, and the actual implementation of these actions, aside from actions with ongoing vacancies.

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.

Material differences for actions 1.4, 1.6, 1.11, 1.15, 1.17, and 1.30 are generally reflective of the budgeted amount based on average salary for this type of role, rather than based on the specific salary of an individual. There were also some vacancies that were budgeted for but not expended. Action 1.2 was initially budgeted to compensate for staff hours outside of contract hours, however this was able to be implemented through existing contract hours for staff and therefore the budgeted amount was higher than the actual expenditure. Action 1.16 was budgeted to include professional development opportunities related to Arts integration, however these were actually held within contract hours for teachers and therefore the actual expenditure amounts were less than expected. Action 1.26 was opt-in, however it was initially budgeted to allow for all applicable staff to participate - in actuality, only a smaller number of staff actually chose to opt-in and the actual expenditures reflects this cost.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A number of actions were impacted by vacancies that were unable to be filled.

There were no actions that are considered ineffective, though many are identified as having significant areas for growth.

There are some actions identified as "Very Effective", these are -

1.4 - Specifically at the middle school

1.14 - Full implementation of our new adopted curriculum has proven to be successful, demonstrated by improved student outcomes on local assessments.

1.15 - Our VAPA team provides many opportunities for students to demonstrate their enjoyment and successes in this area.

1.18 - Probably one of most effective actions this year, with Universal Tier 2 Time consistently implemented across schools, and student outcomes demonstrating growth on local assessments.

1.19, 1.20 - The coaching model, and Instructional Leadership Teams provide a strong foundation for professional development and growth across all staff.

1.23 - As referenced in Goal 9, COST works very well and has provided for more holistic student support.

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 new three-year LCAP beginning from the 2024-25 school year will include some aspects of the effective actions, however our new LCAP is structured very differently based on feedback from our community. Our Strategic Plan is currently being updated, with significant community engagement, and we believe that the LCAP and Strategic Plan should be very closely aligned. Goal 1 will still focus on improving student academic achievement.

**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

## 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: (September 2020) 51	2021-2022: (September 2021) 61	2022-2023: (September 2022) 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.	2023-24: (September 2023) 44  Most identified deficiencies occurred at CCRMS, which was still undergoing major construction and renovation.	Less than 20 Identified Deficiencies
Attendance Rate as a percentage (all students) (State Priority 5)	2020-2021: 91%	2021-2022: 87.52%	2022-23: 90%	2023-24 as of April 2024: 90%	96%
Pupil Engagement: Middle school dropout rates (State Priority 5)	2020-2021: 0%	2021-2022: 0%	2022-23: 0%	2023-24: 0%	0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate: Pupil suspension rates (State Priority 6)	2020-2021: 0%	2021-2022: 3.04%	2022-23: 4%	2023-24: 2% as shared at the MoY Vital Signs Presentation	2.2% (Green)
School Climate: Pupil expulsion rates (State Priority 6)	2020-2021: 0%	2021-2022: 0%	2022-23: 0%	2023-24: 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	2023-24: As reported from the MoY Vital Signs Survey for 3rd-8th grade students - 83% of students have a trusted adult at school	95%
Completion of Universal Screeners such as “SRSS-IE”	2020-2021: 0 Not able to complete due to the impact of COVID-19	2021-22 Fall: SRSS-IE screening was not conducted. 2021-22 Winter: An average of 55% of teachers completed the SRSS-IE screening. 2021-22 Spring: An average of 80% of teachers completed the SRSS-IE screening.	2022-2023 Fall: SRSS-IE screening was not fully completed. 2022-2023 Winter: An average of 94.25% of teachers completed the SRSS-IE screening 2022-2023 Spring: SRSS-IE screening was not yet fully completed	2023-24: Fall SRSS-IE screening An average of 70% of teachers completed the SRSS-IE screening Completion of the SRSS-IE screening varies significantly by school site with Fall 2023-24 percentages of: BH: 86% LRRM: 100%	100% completion of universal screener 3 times a year by teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Completion varies by school site, with Spring completion percentages of: BH: 90% LRRM: 100% CO: 42% CCRMS: 95%	Completion varies slightly by school site, with Winter completion percentages of: BH: 94% LRRM: 100% CO: 83% CCRMS: 100%	CO: 75% CCRMS: 37%	

## Goal Analysis

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 between the actions that were planned, and the actual implementation of these actions.

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.

Material differences for actions 2.4 and 2.15 are reflective of the budgeted amount being based on the average salary, rather than specific to an individual. For actions 2.15 and 2.13 there were also some vacancies that were budgeted for but not expended.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

All actions are considered moderately effective, as they have demonstrated some successes, but there are still areas of growth to improve on. In general, these actions do not directly address individual metrics.

Specifically, 2.1 has been useful in maintaining cross-site communication and sharing resources on improving school culture, while 2.16 continues to facilitate two-way communication with families. Actions 2.2, 2.14 have supported site leadership in decision making around student suspensions, and to facilitate inclusive classrooms. Actions 2.8, 2.18 are integral to student access and safety. With an emphasis on student social-emotional learning and development, supporting mental health needs, and building connectedness between students outside

of the classroom, Actions 2.4, 2.5, 2.15 are considered effective based on feedback from our educational partners. Similarly, some schools place more emphasis than others for actions 2.7, 2.9, 2.13, but survey results indicate general positivity towards these activities. Action 2.11 has had mixed feedback regarding its implementation, however it is important for us to continue to iterate on the best ways to develop more equitable environments.

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 new three-year LCAP beginning from the 2024-25 school year will include some aspects of the effective actions, however our new LCAP is structured very differently based on feedback from our community. Our Strategic Plan is currently being updated, with significant community engagement, and we believe that the LCAP and Strategic Plan should be very closely aligned. Goal 2 will still have some focus on Student Social-Emotional Development, but under the broader categories of belonging and engagement.

**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

## 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%	2022-23: 6%	0%
Misassignment Rate as a percentage for Teachers of English Learners (State Priority 1)	2019-2020: 2%	2020-21: 4%	2021-22: 2%	2022-23: 2%	0%
Teacher Vacancy Rate as a percentage (State Priority 1)	2019-2020: 1%	2020-21: 0%	2021-22: 2%	2022-23: 2%	0%
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%	2023-24: 1-3 yrs = 70% 4-6 yrs = 80% 7-9 yrs = 85% 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%	2021-22: Emergency Permits: 2.5%	2022-23: Emergency Permits: 7%	2023-24: Emergency Permits: 7%	Emergency Permits: 0% Intern Credentials: 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Intern Credentials: 9% Preliminary Credentials: 13% Clear Credentials: 76%	Intern Credentials: 12% Preliminary Credentials: 14.5% Clear Credentials: 71%	Intern Credentials: 3% Preliminary Credentials: 15% Clear Credentials: 73%	Intern Credentials: 7% Preliminary Credentials: 11% Clear Credentials: 75%	Preliminary Credentials: 5% Clear Credentials: 90%

## Goal Analysis

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 between the actions that were planned, and the actual implementation of these actions.

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 material differences between budgeted and actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

There are some actions identified as "Moderately Effective", these are -  
 3.1, 3.2, 3.3, 3.4, 3.12 - These are all related to recruitment of high quality teachers. We want to continue to improve our relationships with these partners. Even with these partnerships it has been challenging to recruit candidates with the appropriate qualifications. Our marketing plan has had both successful and unsuccessful campaigns.  
 3.5, 3.7 - We are continually iterating on and redefining our electronic evaluation processes, in collaboration with the support of our educational partners. We are still working on more effective ways to recognize staff excellence in a way that brings people closer together in celebration.

There are some actions identified as "Very Effective", these are -

3.11, 3.13, 3.14, 3.15 - The changes and increases we have been able to provide with regard to compensation have been well-received by staff. The induction program has continued to provide value for supporting newer teachers. Our recent emphasis on better understanding the staff experience through a variety of data collection methods is very useful, especially when planning for the future.

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

The new three-year LCAP beginning from the 2024-25 school year will include some aspects of the effective actions, however our new LCAP is structured very differently based on feedback from our community. Our Strategic Plan is currently being updated, with significant community engagement, and we believe that the LCAP and Strategic Plan should be very closely aligned.

**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

## 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. (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	2023-2024: 6% of families participated in the Ravenswood Promise Surveys	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.	2023-2024: Not reported due to alternate local surveys being administered instead	19% Increase participation by 5% each year
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).	2023-2024: 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	2020-2021: 0	2021-2022: Due to the ongoing impacts of the	2022-2023: This committee was not established at a	2023-2024: Not applicable	Have at least 4 families on the committee, regularly



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate and Culture Committee (State Priority 3)	No Data Available as this is a new committee	pandemic, this committee was not formally established with regular meetings.	districtwide level, instead the focus was on supporting each school to more comprehensively engaging families, and improve school culture and climate.		attending meetings, and involved in actions.

## Goal Analysis

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 between the actions that were planned, and the actual implementation of these actions.

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.

Material differences for actions 4.3 and 4.6 are reflective of the budgeted amount being based on the average salary, rather than specific to an individual. For action 4.6 there was also a need to provide additional support in this area, resulting in actual expenditures that were higher than budgeted.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

There are some actions identified as "Moderately Effective", these are - 4.1, 4.2, 4.7 - Family engagement at workshops and events varied by school site or specific activity. The district-developed partnership evaluation tool was piloted and found to be useful for schools and departments to use as a starting point for continuous improvement conversations with partners, however the top-down approach of enforced and systematic evaluation was considered to be overly restrictive.

There are some actions identified as "Very Effective", these are -

4.3, 4.6, 4.8 - Feedback from families and educational partners has identified that they value the support from and communication provided by outreach coordinators, and mental health providers and resources. It is also extremely important to support vulnerable students by providing consistent transportation.

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 new three-year LCAP beginning from the 2024-25 school year will include some aspects of the effective actions, however our new LCAP is structured very differently based on feedback from our community. Our Strategic Plan is currently being updated, with significant community engagement, and we believe that the LCAP and Strategic Plan should be very closely aligned.

**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

## 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%	2023-2024: 17%	10%
Students as a percentage who have Fully Met or Exceeded their Individualized Goal (demonstrating growth)	2020-2021: 0  No Data Available as systems and processes are not established yet (see action 1)	2021-2022: 65%	2022-2023: 80%	2022-2023: 83%	90%

## Goal Analysis

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 between the actions that were planned, and the actual implementation of these actions.

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.

Material differences for actions 5.1 and 5.3 are reflective of the budgeted amount being based on the average salary, rather than specific to an individual. For action 5.2, more of the activity was able to take place during existing contract hours than initially anticipated.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

There are some actions identified as "Moderately Effective", these are -  
5.2, 5.3 - regular and ongoing assessments and professional development are considered to be effective, as reflected in student outcomes, but there is always room for improvement.

There was one action identified as "Very Effective", it is-  
5.1 - the systematic use of the tracking system has made it easy for everyone involved to have an "at-a-glance" understanding of student progress.

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 new three-year LCAP beginning from the 2024-25 school year will include some aspects of the effective actions, however our new LCAP is structured very differently based on feedback from our community. Our Strategic Plan is currently being updated, with significant community engagement, and we believe that the LCAP and Strategic Plan should be very closely aligned.

