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

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

Educational Partner(s)	Process for Engagement
Site Administrators, District Administrators & Coordinators, and Leadership Teams	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. 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.
Teachers / Classified School Personnel	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

	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.
Students	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. 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.
Parents, Staff, and Community Members	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. 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

	to understand how families, students, and educators feel about where we are and where we're going. 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.
Local Bargaining Units (RTA / CSEA)	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.
SELPA	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

	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.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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	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. 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. 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.	$270,000.00	No
1.2	English Learner Students and ELD Instruction	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	$458,945.00	Yes

		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. 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. 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. 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.		
1.3	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

		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. 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. 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.		
1.4	Mathematics	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 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	$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.		
1.5	Science Instruction	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. 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.	$60,000.00	No
1.6	Multi-Tiered System of Supports (MTSS) through the use of Coordination of Services Teams (COSTs) and Universal Tier 2 Time (UT2T)	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. 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	$3,683,274.00	Yes

		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. 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.		
1.7	Coaches and New Teacher Supports	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. 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	$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.		
1.8	Developing Leadership and Professional Growth	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.

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. | $823,200.00 | No |
| **1.9** | 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 |

alignment of student supports (including mental health and therapy, and staff that are trained in trauma informed and restorative practices).

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.

| 1.10 | Enrichment | 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).

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 | $3,178,719.00 | Yes |
|---|---|---|---|---|

		in the engagement of students, primarily reported on the LCAP by Attendance Rate		
1.11	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
1.12	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.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

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% | |

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

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.

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.

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.

| 2.2 | Chronic Absenteeism | 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 | $0.00 | Yes |

| | | chronic absenteeism. This action also supports the implementation efforts of the California Community Schools Program at Ravenswood.

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.

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. | | |
|---|---|---|---|---|
| **2.3** | Students with Disabilities | 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 Sonday 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 | $6,369,984.00 | No |

		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. 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.		
2.4	Diversity, Equity, Inclusion and Belonging (DEIB), and Anti-racism	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. 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.	$190,834.00	No
2.5	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

management, social awareness, relationship skills and responsible decision-making.

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.

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.

| 2.6 | Engagement | 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.

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. | $1,156,531.00 | No |

2.7	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	**Action:** Mathematics **Need:** 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	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,	CAASPP results 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
	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. **Scope:** LEA-wide	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.	
1.6	**Action:** Multi-Tiered System of Supports (MTSS) through the use of Coordination of Services Teams (COSTs) and Universal Tier 2 Time (UT2T) **Need:** 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. **Scope:** LEA-wide	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.	CAASPP and ELPAC results, Suspension and Chronic Absenteeism Data as reported on the Dashboard
1.9	**Action:** Expanded Learning **Need:**	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.	Internal program evaluations and continuous improvement cycles will be conducted regularly. We expect to

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
	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. **Scope:** LEA-wide	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.	see improvement in the ELA and Math indicators reported on the Dashboard.
1.10	**Action:** Enrichment **Need:** 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. **Scope:** LEA-wide	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.	Student Engagement through Attendance Rates
1.12	**Action:** Technology **Need:** Access to the technology necessary for academic success is a barrier for our low-	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	Internal evaluations on how well the Take Home Tech Initiative is received by families and our community (through surveys, and feedback

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
	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". **Scope:** LEA-wide	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.	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.
2.1	**Action:** Suspensions (Improve Student Sense of Belonging) **Need:** 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	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.	Suspension 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
	belonging is a key area of need in addressing suspension rates. **Scope:** LEA-wide		
2.2	**Action:** Chronic Absenteeism **Need:** 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. **Scope:** LEA-wide	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	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.	
2.5	**Action:** Social-Emotional Learning (SEL), and Mental Health Resources **Need:** 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. **Scope:** LEA-wide	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
1.2	**Action:** English Learner Students and ELD Instruction	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
	Need: 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 LTELs 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. **Scope:** Limited to Unduplicated Student Group(s)	Learners, focused on the necessary foundational literacy and English Language Development skills for success.	ELPI Indicator, and Reclassification Data.
2.7	**Action:** Transportation **Need:** 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	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.	Chronic Absenteeism Rates as reported on the Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. **Scope:** Limited to Unduplicated Student Group(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.

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.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	Approx. 1:17

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of 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	Learners Income	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 Learners Low 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 Youth Low 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 %	**Total:**	$5,785,585.00
								LEA-wide Total:	$4,488,620.00
								Limited Total:	$1,296,965.00
								Schoolwide Total:	$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 (%)
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]
Totals	$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)
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%