**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).

## 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	2023-2024:  Grade 6 - 4% Grade 7 - 6% Grade 8 - 6%  Measured by iReady Middle of Year Assessment using the scaled score thresholds for grade level expectation at the end of the year	30%
% of students growing one or more years on the local assessment	2020-2021: 2%  As measured by Let's Go Learn ADAM for 6-	2021-2022: 21%  As measured by Let's Go Learn ADAM for 6-	2022-2023: 65%  As measured by iReady for grades 6-8	2023-2024: 57% years  Measured by iReady using the growth from beginning to middle of	70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	7th, and DOMA for 8th grade	7th, and DOMA for 8th grade		year assessments for grades 6-8.	
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	2023-2024: 0.97 years  Measured by iReady using the growth from beginning to middle of year assessments 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	2023-2024: 1.3 years  Measured by iReady using the growth from beginning to middle of year assessments for grades 6-8.	1.5 years growth

## Goal Analysis

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

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

Not Applicable - this goal was discontinued prior to 2023-24 implementation.

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

Not Applicable - this goal was discontinued prior to 2023-24 implementation.

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An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Not Applicable - this goal was discontinued prior to 2023-24 implementation.

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

Not Applicable - this goal was discontinued prior to 2023-24 implementation.

**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

## 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	9.83% (83/844) of all EL Students who completed the 2023 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%	Percentage of EL students who maintained a Level 4 from Spring 2022 to Spring 2023 without being reclassified in the 2023-24 school year: 0%	0% of EL students who maintain Level 4 without being reclassified
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	90% of Students who scored Overall Level 4 on the 2023 Summative ELPAC were reclassified during the 2023-24 school year. This does not include 8th	95% of EL students who scored Level 4 will reclassify



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			graders who graduated in Spring 2022.	graders who graduated in Spring 2023.	
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) students 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	94% of students who scored Level 4 on the 2023 Summative ELPAC also met the "basic skills" requirement for reclassification	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	100% of students who scored Level 4 on the 2023 Summative ELPAC, also received a grade of at least "C" or "3" on their 22-23 Report Cards or received a Teacher Recommendation the meets the criterion for reclassification	75%

## Goal Analysis

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 between the actions that were planned, and the actual implementation of these actions.

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 material differences between budgeted and actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

There are some actions identified as "Moderately Effective", these are -  
7.3, 7.4 - implemented with more consistency at some schools, which is reflected in student outcomes, and we definitely see room for improvement.

There was one action identified as "Very Effective", it is -  
7.1 - significantly reduced bottlenecks in our systems and processes, and provided clear communication of expectations for everyone involved.

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 new three-year LCAP beginning from the 2024-25 school year will include some aspects of the effective actions, however our new LCAP is structured very differently based on feedback from our community. Our Strategic Plan is currently being updated, with significant community engagement, and we believe that the LCAP and Strategic Plan should be very closely aligned.

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# 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

## 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%	2023-2024 year to date: 90%	96%
% of students who are chronically absent Whole year	2020-2021: 36%	2021-2022: 12.4%	2022-2023: 40%	2023-2024 as of April 2024: 41%	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%	2023-2024 T1: 38%	Decline by 9% per year
% 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%	2023-2024 T1 and T2: 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 Whole year average - AA students	2020-2021: 10%	2021-2022: 57.7%	2022-2023: 46%	2023-2024 as of April 2024: 42%	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%	2023-2024 T1: 49%	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%	2023-2024 T1 and T2: 40%	Decline by 10% per year
% of students who are chronically absent Whole Year Average - SWD	2020-2021: 19%	2021-2022: 60%	2022-2023: 44%	2023-2024 as of April 2024: 45%	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 method used by the CA Dashboard is not available.	2021-2022: 51.7% of 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.	2022-2023:  43.4% of students are identified as Chronically Absent, as reported on the 2023 CA Dashboard.	9% (Green)

## Goal Analysis

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

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

Not Applicable - this goal was discontinued prior to 2023-24 implementation.

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

Not Applicable - this goal was discontinued prior to 2023-24 implementation.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Not Applicable - this goal was discontinued prior to 2023-24 implementation.

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

Not Applicable - this goal was discontinued prior to 2023-24 implementation.

**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

## 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%	2023-2024 as April 2024: 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 2022-2023: 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.	AA Student Enrollment at Ravenswood in 2023-2024: 5.3%  Proportion of chronically absent students who are identified as "African American": 5.9%  This demonstrates only slight disproportionality, which is a significant improvement on previous years,	Proportionality

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				showing a continuing trend of improvement.	
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.	2022-2023: 52.1% of Black / African American students are identified as Chronically Absent, as reported on the 2023 CA Dashboard.	10%
California Healthy Kids Survey - Percentage of students who identify having Supportive Adult and Peer Relationships	Surveys were unable to be fully completed during 2020-2021 due to the ongoing impacts of the COVID-19 pandemic.	2021-2022: Approximately 56% of students identify as having caring adults in school	2022-2023: Approximately 71% of all students identify as having caring adults in school	2023-2024: Not reported due to alternate local surveys being administered instead, where it was identified that approximately 71% of all students feel that they have supportive relationships with adults at 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	2023-2024: 1.5 years  Measured by iReady using the growth from beginning to middle of year assessments for grades 2-5.	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, 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	2023-2024: 2.1 years  Measured by iReady using the growth from beginning to middle of year assessments for grades 6-8.	1 - 1.5 years of average growth each year
Pupil Achievement: Mathematics for AA Students, district wide measured by CAASPP data	2018-2019: 85.6 points below standard  2019-2020: 0 No Data Available as CAASPP testing did not occur due to the impact of COVID-19	2020-2021: 0 In 2020-2021 CAASPP was not the most viable option in our local context, and was not administered. Additionally, the 2021 Dashboard was suspended and this data is not available.	2021-2022: 133.7 points below standard	2022-2023: 167.4 points below standard	Improve the distance from standard by 50 points

## Goal Analysis

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 between the actions that were planned, and the actual implementation of these actions.



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 material differences between budgeted and actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

There are some actions identified as "Moderately Effective", these are -  
9.1, 9.2, 9.3 - though these were not intended to improve the performance specific metrics associated with this goal, the feedback from our educational partners has been positive.

There are some actions identified as "Very Effective", these are -  
9.5, 9.6, 9.7 - these were primarily implemented through "Coordination of Services Team" (COST), which has shown effectiveness through the positive impacts demonstrated at the individual student level.  
Action 9.4 was a one-time change that is considered effective because it has allowed us to streamline school services.

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 new three-year LCAP beginning from the 2024-25 school year will include some aspects of the effective actions, however our new LCAP is structured very differently based on feedback from our community. Our Strategic Plan is currently being updated, with significant community engagement, and we believe that the LCAP and Strategic Plan should be very closely aligned.

**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.**

# Instructions

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).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - 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.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023



# 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 [2024-25]

### General Information

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

Ravenswood is a TK-8th grade public school district located in East Palo Alto and East Menlo Park, California. We serve 1,500 students across three elementary schools and one middle school. With 99% of district students identifying as Latine, African American, Pacific Islander, and/or multiple races – and over half of whom are multilingual learners – we are proud of the cultural richness and diversity of our students, teachers, families, and community.

We aim to empower every student to fully engage critically and creatively in their education with the skills and mindset necessary to successfully fulfill their unique potential. Every day in our quest to achieve this mission, we root our work in and are centered around the rich cultures of our students, families, and community.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

We've observed improvements in Chronic Absenteeism, Suspension Rates, and our English Learner Progress across the district, as reflected in the CA Dashboard. However performance across school sites varies, with clear successes for English Learner Progress at LRRM

and CCRMS, while Costano has shown significant growth in both ELA and Math.

One highlight is the outstanding growth demonstrated by our Black / African American (AA) students in Literacy, identified through our local assessment growth metrics (comparing Beginning-of-Year [BOY] and Middle-of-Year [MOY] assessments). Their MOY median growth rate of 118% already exceeds the expected End-of-Year [EOY] growth of 100%, underscoring the effectiveness of our interventions and adjustments to instructional practices, particularly around the science of reading. Additionally, all students in grades 3-8 have made at least the "typical" growth, with 4th, 7th, and 8th grade students surpassing expectations by making more than a year's worth of growth. We've also seen improved growth metrics in mathematics across most grade levels compared to previous years, though challenges persist, especially among middle school students and AA students. Efforts to align instruction more closely with academic standards are continuing, with an expectation of further improvements in student outcomes. Regarding English Learner Progress, over 90% of students scoring at Level 4 on the most recent ELPAC were reclassified at the start of the school year, demonstrating their individual progress in language acquisition and proficiency. Additionally, 1st-8th grade students participating in the SIPPS intervention have achieved 72% pass rate for "Mastery Tests", a significant milestone towards exiting the intervention program. We also seek to foster a sense of belonging among students. Our local survey data indicates an 8 percentage point improvement in engagement among students with disabilities compared to the district average, reflecting the progress made in developing an inclusive and supportive environment.

While there are clear successes in literacy, mathematics, English Learner Progress, and student engagement, the mixed results across schools and grade levels highlight ongoing challenges. By building on our strengths and addressing areas of improvement, we seek to improve all student outcomes and ensure equitable opportunities for all learners at Ravenswood.

Refer to the following document link for a more visual presentation of the information listed below:

[https://drive.google.com/file/d/1RyiOt9dz8VAmi9KHW1khYmD\\_M1buEeq0](https://drive.google.com/file/d/1RyiOt9dz8VAmi9KHW1khYmD_M1buEeq0)

Lowest Performance Level on the 2023 Dashboard:

Identified by School (All Students) -

\*Belle Haven: "Red" on Suspension Rate, English Learner Progress, English Language Arts, and Mathematics

\*Costano: "Red" for English Learner Progress

\*Los Robles Ronald McNair: "Red" on Chronic Absenteeism, English Language Arts, and Mathematics

\*Cesar Chavez Ravenswood Middle: "Red" on English Language Arts, and Mathematics

Identified by LEA Student Group -

\*\*"Red" for both English Language Arts and Mathematics: African American, English Learners, Hispanic, Homeless, Pacific Islander, Socioeconomically Disadvantaged, Student with Disabilities

\*\*"Red" for Suspension Rates: Pacific Islander students, and Student with Disabilities

Identified by School Student Group -

\*Belle Haven - "Red" on Suspension (Pacific Islander, Socioeconomically Disadvantaged, Students with Disabilities), and for ELA and Math (English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged Students)

\*Costano - "Red" on Suspension (Homeless Students) and Chronic Absenteeism (Students with Disabilities)

\*LRRM - "Red" on Chronic Absenteeism (English Learners, Hispanic Students), and for ELA and Math (English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged Students)

\*CCRMS - "Red" on Suspension (African American, Students with Disabilities) and for ELA and Math (African American, English Learners, Hispanic, Homeless, Pacific Islander, Socioeconomically Disadvantaged, Students with Disabilities)

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Identified for Differentiated Assistance based on the 2023 Dashboard. Student groups that met the criteria in Priority 4 (Math/ELA) and 6 (Suspension) are "African American", Pacific Islander, and Students with Disabilities.

We have worked with the San Mateo County Office of Education (SMCOE) in regular meetings over the past few years to analyze the relevant data, identify areas of success and opportunities for growth, and monitor the applicable LCAP actions. Together we used a continuous improvement framework to discuss an analysis of our systems and the results that these systems produce. Then we examined areas of need more deeply, including identifying underlying causes. We completed a process map for developing, implementing, and improving Instructional Leadership Teams at all schools, a resource map for implementing and monitoring the existing ELA and ELD actions from the prior LCAP, and training for collecting street data and completing empathy interviews. We also closely monitored the prior LCAP actions around AA students, and will use these learnings in the development of actions for the upcoming LCAP cycle. Through SMCOE, we have also connected with the California Collaborative for Educational Excellence (CCEE) and are currently exploring what those supports might involve. Technical Assistance with SMCOE is ongoing and will continue throughout the next couple of years.

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

Belle Haven Elementary and Los Robles-Ronald McNair Academy

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

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

Ravenswood District staff support the leadership of both Belle Haven Elementary School and Los Robles-Ronald McNair Academy in the development of their CSI plan, embedded within the SPSA process. LEA staff facilitated training for Principals in order to understand the requirements associated with CSI identification and funding, as well as provided the templates necessary to ensure that all CSI obligations are met through the SPSA. The SPSA encompasses the key areas of the CSI plan including: conducting school-level needs assessments, implementing evidence-based interventions, and identifying and addressing any systematic resource inequities within the school or across

the district. In prior years, the SPSA for the year had been drafted and approved in August of that year, but this year the development of each SPSA was more closely aligned with the budget planning, in part due to the need to ensure that CSI funding is appropriately and strategically planned for. In response, the proposed SPSA for the upcoming school year was approved in April of the preceding year. The school-level needs assessment was also aligned with our existing monitoring processes, known as “Vital Signs”, and our efforts towards developing the Ravenswood Promise. The Vital Signs includes a comprehensive review of student academic outcomes (particularly in ELA, Math, ELD and Foundational Literacy, and EL Reclassifications), suspensions, chronic absenteeism, student sense of belonging, and student progress made as a result of targeted interventions (UT2T). Each of these content areas is disaggregated by student groups to ensure that any disproportionality is identified and addressed. School-site canvassing occurred as part of the Ravenswood Promise work, with family and community leaders invited to observe our classrooms and experience student learning in action. Together with school and district staff, and grounded in our Learner Profile, the group uncovered bright spots and opportunities for growth, though more discussion with each school’s staff and families is needed. School leadership recognizes the importance of educational partner involvement in the development of goals and actions, with a key community touch-point being the SSC/ELAC meetings. Families are encouraged to participate in the review of data, survey results, and root cause analysis exercises, as well as the prioritization activities that determine which goals and actions are to be focused on for the upcoming year. The prioritized needs of the two schools lie in their approach to Tier 1 and Tier 2 instruction, specifically for ELA and Mathematics, to be addressed through a range of interventions that include improving the quality of instruction through the coaching and professional development of staff, improved family engagement and student access to mental health resources, and universal Tier 2 intervention time (UT2T) for all students. Belle Haven is also tasked with improving their English Learner progress, with a specific focus on this during UT2T. Additional requests for district support from the school teams are encouraged, and in the past these requests have been related to ensuring that their school-level needs assessment is robust, or that the interventions they wish to pursue are evidence-based. School leadership will likely also receive support from the San Mateo County Office of Education (SMCOE) CSI team, including training and resources on Continuous Improvement processes and strategies.

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

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

Ravenswood District staff will continue to monitor the CSI plan [annually through the SPSA process] by tracking the implementation of planned and implemented strategies from the prior year including both the estimated budget and actual expenditures, to ensure that informed, evidence-based strategies are used for school improvement. Our existing monitoring processes will be used to keep track of progress towards the expected measurable outcomes and effectiveness of the actions identified by each school. The most prominent of these processes is known as our “Vital Signs”. The Vital Signs includes a comprehensive review of student academic outcomes (particularly in ELA, Math, ELD and Foundational Literacy, and EL Reclassifications), suspensions, chronic absenteeism, student sense of belonging based on surveys, and student progress made as a result of targeted interventions (UT2T). These are able to be disaggregated by student group, and often also by grade level and/or homeroom teacher to help identify trends of success and areas where a particular teacher or classroom environment has special impact on student outcome data. Ongoing monitoring occurs at multiple frequencies on multiple scales. The school-based ILTs meet monthly and the all-district ILT connect every 6 weeks, school-based PLCs and collaboration-time focused on specific topics or student subgroups are typically scheduled weekly, while Communities of Practice meet as often every two weeks. Data, inferences, and summaries from these various meetings and committees will be brought to the community through their SSC/ELAC meetings. The frequency of meetings will allow for data-driven decisions to be made as needed, modifying interventions where possible to increase the effectiveness of the interventions. The SPSA is also aligned to the LCAP which has a very robust evaluation process. By ensuring parity of the three plan requirements (SPSA, CSI and LCAP), the team ensures that a thorough review and analysis of all actions

and metrics is evaluated to monitor their effectiveness in the current context. District staff will also support the school principals to review the implementation of the CSI plan with our community and educational partners, including the Instructional Leadership Team, the SSC/ELAC, as well as students and their families. As we are a small district, the efforts of the Principals and their teams are also the efforts that are supported by the district-level staff. Together with the Principal and their Leadership Team (ILT), district-level staff help to evaluate the effectiveness of the plan to support student and school improvement, by monitoring agreed-upon data points connected to the plan's strategies, and reviewing and analyzing data in a regular, ongoing manner together.



# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
<p>Site Administrators, District Administrators &amp; Coordinators, and Leadership Teams</p>	<p>Integrated with the budgetary, strategic, and SPSA planning processes for the upcoming year. Working collaboratively with their teams (such as ILT, SSC/ELAC, DAC/DELAC etc.) and district staff, they used data and feedback to develop goals/priorities. Using these goals to ensure that high priority actions are appropriately funded, a budget was developed. Sharing this with a slightly wider audience and gathering feedback, some adjustments were made to some budget plans. Information from all budgetary and priority planning documents was consolidated into a single district budget, and the LCAP.</p> <p>In collaboration with SMCOE, "Differentiated Assistance" meetings and resources were used to map and evaluate specific actions. These educational partners also participated in monthly meetings with ongoing monitoring of LCAP actions, evaluating our "vital signs", and ensuring alignment to SPSA goals, has also been an important opportunity for engagement and continuous improvement.</p>
<p>Teachers / Classified School Personnel</p>	<p>There are numerous feedback opportunities provided at school sites, often directly identified as SPSA/Budget planning. As we seek to have strong alignment between all plans, this information is also incorporated into the LCAP development. Staff have been involved in the development of the Ravenswood Promise activities through the Vision Team, and also participated in the co-development and refinement of the Learner Profile for our students. The first School Canvass was conducted in April 2024 - families and community leaders were invited in to observe our classrooms experience student</p>

	<p>learning in action. Together with school and district staff, and grounded in our Learner Profile, the group uncovered bright spots and opportunities for growth. All staff are also invited to community opportunities for specific LCAP or Strategic Plan engagement and are also encouraged to reach out directly to the LCAP writing team with any specific questions or concerns.</p>
<p>Students</p>	<p>Feedback is typically gathered from our elementary students through class discussions (where the teacher relays the information), student surveys (often specific to student climate/culture), and "street data" metrics (eg. shadow a student, focus groups / empathy interviews). We don't have a specific "LCAP engagement timeline", because we strive to have feedback informing and improving our practices continuously throughout the entire year.</p> <p>In addition to the methods listed above, our middle school students also have the opportunity to participate in the Black Student Union, Poly Club (Polynesian), the Associated Student Body, or the Student Vision Team, all of which provide opportunities for leadership, and for student feedback to be discussed with school staff. Where appropriate, this information is used to inform strategies in our LCAP.</p>
<p>Parents, Staff, and Community Members</p>	<p>There are a variety of engagement opportunities throughout the year, including school-site or district based meetings (eg. SSC/ELAC, DAC/DELAC, family workshop nights, Cafecito with the principal), as well as the Family Leadership Academy which has 20 participants in its first year, who all committed to learn more about education and helping to identify district priorities.</p> <p>The Vision Team, which was a huge component of initial engagement for our Strategic Plan, had over 50 community members gathering monthly from Oct-Jan to develop the Ravenswood Learner Profile, and discuss other areas of strength and growth. This committee involved families of students who are typically underrepresented, including those with students who are identified as low-income, English learners, those of racial/ethnic minorities, and students with disabilities. In the early stages of our community engagement around the "Ravenswood Promise" for our new Strategic Plan, there were 50+ initial community conversations to ask families and community organizations for input on our approach, and 60+ empathy interviews</p>

	<p>to understand how families, students, and educators feel about where we are and where we're going.</p> <p>The Learner Profile was developed based on themes discussed and heard from these participants, and then shared with the wider Ravenswood community. It has since been refined based on further feedback. The first School Canvass was conducted in April 2024 - families and community leaders were invited in to observe our classrooms experience student learning in action. The development of the Strategic Plan has also included targeted learning walks/observations, student shadowing, and prioritization activities with our educational partners. There are many ongoing activities, which will support the implementation and monitoring of both LCAP actions and the “Ravenswood Promise” activities. Since we seek to have a strongly aligned set of plans, all the efforts and engagement being put towards the Strategic Plan are also informing the development and priorities identified in the LCAP.</p>
Local Bargaining Units (RTA / CSEA)	<p>District Leadership regularly meets with representatives from these units and discusses a range of topics, which often touch upon the areas of budgeting and strategic planning. For example, in January, this specifically included discussions on the prioritization of district strategies and relevant budgetary adjustments, which aligns with the LCAP budget and actions. In February, there was additional follow-up around the prioritization of actions, within the context of the budgetary resources available. In April and May, the discussions focused on instructional scheduling. Specifically around using the time effectively for core content material, increasing the time focused on both integrated and designated ELD, ensuring enough collaboration time for teachers to allow for planning, and considering the overall professional learning scope and sequence for the upcoming year, in relationship with our goals and priorities. The integration and implementation of the Ravenswood Promise through activities such as the development of the learner profile are also discussed.</p>
SELPA	<p>The Ravenswood Special Education team regularly meets and consults with the San Mateo County SELPA throughout each school year. They support us in a wide range of areas, and are given the opportunity to provide feedback on the inclusion of actions and metrics in our LCAP that address the needs of our Special Education students. A number of families of students with disabilities were also</p>

specifically engaged during the LCAP analysis and development period, through the Vision Team (as described above), as well as on school-site and district based meetings. The percentage of families involved with the Vision Team who have a student with a disability was relatively proportional to the percentage of our enrolled student population who are identified as such.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

We received a lot of feedback regarding the previous 3 year LCAP - it was too big, with too many goals, too difficult to read, and it was hard to see what we were prioritizing. We tried to overcome this by using slide decks and summaries to communicate ideas, however some people wanted to see all the specific details in these documents. When those individuals were directed to read specific sections, they were able to see how specific feedback or comments had been incorporated, but overall they were still frustrated that the document was unwieldy. One of the reasons for this, especially in the last year, was because we were directed to keep all discontinued goals, actions, and metrics in the document for continuity purposes.

As a result, this year we have chosen to start with minimal goals, metrics, and actions, in an effort to combat the inevitable document-bloat over time. It is abundantly clear that all educational partners would like to continue to see a strong emphasis on academics, specifically ELA and Mathematics, as well as our efforts towards improving student belonging. On the LCAP we have chosen to focus on reporting metrics that are consistently available, usually on the California Dashboard. As part of our monitoring processes, we report out to the Board and our community regularly with data that is more relevant and locally available, however based on the last LCAP experience we learnt that these metrics are likely to be adjusted over time which caused confusion as we added and removed metrics in the LCAP.

Through our community engagement processes, the Ravenswood Learner Profile was developed and refined. We heard from families, staff, and the wider community that we need to focus on supporting students to develop growth mindsets, explore new experiences, and find joy in the communities they are part of. With these priorities in mind, alongside the required actions and metrics identified by CDE, we make specific mention of the following Actions:

- Action 1.6 was designed to address the needs of our low-income, and English learner students but we expect that all students will benefit from this opportunity for targeted and individualized intervention time. The feedback we received was positive, and we were asked if we could dedicate even more time to this type of student support. By carefully reviewing the master schedules of each school, we are intending to double the amount of time that students have the opportunities to participate in UT2T.
- Actions 1.7 and 1.8 will provide the support and opportunity for staff to develop the requisite skills that will allow them to best support our students in achieving the “Ravenswood Learner Profile”. This is a priority action due to the high turnover of staff at Ravenswood, and the constant request for more coaching and support to be available.
- Action 1.10 is targeted to provide our low income students with the opportunity to discover and explore new experiences outside of traditional classroom-based content areas, but we expect that all students will benefit from this opportunity to develop a growth mindset and engage with these enrichment / elective experiences. We are continually working to expand student access to enrichment opportunities, in response to feedback from families, which is consistently positive.
- Action 2.2 was piloted last year, and demonstrated its effectiveness in engaging with our families of chronically absent students This action was designed to more effectively address the needs of our low-income and English Learner students, by providing them with

resources that seek to address the root causes for their chronic absenteeism. Families who participated in these fairs responded more positively to this approach.

- Action 2.4 is focused on building a culture of equity and inclusion led by the DEIB Coordinator. We have heard from educational partners that we need to provide more support for students to develop a strong sense of belonging. The Coordinator will help to foster communities for students to participate in, and provide more opportunities for students to feel connected.

We hope that this LCAP is more readable and accessible to our families, and endeavor to limit the changes to only the most necessary adjustments, based on feedback from our community.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth academically, specifically in the areas of English Language Arts, Mathematics, and English Language Development.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

Our mission is to empower every student to fully engage critically and creatively in their education with the skills and mindset necessary to successfully fulfill their unique potential. Every day in our quest to achieve this mission, we root our work in, and are centered around the rich cultures of our students, families, and community. All students should receive a well-rounded and engaging education that promotes their academic, social, and emotional development.

Our student academic achievement data as reported on the CA Dashboard clearly shows that there are opportunities for significant improvements. This goal seeks to bridge the gap between our reported data and our vision for student success. The specific schools and student groups are identified within the Plan Summary, in the “Reflections - Annual Performance” section. Actions 1.1, 1.2, and 1.3 address the identified areas of ELA, Math, and English Learner Progress.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Conditions of Learning: Access to standards-aligned instructional materials as reported in the SARC	2023-24: 100%			100%	

1.2	Implementation of State Standards: Evaluating the different levels of implementation of CSTPs using our teacher evaluations process.	2022-23 Summative Evaluation for Teachers:  1 - Emerging: 0% 2 - Exploring: 6% 3 - Applying: 25% 4 - Integrating: 52% 5 - Innovating: 18%			100% of teachers demonstrating "Level 3 - Applying" or higher	
1.3	Pupil Achievement: English Language Arts (ELA) measured by CAASPP data as reported on the California Dashboard using "Distance from Standard" (DTS)	2023 CA Dashboard:  All Students: -107.1  Black/African American: -129.8 English Learner: -123.3 Hispanic: -112.2 Homeless: -113.9 Pacific Islander: -93.8 Socioeconomically Disadvantaged: -111.2 Students with Disabilities: -148.8			Reduce the "Distance from Standard" by 15 points per year  All Students: -62.1  Black/African American: -84.8 English Learner: -78.3 Hispanic: -67.2 Homeless: -68.9 Pacific Islander: -48.8 Socioeconomically Disadvantaged: -66.2 Students with Disabilities: -103.8	
1.4	Pupil Achievement: Mathematics measured by CAASPP data as reported on the California Dashboard using "Distance from Standard" (DTS)	2023 CA Dashboard:  All Students: -138.7  Black/African American: -167.4 English Learner: -151.1 Hispanic: -142.8 Homeless: -144.1			Reduce the "Distance from Standard" by 15 points per year  All Students: -93.7  Black/African American: -122.4	

		Pacific Islander: -128.8 Socioeconomically Disadvantaged: -141.5 Students with Disabilities: -170.2			English Learner: -106.1 Hispanic: -97.8 Homeless: -99.1 Pacific Islander: -83.8 Socioeconomically Disadvantaged: -96.5 Students with Disabilities: -125.2	
1.5	Pupil Achievement: Science measured by CAST data as reported through the CAASPP Test Results webpage	SY 2022-23 Results:  Grade 5: 3.87% Standard Met Grade 8: 6.06% Standard Met			Increase by 5 percentage points per year:  Grade 5: 18.87% Grade 8: 21.87%	
1.6	Pupil Achievement: English Learner Progress Indicator - Percentage of English Learner students who 'make progress toward English Proficiency' as assessed by the ELPAC and reported on the CA Dashboard	2023 CA Dashboard:  45.1% making progress towards English language proficiency			Increase by 5 percentage points per year:  60.1% making progress towards English language proficiency	
1.7	Pupil Achievement: Reclassification Rates - Students designated as RFEP (as a Percentage of the "Ever-EL" student population) as reported on DataQuest using the report "Ever-ELs by Years as EL and	SY 2022-23:  RFEP: 12.6% EL: 87.4% Ever-EL: 100%			Increase RFEP by 5 percentage points per year:  RFEP: 27.6% EL: 72.4% Ever-EL: 100%	



	Reclassification (RFEP) Status (with School Data)"					
1.8	Course Access: By reviewing the master schedule, we can demonstrate that all students have access to all content areas offered at the school site, including enrichment classes.	SY 2023-24: 100% of Students participated in an elective or enrichment class 100% of English Learners received designated and integrated ELD				100% of Students participate in an elective or enrichment class 100% of English Learners receive designated and integrated ELD

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	ELA Instruction	<p>Tier I ELA Instruction using our adopted curriculums at all schools will be implemented with fidelity. We expect to see significant growth, particularly in K-1 students' Foundational Reading Skills results, and Grade 2-8 students' overall ELA results.</p> <p>We will provide access to professional learning and coaching opportunities for teachers, and tutoring opportunities for students. We are refining our coaching program to have the ELA/ELD Coaches at each site focused on connecting with all teachers to improve instructional practices around literacy. We will have an Early Literacy coach that supports all three elementary schools in building capacity in foundational literacy strategies in TK-2nd grade. Teachers will also engage in weekly student data-focused collaboration with site-based coaches during collaboration time. By monitoring student progress regularly we can identify and respond to disproportionality, engage in root cause analyses, and adjust resources as needed. This brings together formative literacy and instructional practices, where we use data to drive instruction. We want to leverage the coaches to improve practices and student outcomes, to provide intervention support based on teacher needs and specific classroom situations.</p> <p>These activities have been developed to address the needs of the schools and student groups identified on the California Dashboard that received the lowest performance level on the state indicators. For ELA, this specifically includes the schools Belle Haven, LRRM, and CCRMS, and the student groups of All Students, Black/AA, English Learners, Hispanic, Homeless, Pacific Islander, Socioeconomically Disadvantaged, and Students with Disabilities. This action will be measured on the LCAP by the lagging indicators of the CAASPP ELA assessment. There is also significant effort put forth by site and district staff to identify and monitor the more leading indicators and regularly review relevant student data with families, leadership teams, and the Board, known as the "Vital Signs" presentation update.</p>	\$270,000.00	No
1.2	English Learner Students and ELD Instruction	<p>To improve the progress of Multilingual Learners (English Learner Students), the district will increase the guidance provided to all schools around the newcomer model and expectations for implementation. Students will receive targeted support in foundational literacy skills and</p>	\$458,945.00	Yes

		<p>ELD based on the results of diagnostic assessments. At Los Robles-Ronald McNair (our Dual-Language Immersion school), the language allocation model will be used to provide differentiated and targeted supports to students based on their Spanish and English proficiency levels.</p> <p>The master schedule has been adjusted to increase universal tier II intervention time from 30mins to 60mins, and the intensity of interventions will be based on individual student data. Teachers will also engage in weekly student data-focused collaboration with site-based coaches during collaboration time. By monitoring student progress regularly we can identify and respond to disproportionality, engage in root cause analyses, and adjust resources as needed. This adjustment to the schedule will likely have the greatest impact for our LTEL (and Ever-EL) students, as this provides a cohesive structure for providing targeted and specific language-level and language-modality based interventions. While all students who have intervention needs will benefit from this dedicated time in the school's daily schedule, these changes were initiated to provide more individualized access to specific supports for our LTEL and At-Risk of LTEL students.</p> <p>There is also a focus on professional learning for teachers to support the implementation of the ELD curriculum, and ongoing coaching support regarding integrated-ELD to support language acquisition for EL students and LTEL students throughout the day. Data-focused collaboration meetings will also allow for LTEL and "At-Risk of LTEL" students to be closely monitored, and provided with more intensive interventions as required.</p> <p>These activities have been developed to address the needs of English Learners and Long-Term English Learners, as identified on the California Dashboard, especially at Belle Haven and Costano Elementary. This action will be measured on the LCAP by the lagging indicator of the ELPAC assessment. There is also significant effort put forth by site and district staff to identify and monitor the more leading indicators and regularly review relevant student data with families, leadership teams, and the Board, known as the "Vital Signs" presentation update.</p>		
<b>1.3</b>	Mathematics Instruction	Tier I Mathematics Instruction will be implemented with fidelity across all school sites. We will provide access to professional learning and coaching	\$22,000.00	No

		<p>opportunities for teachers, and tutoring opportunities for students. We are refining our coaching program to have Coaches at each site focused on connecting with all teachers to improve instructional practices. Teachers will also engage in weekly student data-focused collaboration with site-based coaches during collaboration time. By monitoring student progress regularly we can identify and respond to disproportionality, engage in root cause analyses, and adjust resources as needed. We want to leverage the coaches to improve practices and student outcomes, to provide intervention support based on teacher needs and specific classroom situations.</p> <p>As we seek to adopt a new TK-5 mathematics curriculum, we will have a team of teachers piloting and considering options throughout the year. It is important that the adopted curriculum meets the needs of our students.</p> <p>These activities have been developed to address the needs of the schools and student groups identified on the California Dashboard that received the low performance level on the state indicators. For Math, this specifically includes the schools Belle Haven, LRRM, and CCRMS, and the student groups of All Students, Black/AA, English Learners, Hispanic, Homeless, Pacific Islander, Socioeconomically Disadvantaged, and Students with Disabilities. This action will be measured on the LCAP by the lagging indicators of the CAASPP Math assessment. There is also significant effort put forth by site and district staff to identify and monitor the more leading indicators and regularly review relevant student data with families, leadership teams, and the Board, known as the “Vital Signs” presentation update.</p>		
1.4	Mathematics	<p>Students in grades 1-8 will have the opportunities to attend a summer program that provides high quality instruction in mathematics and seeks to accelerate their learning in this area over the summer months. This is targeted for students testing multiple years behind the grade level expectations, and is specifically funded by the district to ensure that our low-income students are provided with the additional support they need</p> <p>This action will be measured on the LCAP by the lagging indicators of the CAASPP Math assessment. There is also significant effort put forth by site and district staff to identify and monitor the more leading indicators around</p>	\$35,000.00	Yes

		student academic growth and regularly review relevant student data with families, leadership teams, and the Board, known as the “Vital Signs” presentation update.		
<b>1.5</b>	Science Instruction	<p>All sites will have hands-on, Tier I Science Instruction scheduled into their weekly schedules for at least 120 minutes a week. There will be additional supports provided through organizational partnerships for teachers who want to be at the forefront of implementing more hands-on and intensive science activities in their classrooms.</p> <p>This action, and student progress, will be measured by site and district staff using leading indicators and regularly reviewing relevant student data with families, leadership teams, and the Board.</p>	\$60,000.00	No
<b>1.6</b>	Multi-Tiered System of Supports (MTSS) through the use of Coordination of Services Teams (COSTs) and Universal Tier 2 Time (UT2T)	<p>The MTSS and COST processes at Ravenswood are driven by data-informed decisions. Staff at both the site and district level regularly analyze assessment and other diagnostic data to identify and assess the effectiveness of interventions. The COSTs seek to identify and address an individual student's needs holistically, ensuring that the overall system of supports available is working together effectively. This action also supports the implementation efforts of the California Community Schools Program at Ravenswood.</p> <p>Our local data shows that approximately 80% of our students require "Tier II interventions and supports". We have adjusted the school scheduling to prioritize these needs, with specific time ("UT2T) now designated for support staff and intervention specialists to provide targeted support without students missing any core instructional time. By regularly reviewing student data, approximately every 1-2 weeks with longer 8-12 week cycles of intervention, we can monitor student progress and adjust the interventions as needed. At elementary schools, UT2T is expanding to 60-minute sessions to offer multiple intervention or enrichment opportunities in various content areas. For instance, EL students may require interventions in both foundational literacy and Designated ELD. Students participating in these interventions will be assigned to targeted language-level-based groups. We're also exploring Spanish Language Structured Literacy</p>	\$3,683,274.00	Yes

		<p>Intervention programs to support student acquisition in our Dual Language Immersion program. At the middle school level, we're reallocating staff roles to provide foundational skills support to as many students as possible and seeking partnerships to enhance these efforts. UT2T is also aligned with the SPED schedules to ensure comprehensive student support across Tiers I, II and III. One staff member at each school is responsible for overseeing the integration of UT2T with the MTSS processes through the Coordination of Services Team (COST), with training provided to participating staff as needed.</p> <p>This action will be measured on the LCAP by the lagging indicators of the CAASPP ELA and Math assessments, the ELPAC, and student Suspension rates. There is also significant effort put forth by site and district staff to identify and monitor the more leading indicators and regularly review relevant student data with families, leadership teams, and the Board, known as the "Vital Signs" presentation update.</p>		
1.7	Coaches and New Teacher Supports	<p>Our coaching program is being refined to ensure that Coaches at each site concentrate on enhancing instructional practices and fostering improved outcomes for all students. Teachers actively engage in weekly collaboration sessions focused on student data analysis with site-based coaches during designated collaboration time. This regular monitoring of student progress enables us to identify and address disparities, conduct root cause analyses, and allocate resources accordingly. Our goal is to utilize coaches to elevate instructional practices and student outcomes while providing targeted intervention support tailored to teacher needs and specific classroom contexts. The ongoing collaboration between teachers and coaches fosters a dynamic learning environment where student progress remains at the forefront, empowering us to make informed instructional decisions and ensure equitable educational opportunities for all students. Additionally, coaches provide specialized support to year 1 and year 2 teachers through the Teacher Induction Partnership for Success (TIPS) program.</p> <p>This action will be monitored on the LCAP by considering the percentage of teachers meeting the implementation of state standards target on their summative evaluation. As we move towards consistency and more coherence of the coaching model implementation we are also exploring</p>	\$1,242,881.00	No

		different ways to monitor this action for effectiveness. Ultimately, we expect that teachers who participate in these coaching activities will see growth in their students' academic progress.		
<b>1.8</b>	Developing Leadership and Professional Growth	<p>Site leaders will build their skills in creating systems, managing schedules, and providing feedback in order to create a coherent and consistent instructional experience for students. The ILT, COST, and PLCs are fully operational, maintaining fidelity to their objectives. Each site will establish an Instructional Leadership Team (ILT) that convenes weekly or bi-weekly to analyze data, identify root causes, foster a shared vision, set goals, and establish coherent cycles of inquiry and practice, supported by tangible levers for school improvement. This collaborative effort cultivates trust among team members, staff, and students. Coaches will specialize in their content areas through tailored professional learning experiences. Professional Learning Communities (PLCs) will be established for different topics relevant to the interests and needs of staff. Training and software will be provided, in order to proficiently utilize data and assessment tools, enabling the development of a comprehensive system that is aligned with the school's inquiry cycles and professional growth initiatives.</p> <p>This action will be monitored for effectiveness by using ongoing local data. For ILTs, they will self-evaluate and consider the impact that they are having based on the actions taken during each of the cycles of inquiry that occur throughout the year. For PLCs, we expect to see growth when looking at student progress data. We also expect to see improvement in student's academic progress data.</p>	\$823,200.00	No
<b>1.9</b>	Expanded Learning	Important to provide expanded learning opportunities before and after school, during summer, and intersessions. 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. We also partner with a number of organizations to provide comprehensive and well-rounded afterschool program at each school site where we are continuously reviewing and considering the alignment of instructional resources, curriculum and diagnostic assessments, as well as the	\$2,648,099.00	Yes

		<p>alignment of student supports (including mental health and therapy, and staff that are trained in trauma informed and restorative practices).</p> <p>Ravenswood seeks to provide high-value expanded learning opportunities before and after school, during the summer, and other intersession breaks. Ravenswood ensures that all students have access to these programs, run in partnership with community-based organizations. As part of the program development and implementation, we consider the alignment of instructional resources, curriculum and diagnostic assessments, and the continuity of student support services (including mental health and therapy) with the content and services provided during the school day. This approach aims to provide well-rounded support for students' academic, social, and emotional growth, throughout their educational experience, including when participating in these expanded learning opportunities.</p>		
1.10	Enrichment	<p>We prioritize the enrichment and holistic development of our students. 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, enhancing the artistic and creative experiences of our students. Additionally, we strive to have a dedicated PE teacher provide weekly physical education (PE) classes to all TK-8 students, ensuring universal access to PE and allowing our classroom teachers to focus on addressing students' diverse needs. This commitment underscores our dedication to fostering physical well-being and healthy lifestyles among our student body. We also seek to add student experiences that support college and career readiness, such as a Makerspace, Career Technical Education (CTE) class, depending on the school site. Students also have the opportunity to participate in programs run by the Environmental Changemaker or Athletic Coordinator (school-site dependent).</p> <p>This action strongly supports the content of the Ravenswood Learner Profile, and brings together the goal of “demonstrating growth academically”, while also fulfilling our community’s vision for students who discover and explore with an open mind, by engaging in new experiences, taking on challenges, preparing for the future, and approaching learning with a growth mindset. The effectiveness of this action will be most visible</p>	\$3,178,719.00	Yes



		in the engagement of students, primarily reported on the LCAP by Attendance Rate		
<b>1.11</b>	Staffing	Ravenswood is committed to staffing 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. Teachers have the most consistent interaction with students, and the greatest influence on student success, and we seek to attract a diverse and highly effective team through providing competitive compensation and benefit packages for all staff.	\$8,729,010.00	No
<b>1.12</b>	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.	\$690,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	All students will find joy in who they are and the communities they are part of. Families and Ravenswood staff will partner together to support students' sense of belonging and success.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

Our mission is to empower every student to fully engage critically and creatively in their education with the skills and mindset necessary to successfully fulfill their unique potential. Every day in our quest to achieve this mission, we root our work in, and are centered around the rich cultures of our students, families, and community. All students should receive a well-rounded and engaging education that promotes their academic, social, and emotional development.

Our student engagement and school climate data as reported on the CA Dashboard clearly shows that there are opportunities for significant improvements. This goal seeks to bridge the gap between our reported data and our vision for student success. The specific schools and student groups are identified within the Plan Summary, in the “Reflections - Annual Performance” section. Actions 2.1, 2.2, and 2.3 address the identified areas of Chronic Absenteeism and Suspension Rates.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Family Engagement: Family Survey Response Counts for the Annual Ravenswood Promise Survey	2023-24 (Beginning of Year):  Belle Haven: 17 Costano: 22 LRRM: 18			Increase by 15 responses per year  Belle Haven: 62 Costano: 67	

		CCRMS: 21			LRRM: 63 CCRMS: 66	
2.2	Student Engagement: School Attendance Rates	2022-23 Average Daily Attendance:  All Students: 89% Black/African American: 87% Pacific Islander: 88% Students with Disabilities: 88%			Increase to 96%	
2.3	Student Engagement: Chronic Absenteeism Rates	2023 CA Dashboard:  All Students: 43.4%  Black/African American: 52.1% Homeless: 40.7% Pacific Islander: 53.7% Socioeconomically Disadvantaged: 43.7% Students with Disabilities: 49.8%			Decrease by 10 percentage points per year  All Students: 13.4%  Black/African American: 22.1% Homeless: 10.7% Pacific Islander: 23.7% Socioeconomically Disadvantaged: 13.7% Students with Disabilities: 19.8%	
2.4	School Climate: School Suspension Rates	2023 CA Dashboard:  All Students: 5.3%  Black/African American: 14% Homeless: 5.2% Pacific Islander: 4.7%			Decrease by 2 percentage points per year  All Students: 0%  Black/African American: 8%	

		Socioeconomically Disadvantaged: 5.6% Students with Disabilities: 7%			Homeless: 0% Pacific Islander: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 1%	
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### Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

### Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Suspensions  (Improve Student Sense of Belonging)	The "Changemaker Program" facilitated by Student Culture Coordinators and the DEIB Coordinator will focus on historically marginalized students, fostering a strong sense of belonging and shifting mindsets around the stereotypical narratives of these students. This Tier I program will operate	\$1,528,987.00	Yes

		<p>at each site specifically for African American (AA) and/or Asian American and Pacific Islander (AAPI) students depending on school site data. This action also supports the implementation efforts of the California Community Schools Program at Ravenswood.</p> <p>Sites will also implement systems and use restorative practices to address disproportionality in discipline for AA students, with COSTs and ILTs conducting data dives to inform which interventions are implemented. Students who are identified as high-need will be targeted with individual interventions through the COST process (discussed in Action 1.6), in an effort to address the root causes of their suspension trend, and ensure that their needs are being met. Campus Relations Coordinators and School Support staff are integral in the success of these practices, and the efforts to specifically support the identified student groups.</p> <p>These activities have been developed to address the needs of the schools and student groups identified on the California Dashboard that received the lowest performance level on the state indicators. For Suspension Rates, this specifically includes Belle Haven Elementary School, and the student groups of Black/AA, Homeless, Pacific Islander, Socioeconomically Disadvantaged, and Students with Disabilities. This action will be measured on the LCAP by the lagging indicator of Student Suspensions, as reported on the California Dashboard. There is also significant effort put forth by site and district staff to identify and monitor the more leading indicators and regularly review relevant student data with families, leadership teams, and the Board, known as the “Vital Signs” presentation update.</p>		
2.2	Chronic Absenteeism	<p>In lieu of the traditional SARB process (School Attendance Review Board), we host regular meetings or “resource fairs” for families who are considered “chronically absent”, or at-risk of being identified as such. These meetings and resource fairs are focused on supporting parents and families with the resources they may need to increase their attendance. We are also implementing a home visit model to bring information about resources directly to families, especially those who were unable to attend the fair. By having an honest conversation with these students and families, we intend to work towards addressing the root causes of their</p>	\$0.00	Yes

		<p>chronic absenteeism. This action also supports the implementation efforts of the California Community Schools Program at Ravenswood.</p> <p>Specifically for LRRM, but also across all schools, this includes having outreach and communication conducted in the family’s preferred language, and being mindful of any cultural expectations or activities that may play a part in the situation. Considering the varied experiences that families have had with the educational system, it is important for us to consider that informal meetings are often more beneficial and less stressful in achieving our goal of increasing student attendance.</p> <p>These activities have been developed to address the needs of the schools and student groups identified on the California Dashboard that received the lowest performance level on the state indicators. For Chronic Absenteeism, this specifically includes Los Robles-Ronald McNair Academy, and the student groups of English Learners, Hispanic, and Students with Disabilities. This action will be measured on the LCAP by the lagging indicator of Chronic Absenteeism, as reported on the California Dashboard. There is also significant effort put forth by site and district staff to identify and monitor the more leading indicators and regularly review relevant student data with families, leadership teams, and the Board, known as the “Vital Signs” presentation update.</p>		
<p><b>2.3</b></p>	<p>Students with Disabilities</p>	<p>Special Education is integrated into our community, with all adults sharing responsibility for supporting students' needs, led by our Special Education team. We aim to approach special education holistically, ensuring that all students' needs are met in the least restrictive environment for them. Our MTSS processes (as described in Action 1.6) also support the needs of Students with Disabilities, particularly when providing Tier I and Tier II academic and behavioral interventions. Students identified as needing Tier III Literacy/ELA support use the Sondag curriculum as an additional intervention. Staff are appropriately trained on the high-fidelity implementation of this curriculum. Students identified as needing Tier III Math support are provided with targeted and individualized interventions specific to their needs. Students identified as needing Tier III behavioral support are also provided with specific individualized interventions focused on SEL (as described in Action 2.5) to reduce disciplinary reports, alongside a root cause analysis to identify areas where prevention</p>	<p>\$6,369,984.00</p>	<p>No</p>

		<p>methods may be able to be implemented. The combination of these behavioral interventions, alongside the MTSS/COST processes (Action 1.6) are intended to eventually be represented through an improvement in suspension rates. This action also supports the implementation efforts of the California Community Schools Program at Ravenswood.</p> <p>These activities have been developed to address the needs of the schools and student groups identified on the California Dashboard that received the lowest performance level on the state indicators. For our Students with Disabilities, the identified areas are ELA, Math, and Suspension rates. This action will be measured on the LCAP by the lagging indicators reported on the California Dashboard. There is also significant effort put forth by site and district staff to identify and monitor the more leading indicators and regularly review relevant student data with families, leadership teams, and the Board, known as the “Vital Signs” presentation update.</p>		
<b>2.4</b>	Diversity, Equity, Inclusion and Belonging (DEIB), and Anti-racism	<p>The DEIB (Diversity, Equity, Inclusion and Belonging) 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. They also lead the Changemaker Program (refer to Action 2.1), supporting the Student Culture Coordinators at each school site.</p> <p>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 lens 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.</p>	\$190,834.00	No
<b>2.5</b>	Social-Emotional Learning (SEL), and Mental Health Resources	It is important that students have access to curriculum and resources that support social-emotional learning, and grow their ability to articulate and regulate their feelings. The SEL curriculum encompasses five broad and interrelated areas of competence including self-awareness, self-	\$1,241,526.00	Yes

		<p>management, social awareness, relationship skills and responsible decision-making.</p> <p>Counseling and Mental Health Therapy are also available for students as individuals or in groups, in partnership with local non-profits, so that students' emotional and mental health needs can be met. As mentioned in Action 1.6, 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. We will also continue to connect families and staff to mental health resources through local service providers as needed. These resources are often less accessible to students and families identified as "low-income", which is why it is so important that Ravenswood ensures that income-level is not a barrier to improving wellbeing. This action also supports the implementation efforts of the California Community Schools Program at Ravenswood.</p> <p>Additional training for staff and professional development in these areas will be provided as needed. By working to improve students' ability to self-regulate and self-advocate, we hope to see improvements in disciplinary reports, and eventually an improvement in the suspension rates as reported on the California Dashboard.</p>		
2.6	Engagement	<p>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, led by our Outreach Coordinators and districtwide Parent and Family Engagement Coordinator. This action also supports the implementation efforts of the California Community Schools Program at Ravenswood.</p> <p>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.</p>	\$1,156,531.00	No



<b>2.7</b>	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.	\$1,167,650.00	Yes

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$5,725,988	\$735,350

## 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
31.682%	0.000%	\$0.00	31.682%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p><b>Action:</b> Mathematics</p> <p><b>Need:</b> Consistent with our review of local student data, and as reported on the Dashboard, student results in mathematics are significantly below expected standards on the CAASPP. Socioeconomically disadvantaged (91% of our</p>	<p>This is an opportunity for our low-income students to attend a high intensity mathematics intervention over the summer, designed to accelerate their learning. This allows for additional learning time to be offered at a time when there is typically little structured academic programming. While this is specifically funded and targeted to support our low income students who otherwise would not have access to this type of learning opportunity,</p>	<p>CAASPP results as reported on the Dashboard</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students) fall into "red" performance category districtwide, with a status of 141.5 points below standard. Comparatively, 4.61% of low-income students met or exceeded the standard for Math, while 6.25% of not-disadvantaged students met or exceeded this standard. Additional opportunities for high intensity interventions will support student achievement in this area.</p> <p><b>Scope:</b> LEA-wide</p>	<p>particularly over the summer months, the time/cost/benefit of requiring income verification for each student would negatively impact low-income student access to this program.</p>	
<p><b>1.6</b></p>	<p><b>Action:</b> Multi-Tiered System of Supports (MTSS) through the use of Coordination of Services Teams (COSTs) and Universal Tier 2 Time (UT2T)</p> <p><b>Need:</b> The combination and intersection of both academic and non-academic interventions our students need is very high, as evidenced by data reported on the CA Dashboard (CAASPP, ELPAC, Suspensions, Chronic Absenteeism). This is especially prevalent for our English Learner and LTEL, and Low-Income students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action focuses on addressing each individual student's needs holistically, by putting in place systematic structures to ensure every unduplicated student is supported. These systems are targeted to support our students with the most needs by looking at the intersectionality of their student group and both academic and non-academic indicators in order to provide appropriate interventions and support. We expect this action to significantly improve the assessment scores and suspension rates of our low-income and English Learner students because they are designed to address their identified needs and meet an opportunity gap. However these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall academic achievement results and suspension rates for all students through a systematic approach to implementation.</p>	<p>CAASPP and ELPAC results, Suspension and Chronic Absenteeism Data as reported on the Dashboard</p>
<p><b>1.9</b></p>	<p><b>Action:</b> Expanded Learning</p> <p><b>Need:</b></p>	<p>This is free for students to attend, which is often a significant barrier to participation for families identified as low-income. This also provides an opportunity to add academic enrichment and intervention support through high value activities.</p>	<p>Internal program evaluations and continuous improvement cycles will be conducted regularly. We expect to</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Our low-income students' access to expanded learning opportunities is limited, and continuing to provide supervision and programming to students before and after school was requested by our community through local feedback surveys and engagement opportunities. These students are also performing below grade level in ELA and Math assessments.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We expect these actions to improve the assessment scores of low-income students who participate in the after-school program as these actions are designed to address their identified needs. However, these actions will be provided on a LEA-wide basis because all students performing below grade level academically can benefit from opportunities to improve their skills. The time/cost/benefit of requiring income verification for each student would negatively impact student access to this program.</p>	<p>see improvement in the ELA and Math indicators reported on the Dashboard.</p>
<p><b>1.10</b></p>	<p><b>Action:</b> Enrichment</p> <p><b>Need:</b> Our low-income students' access to enrichment and elective opportunities outside of school is limited, and both families and students have provided positive feedback on the inclusion of these activities in the school day. This feedback was primarily gathered through surveys, vision team meetings/conversations, and empathy interviews as part of the process for developing the Ravenswood Learner Profile.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Ravenswood encourages students to develop a growth mindset and explore new experiences with an open mind. This action provides an opportunity for students to participate in enrichment activities that facilitate this, during the school day to help address the opportunity gap that our students would otherwise experience. These actions are an opportunity for us to increase attendance rates for our low-income students because this action is designed to address their identified needs, particularly around student access to enrichment. However these are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance rates for all students, and to nullify the impact that any income verification process would have on student access to programming.</p>	<p>Student Engagement through Attendance Rates</p>
<p><b>1.12</b></p>	<p><b>Action:</b> Technology</p> <p><b>Need:</b> Access to the technology necessary for academic success is a barrier for our low-</p>	<p>By providing access to technology, we are addressing a significant barrier to learning for our low-income students. Providing devices for use at home as well as at school will facilitate additional learning opportunities for these students. Mobile hotspots for internet access are also available for</p>	<p>Internal evaluations on how well the Take Home Tech Initiative is received by families and our community (through surveys, and feedback</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>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. Homeroom teachers are usually the first to become aware that a student needs support in this area. Students and families are also able to self-report / request to participate in our "Take Home Tech Initiative".</p> <p><b>Scope:</b> LEA-wide</p>	<p>those families who need them. 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. This action was developed and funded due to the needs of our low-income students, however it is being offered LEA-wide as the time/cost/benefit of requiring income verification for each student (considering our very high proportion of already identified and eligible students) would negatively impact student access.</p>	<p>provided at school-site meetings such as SSC/ELAC), as well as qualitative feedback from teachers around student comfortability in using technology. We also expect to see improvement in the ELA and Math indicators reported on the Dashboard.</p>
<p><b>2.1</b></p>	<p><b>Action:</b> Suspensions  (Improve Student Sense of Belonging)</p> <p><b>Need:</b> Suspension rates are high, especially for students who are identified as both low-income/homeless and either Black/African American, or Pacific Islander. It is important to us to continue to monitor and address suspension rates of these student groups, regardless of the color on the CA Dashboard which also takes into account our improvement in this area, because the actual suspension rates are still very high. Internal analyses based on a review of local data identified that improving students' sense of</p>	<p>We will provide opportunities for our low-income AA and PI students to foster an increased sense of belonging, community, and growth through the Changemaker Program. This action is targeted to support our students with the highest needs in this area, particularly the AA and PI subgroups of our low-income students, because it was the review of their data and likely root causes that initiated this program, and we expect to see significant improvement in the suspension rates of these student groups. However, these actions are being provided on an LEA-wide basis to maximize their impact in decreasing overall suspension rates, as the systematic implementation will ensure that no student's needs are overlooked, because all students with high suspension rates can benefit from opportunities to develop more connectedness with the communities they are part of.</p>	<p>Suspension Rates as reported on the Dashboard</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>belonging is a key area of need in addressing suspension rates.</p> <p><b>Scope:</b> LEA-wide</p>		
2.2	<p><b>Action:</b> Chronic Absenteeism</p> <p><b>Need:</b> Chronic Absenteeism rates are high across the district, with specific student groups or schools identified as having very high rates, especially our English learner, and low income students. While we have shown enough progress amongst some student groups or schools to be given a slightly more favorable Dashboard rating, overall rates are still too high and need to be addressed, regardless of the color on the CA Dashboard.</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action changes our approach from the traditionally punitive SARB process into an opportunity to support families in addressing the barriers for student attendance. Non-traditional actions provide more support in dealing with the realities of the situations that our families are facing. Initial understanding of the root causes links a lack of access to resources and support with the language barrier that many of our families face, specifically the families of our English Learner students. At Ravenswood, a large majority of these families are also identified as low-income, further impacting their access to resources that help to address the reasons for student absenteeism. Our families of English learner students need additional support in identifying, understanding, and accessing the necessary supports due to the language barrier. Our families of low-income students are generally able to identify the necessary supports to address their needs but would not be able to access them independently due to their socio-economic situation - this action helps to connect families in accessing such resources at little-to-no cost. As part of this action, we also provide translation and communication support for our EL students and their families. This action was initially developed to most effectively support the specific needs of the targeted student group, and we expect to see improvements in the chronic absenteeism rates of English Learners and Low-Income students. By</p>	Chronic Absenteeism Rates as reported on the Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		providing this on an LEA-wide basis we can ensure that all the targeted students are individually supported, and that this systematic implementation will also ensure that no student's needs are overlooked, supporting the improvement of chronic absenteeism across all students.	
<b>2.5</b>	<p><b>Action:</b> Social-Emotional Learning (SEL), and Mental Health Resources</p> <p><b>Need:</b> Suspension rates are high, and local data also indicated that additional student mental health supports are needed. This is particularly necessary for our low-income students who reported still dealing with the ongoing chronic effects of the pandemic, and the high stressors of their lived experience as a result of their family's socioeconomic status.</p> <p><b>Scope:</b> LEA-wide</p>	Counseling and mental health therapy is available to students in individuals or small groups at school and through local service providers, with prioritized access for our "high-need" students, . These resources are often less accessible to students and families identified as low-income (also known as "high-need"), which is why it is so important that Ravenswood provides opportunities for access. As each Ravenswood school is a community school, we also want to offer full-service support to ensure that income level is not a barrier to improved wellbeing. Based on internal analyses, it is likely that improved mental health, social-emotional learning, and student self-regulation will improve suspension rates. This action was initially developed to support the specific needs of low-income students, however by providing this on an LEA-wide basis we can ensure that the systematic implementation will support all students.	Suspension Rates as reported on the Dashboard

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<b>1.2</b>	<p><b>Action:</b> English Learner Students and ELD Instruction</p>	This action provides targeted, specific, and language-level based interventions for English	Summative ELPAC results, the Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> There is a critical need to accelerate English Learner (EL) progress, and provide the right support to reclassify our Long-Term English Learner (LTEL) students, as evidenced on the California Dashboard. For CAASPP ELA results, "Current English Learners" are 136.3 points below standard, while "Recently Reclassified ELs" are only 60.5 points below standard. Comparatively, 3.01% of ELs met or exceeded the standard for ELA, with 0% of LTEs achieving this, and 25.73% of Reclassified Fluent English Proficient (RFEP) students meeting or exceeding this standard for ELA. Additionally, English Learner Progress on the Dashboard varies significantly by school site, with Belle Haven and Costano identified as "Red" or the lowest performance category, and Los-Robles Ronald McNair and Cesar Chavez Middle School identified as "Green" or the second highest performance category.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Learners, focused on the necessary foundational literacy and English Language Development skills for success.</p>	<p>ELPI Indicator, and Reclassification Data.</p>
<p><b>2.7</b></p>	<p><b>Action:</b> Transportation</p> <p><b>Need:</b> Consistent and reliable transportation to and from school is critically important to student attendance, particularly for foster youth and low-income or homeless students. Student absences are able to be coded to indicate that there was some issue with their transportation that prevented their attendance, which allows</p>	<p>Ravenswood provides transportation between home (or a bus-stop near their home) and school for low-income, homeless, and foster youth students at no cost to their families. Students are less likely to be absent from school due to issues with transportation if it is consistently provided. This is especially important for students who are experiencing homelessness and may live in temporary locations further from their school, or foster youth students who may be placed in residences outside of our district boundaries.</p>	<p>Chronic Absenteeism Rates as reported on the Dashboard</p>



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>us to identify trends and offer assistance if this is a recurring situation. Families are also able to self-report / request transportation support for their students through our website or by speaking with school staff.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		

For any limited 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, as applicable.

Not Applicable

### ***Additional Concentration Grant Funding***

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 comparable to 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	Not Applicable	Approx. 1:17

<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	Not Applicable	Approx. 1:15

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$18,073,406	\$5,725,988	31.682%	0.000%	31.682%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$14,943,516.00	\$12,159,279.00	\$5,117,835.00	\$1,276,010.00	\$33,496,640.00	\$30,899,897.00	\$2,596,743.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															
1	1.1	ELA Instruction	All	No					\$0.00	\$270,000.00	\$270,000.00	\$0.00	\$0.00	\$0.00	\$270,000.00
1	1.2	English Learner Students and ELD Instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$458,945.00	\$0.00	\$164,315.00	\$0.00	\$0.00	\$294,630.00	\$458,945.00
1	1.3	Mathematics Instruction	All	No					\$22,000.00	\$0.00	\$15,000.00	\$0.00	\$0.00	\$7,000.00	\$22,000.00
1	1.4	Mathematics	Low Income	Yes	LEA-wide	Low Income	All Schools		\$0.00	\$35,000.00	\$35,000.00	\$0.00	\$0.00	\$0.00	\$35,000.00
1	1.5	Science Instruction	All	No					\$0.00	\$60,000.00	\$0.00	\$0.00	\$0.00	\$60,000.00	\$60,000.00
1	1.6	Multi-Tiered System of Supports (MTSS) through the use of Coordination of Services Teams (COSTs) and Universal Tier 2 Time (UT2T)	English Low Income Learners	Yes	LEA-wide	English Learners Low Income	All Schools		\$3,338,274.00	\$345,000.00	\$2,105,393.00	\$60,000.00	\$1,241,251.00	\$276,630.00	\$3,683,274.00
1	1.7	Coaches and New Teacher Supports	All	No					\$1,224,881.00	\$18,000.00	\$143,001.00	\$212,873.00	\$858,007.00	\$29,000.00	\$1,242,881.00
1	1.8	Developing Leadership and Professional Growth	All	No					\$823,200.00	\$0.00	\$9,000.00	\$564,200.00	\$220,000.00	\$30,000.00	\$823,200.00
1	1.9	Expanded Learning	Low Income	Yes	LEA-wide	Low Income	All Schools		\$2,648,099.00	\$0.00	\$0.00	\$2,648,099.00	\$0.00	\$0.00	\$2,648,099.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	Enrichment	Low Income	Yes	LEA-wide	Low Income	All Schools		\$2,828,684.00	\$350,035.00	\$424,142.00	\$0.00	\$2,738,577.00	\$16,000.00	\$3,178,719.00
1	1.11	Staffing	All	No					\$8,729,010.00	\$0.00	\$7,883,974.00	\$845,036.00	\$0.00	\$0.00	\$8,729,010.00
1	1.12	Technology	Low Income	Yes	LEA-wide	Low Income	All Schools		\$0.00	\$690,000.00	\$690,000.00				\$690,000.00
2	2.1	Suspensions (Improve Student Sense of Belonging)	Low Income	Yes	LEA-wide	Low Income	All Schools		\$1,528,987.00	\$0.00	\$1,215,127.00	\$313,860.00	\$0.00	\$0.00	\$1,528,987.00
2	2.2	Chronic Absenteeism	English Low Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.3	Students with Disabilities	Students with Disabilities	No					\$6,352,984.00	\$17,000.00	\$225,998.00	\$6,143,986.00	\$0.00	\$0.00	\$6,369,984.00
2	2.4	Diversity, Equity, Inclusion and Belonging (DEIB), and Anti-racism	All	No					\$180,834.00	\$10,000.00	\$175,834.00	\$0.00	\$15,000.00	\$0.00	\$190,834.00
2	2.5	Social-Emotional Learning (SEL), and Mental Health Resources	Low Income	Yes	LEA-wide	Low Income	All Schools		\$711,618.00	\$529,908.00	\$18,958.00	\$711,618.00	\$0.00	\$510,950.00	\$1,241,526.00
2	2.6	Engagement	All	No					\$1,069,731.00	\$86,800.00	\$435,124.00	\$659,607.00	\$45,000.00	\$16,800.00	\$1,156,531.00
2	2.7	Transportation	Foster Low Youth Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		\$982,650.00	\$185,000.00	\$1,132,650.00	\$0.00	\$0.00	\$35,000.00	\$1,167,650.00

# 2024-25 Contributing Actions Table

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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
\$18,073,406	\$5,725,988	31.682%	0.000%	31.682%	\$5,785,585.00	0.000%	32.012 %	<b>Total:</b>	\$5,785,585.00
								<b>LEA-wide Total:</b>	\$4,488,620.00
								<b>Limited Total:</b>	\$1,296,965.00
								<b>Schoolwide Total:</b>	\$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 (%)
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This table is automatically generated and calculated from this LCAP.

1	1.2	English Learner Students and ELD Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$164,315.00	
1	1.4	Mathematics	Yes	LEA-wide	Low Income	All Schools	\$35,000.00	
1	1.6	Multi-Tiered System of Supports (MTSS) through the use of Coordination of Services Teams (COSTs) and Universal Tier 2 Time (UT2T)	Yes	LEA-wide	English Learners Low Income	All Schools	\$2,105,393.00	
1	1.9	Expanded Learning	Yes	LEA-wide	Low Income	All Schools	\$0.00	
1	1.10	Enrichment	Yes	LEA-wide	Low Income	All Schools	\$424,142.00	
1	1.12	Technology	Yes	LEA-wide	Low Income	All Schools	\$690,000.00	

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 (%)
2	2.1	Suspensions (Improve Student Sense of Belonging)	Yes	LEA-wide	Low Income	All Schools	\$1,215,127.00	
2	2.2	Chronic Absenteeism	Yes	LEA-wide	English Learners Low Income	All Schools	\$0.00	
2	2.5	Social-Emotional Learning (SEL), and Mental Health Resources	Yes	LEA-wide	Low Income	All Schools	\$18,958.00	
2	2.7	Transportation	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$1,132,650.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
<b>Totals</b>	\$26,275,650.00	\$22,906,251.44

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	STEAM Leadership Development	No	\$50,000.00	\$50,000.00
1	1.2	Math Professional Development Opportunities	No	\$45,000.00	\$15,781
1	1.3	[Discontinued as an Action for SY23-24] Math Assessment	No	\$0.00	\$0.00
1	1.4	NGSS Content Knowledge Development	Yes	\$455,619.00	\$366,938
1	1.5	[Discontinued for SY22-23] Science Leadership Development	No	\$0.00	\$0.00
1	1.6	Makerspace at every site	Yes	\$563,044.00	\$312,840
1	1.7	[Discontinued as an Action for SY23-24] Early Learning Makerspace Units	No	\$0.00	\$0.00
1	1.8	Integrated and Designated ELD Professional Development	Yes	\$38,000.00	\$34,660
1	1.9	[Discontinued as an Action for SY23-24] ELD Assessment	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	EL Data Review	Yes	\$0.00	\$0.00
1	1.11	Newcomer/ELD Teachers	Yes	\$404,295.00	\$252,298
1	1.12	Social Studies Curriculum	No	\$74,001.00	\$68,824
1	1.13	[Discontinued as an Action for SY23-24] Ethnic Studies Committee	No	\$0.00	\$0.00
1	1.14	English Language Arts	No	\$250,000.00	\$208,638
1	1.15	VAPA Instruction & Collaboration	No	\$1,693,032.00	\$1,115,364
1	1.16	Turnaround Arts	No	\$9,196.00	\$3,092
1	1.17	Physical Education	No	\$807,209.00	\$336,739
1	1.18	Literacy Intervention	No	\$861,094.00	\$817,738
1	1.19	Instructional Coaching	Yes	\$746,576.00	\$735,016
1	1.20	Instructional Leadership Team	No	\$79,628.00	\$82,000
1	1.21	Teacher Collaboration	No	\$0.00	\$0.00
1	1.22	Professional Learning	No	\$322,900.00	\$322,513



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	\$6,416
1	1.24	Summer School	Yes	\$1,112,382.00	\$1,072,511
1	1.25	[Discontinued for SY22-23] Class Size Reduction	No	\$0.00	\$0.00
1	1.26	Extended School Day	Yes	\$320,000.00	\$131,164
1	1.27	After School Program	Yes	\$1,473,591.00	\$1,312,382
1	1.28	Technology	Yes	\$749,434.00	\$763,042
1	1.29	Library Instructional Media Specialists	Yes	\$174,600.00	\$117,010
1	1.30	Vice Principals	Yes	\$1,084,319.00	\$752,007
2	2.1	Restorative Practices Committee	Yes	\$25,000.00	\$17,678
2	2.2	Restorative Practices Professional Development and Coaching	Yes	\$0.00	\$0.00
2	2.3	[Discontinued for SY22-23] PBIS Coordinator and Community Resilience Model training	No	\$0.00	\$0.00
2	2.4	SEL Curriculum and Implementation	No	\$328,746.00	\$223,379
2	2.5	Mental Health Support and Counselling	Yes	\$325,000.00	\$325,000.00
2	2.6	[Discontinued for SY22-23]	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		Care Solace			
2	2.7	School-Site Activities	No	\$52,958.00	\$54,784
2	2.8	Facilities Maintenance	No	\$450,000.00	\$492,500
2	2.9	PBIS Implementation with School Teams	No	\$182,976.00	\$144,949
2	2.10	[Discontinued for SY22-23] Displaying Student Work	No	\$0.00	\$0.00
2	2.11	Anti-Racist Training	Yes	\$30,000.00	\$25,680
2	2.12	[Discontinued as a Specific Action for SY23-24] Culturally Relevant Libraries	No	\$0.00	\$0.00
2	2.13	Playworks	No	\$152,000.00	\$118,600
2	2.14	PD on Developing Inclusive Classrooms	No	\$0.00	\$0.00
2	2.15	School Support and Campus Relations	Yes	\$981,659.00	\$742,457.3
2	2.16	ParentSquare	No	\$5,000.00	\$7,315
2	2.17	[Discontinued as a Specific Action for SY23-24] EveryDay Labs	No	\$0.00	\$0.00
2	2.18	Transportation	Yes	\$737,503.00	\$701,567
3	3.1	Teach for America Partnership	No	\$25,000.00	\$20,000

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	3.2	SMCOE/Alder GSE Partnership	No	\$0.00	\$0.00
3	3.3	Partnerships that support teacher recruitment	No	\$0.00	\$0.00
3	3.4	Partnerships that provide for student teacher opportunities	No	\$0.00	\$0.00
3	3.5	Electronic Evaluation Processes	No	\$0.00	\$0.00
3	3.6	[Discontinued for SY22-23] Electronic Professional Development System	No	\$0.00	\$0.00
3	3.7	Staff Recognition	No	\$2,000.00	\$1,369
3	3.8	[Discontinued from SY23-24] Child Care Cooperative	No	\$0.00	\$0.00
3	3.9	Teacher Housing Project	No	\$0.00	\$0.00
3	3.10	[Discontinued from SY23-24] Transit Cooperative	No	\$0.00	\$0.00
3	3.11	Compensation Increases	No	\$0.00	\$0.00
3	3.12	Marketing Plan	No	\$19,850.00	\$16,333
3	3.13	Induction Program	No	\$29,000.00	\$28,500
3	3.14	Staffing	No	\$8,494,297.00	\$8,471,457

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	3.15	Staff Sentiment	No	\$0.00	\$0.00
4	4.1	Workshops and Family Engagement Opportunities	No	\$0.00	\$0.00
4	4.2	Family Events and Parent University	No	\$60,700.00	\$53,898
4	4.3	Partnering with Families	Yes	\$512,602.00	\$450,550
4	4.4	[Discontinued for SY22-23] Family Engagement Committee	No	\$0.00	\$0.00
4	4.5	[Discontinued for SY22-23] Regularly Survey Families	No	\$0.00	\$0.00
4	4.6	Mental Health Support and Connection to Resources	Yes	\$479,667.00	\$538,472
4	4.7	Continue and Evaluate Ongoing Partnerships	No	\$0.00	\$0.00
4	4.8	Supports for Vulnerable Students	Yes	\$42,978.00	\$41,400
5	5.1	Maintain a Tracking System	No	\$1,467,021.00	\$1,177,360
5	5.2	SpEd Professional Development	No	\$7,000.00	\$3,750
5	5.3	SpEd Ongoing Assessments	No	\$408,773.00	\$301,031
6	6.1	[Not Continued as a Specific Action for SY23-24]	No	\$50,000	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		PD Opportunities for 6-8 Math Teachers			
6	6.2	[Not Continued as a Specific Action for SY23-24] Regular 6-8 Math Department Collaboration	No	\$13,000	\$0.00
6	6.3	[Not Continued as a Specific Action for SY23-24] 6-8 Math Teachers Develop Monitoring Process	No	\$0.00	\$0.00
7	7.1	Processes and Procedures for Data Review, and Reclassification	Yes	\$0.00	\$0.00
7	7.2	[Discontinued for SY22-23] Reclassification Processes and Procedures	No	\$0.00	\$0.00
7	7.3	ELD Instruction	Yes	\$0.00	\$0.00
7	7.4	Professional Development - Supporting English Learners	Yes	\$0.00	\$0.00
7	7.5	[Discontinued for SY22-23] Reclassification Celebration	No	\$0.00	\$0.00
8	8.1	[Discontinued for SY22-23] Work cellphones for school site and health staff	No	\$0.00	\$0.00
8	8.2	[Moved for SY22-23] Two-way communication system (ParentSquare)	No	\$0.00	\$0.00
8	8.3	[Moved for SY22-23] Regular communication and resources via mailings (EveryDay Labs)	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
8	8.4	[Discontinued for SY22-23] Attendance recognition and rewards	No	\$0.00	\$0.00
8	8.5	[Moved for SY22-23] Trimesterly review of attendance data and action planning	No	\$0.00	\$0.00
9	9.1	Anti-Racist Commitment	No	\$0.00	\$0.00
9	9.2	Diversity, Equity and Inclusion (DEI) Coordinator	No	\$44,000.00	\$45,924.14
9	9.3	Personal Connection	No	\$0.00	\$0.00
9	9.4	[Discontinued as an Action for SY23-24] Streamlining Services and Supports	No	\$0.00	\$0.00
9	9.5	Review of attendance data and action planning	No	\$25,000.00	\$25,325
9	9.6	Review of disciplinary data and action planning	No	\$0.00	\$0.00
9	9.7	Review of academic data and action planning	No	\$0.00	\$0.00

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$6,457,006	\$3,289,322.00	\$2,843,319.00	\$446,003.00	22.290%	22.540%	0.250%

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)
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This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.

This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.

1	1.4	NGSS Content Knowledge Development	Yes	\$0.00	\$0.00		
1	1.6	Makerspace at every site	Yes	\$563,044.00	\$129,765		
1	1.8	Integrated and Designated ELD Professional Development	Yes	\$15,000.00	\$20,685		
1	1.10	EL Data Review	Yes	\$0.00	\$0.00	3.38%	3.38%
1	1.11	Newcomer/ELD Teachers	Yes	\$0.00	\$0.00		
1	1.19	Instructional Coaching	Yes	\$79,872.00	\$128,113		
1	1.24	Summer School	Yes	\$0.00	\$0.00		
1	1.26	Extended School Day	Yes	\$0.00	\$0.00		
1	1.27	After School Program	Yes	\$0.00	\$0.00		
1	1.28	Technology	Yes	\$489,434.00	\$589,434		
1	1.29	Library Instructional Media Specialists	Yes	\$87,300.00	\$87,300		

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	1.30	Vice Principals	Yes	\$867,455.00	\$534,961		
2	2.1	Restorative Practices Committee	Yes	\$0.00	\$0.00		
2	2.2	Restorative Practices Professional Development and Coaching	Yes	\$0.00	\$0.00		
2	2.5	Mental Health Support and Counselling	Yes	\$0.00	\$0.00		
2	2.11	Anti-Racist Training	Yes	\$30,000.00	\$25,680		
2	2.15	School Support and Campus Relations	Yes	\$416,736.00	\$500,658		
2	2.18	Transportation	Yes	\$737,503.00	\$737,503		
4	4.3	Partnering with Families	Yes	\$0.00	\$0.00		
4	4.6	Mental Health Support and Connection to Resources	Yes	\$0.00	\$86,639		
4	4.8	Supports for Vulnerable Students	Yes	\$2,978.00	\$2,581		
7	7.1	Processes and Procedures for Data Review, and Reclassification	Yes	\$0.00	\$0.00	2.25%	2.75%
7	7.3	ELD Instruction	Yes	\$0.00	\$0.00	15.25%	15.3%
7	7.4	Professional Development - Supporting English Learners	Yes	\$0.00	\$0.00	1.41%	1.11%

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.



# 2023-24 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)
\$18,154,782	\$6,457,006	0.47%	36.036%	\$2,843,319.00	22.540%	38.202%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **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

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

- Identify the schools within the LEA that have been identified for CSI.

#### Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

**Type of Goal**

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An 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.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad 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.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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**

**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.

**Type of Goal**

Identify the type of goal being implemented as a Maintenance of Progress Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - 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.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.



- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**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.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## 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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

**Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

**Projected Additional 15 percent LCFF Concentration Grant**

- 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 LEA's 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:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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).