

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

All students will receive high quality instruction in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and other California State Standards (ELD, Music, Art, Social Studies, PE) from highly qualified, trained, and professionally supported teachers.

State and/or Local Priorities addressed by this goal:

State Priorities:    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)

Local Priorities:    1, 2

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>                      HQT(% of teachers who are fully credentialed and appropriately assigned)</p> <p><b>19-20</b>                      100%</p> <p><b>Baseline</b>                      100%</p>	<p>100%</p>
<p><b>Metric/Indicator</b>                      Implementation of CCSS (% of teachers receiving professional development around CCSS)</p> <p><b>19-20</b>                      100%</p> <p><b>Baseline</b>                      100%</p>	<p>100%</p>
<p><b>Metric/Indicator</b>                      Access to Instructional Materials (% of students with daily access to instructional materials)</p>	<p>100%</p>

Expected	Actual
<p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	
<p><b>Metric/Indicator</b> SBAC Math (3--8) (Status/Change - Average distance from level 3)</p> <p><b>19-20</b> Target: All -90.7/+3 (Y, L/I) EL -91.5/+3 (Y, L/I) H -94.9/+3 (Y, L/I) IS -154.3/+3 (O, VL/I) AA -113.6/+3 (O, VL/I)</p> <p><b>Baseline</b> All -95.7/-2.4 (R, VL/D) EL -99.2/-7.8 (R, VL/D) AA -114.6/2.1 (R, VL/M)</p>	<p>All 103.2/-3.8 (R, VL/D) EL 107.1/-5.2 (R, VL/D) H 102.8/-4.2 (Y, VL/I) SWD 143.1/-1.8 (R, VL/M) AA 129.5/-7.5 (R, VL/D)</p>
<p><b>Metric/Indicator</b> SBAC ELA (3--8) (Status/Change -- Average distance from level 3)</p> <p><b>19-20</b> Target: All -67.9/+3 (Y, L/I) EL -71.6/+3 (O, VL/I) H -76/+3 (O, VL/I) IS -131.1/+3 (O, VL/I) AA -75.1/+3 (O, VL/I)</p> <p><b>Baseline</b> All -70.3/3.2 (R, VL/M)</p>	<p>All 77.7/-11.3 (R, VL/D) EL 86.7/+15.8 (R, VL/DS) H 76/+3 (O, VL/I) SWD 115.8/+0.6 (R, VL/M) AA 85.6/-10.8 (R, VL/D)</p>

Expected	Actual
IS -132.2/6.6 (R, VL/M) EL -77.3/-2.6 (R, VL/D)	
<b>Metric/Indicator</b> SBAC Math (6--8) (Status/Change -- Average distance from level 3)  <b>19-20</b> Target: All -111.5/+3 (O, VL/I)  <b>Baseline</b> All -112.3/-2.4 (R, VL/D)	All 141.2/+0.8 (R, VL/M)
<b>Metric/Indicator</b> SBAC ELA (6--8) (Status/Change -- Average distance from level 3)  <b>19-20</b> Target: All -63.7/+3 (Y, L/I)  <b>Baseline</b> All -66.5/3.2 (Y, L/M)	All 88.4/+4.7 (O, VL/I)
<b>Metric/Indicator</b> EL Progress -- Status/Change  <b>19-20</b> Establish new baseline for new progress measures in ELPAC.  <b>Baseline</b> 84.6/3.8 (G, H/I)	No data. Status and change will be reported again after we have two consecutive years of measure.
<b>Metric/Indicator</b> EL Reclassification Rate  <b>19-20</b> 20%	No data. Some of the assessments required to meet reclassification criteria were not administered due to the impact of COVID-19.

Expected	Actual
<p><b>Baseline</b> 14%</p>	
<p><b>Metric/Indicator</b> % of ELs Making Progress Towards English Proficiency</p> <p><b>19-20</b> With the transition from CELDT to ELPAC and top performance level of 5 to 4, the original baseline will not be comparable to the previous baseline. We will establish a new baseline.</p> <p><b>Baseline</b> 29%</p>	<p>No data. Not available due to the impact of COVID-19.</p>
<p><b>Metric/Indicator</b> Reading at Grade Level K--5 EOY (Fountas &amp; Pinnell)</p> <p><b>19-20</b> K 54% 1st 50% 2nd 54% 3rd 41% 4th 47% 5th 33%</p> <p><b>Baseline</b> K 56% 1st 45% 2nd 48% 3rd 39% 4th 40% 5th 33%</p>	<p>K 30% 1st 27% 2nd 46% 3rd 52% 4th 52% 5th 50%</p> <p>This is a modification of an existing assessment. Since the impact of COVID-19 prevented an end of year assessment, we used the beginning of year and middle of year assessments to project end of year results.</p>
<p><b>Metric/Indicator</b> Years Growth in 1--5 Reading (Fountas &amp; Pinnell)</p> <p><b>19-20</b> 1st 1.8 2nd 1.3</p>	<p>1st 1.1 2nd 0.96 3rd 0.62 4th 1.2 5th 1.3</p>

Expected	Actual
<p>3rd 1.4 4th 1.2 5th 1.3</p> <p><b>Baseline</b> 1st 1.2 2nd 0.7 3rd 0.8 4th 0.6 5th 0.7</p>	<p>This is a modification of an existing assessment. Since the impact of COVID-19 prevented an end of year assessment, we used the beginning of year and middle of year assessments to project end of year results.</p>
<p><b>Metric/Indicator</b> Years Growth in 6-8 Reading (Let's Go Learn)</p> <p><b>19-20</b> We will remove this metric. The district will transition the Middle School ELA assessments to the NWEA MAP test.</p> <p><b>Baseline</b> 6th 1.8 7th 1 8th 1.3</p>	<p>Assessment was discontinued. No data available</p>
<p><b>Metric/Indicator</b> Meeting Grade Level Expectations in K-2 Math (Math Interview, Let's Go Learn)</p> <p><b>19-20</b> Remove metric. District no longer uses this assessment.</p> <p><b>Baseline</b> K 67% 1st 71% 2nd 40%</p>	<p>Assessment was discontinued in 2018-2019. No data available</p>
<p><b>Metric/Indicator</b> Years Growth in 3-8 Math (Let's Go Learn)</p>	<p>Assessment was discontinued in 2018-2019. No data available</p>

Expected	Actual
<p><b>19-20</b> Remove metric. District no longer uses this assessment.</p> <p><b>Baseline</b> 3rd 0.2 4th 0.2 5th 0 6th 0.4 7th 0.1 8th 0</p>	
<p><b>Metric/Indicator</b> % at or above grade level in Math EOY K--8</p> <p><b>19-20</b> K 75% 1st 60% 2nd 41% 3rd 32% 4th 31% 5th 15% 6th 9% 7th 28% 8th 37%</p> <p><b>Baseline</b> 17--18 Actual: K 70% 1st 53% 2nd 35% 3rd 25% 4th 24% 5th 8% 6th 1% 7th 20% 8th 30%</p>	<p>No data. Not available due to the impact of COVID-19.</p>

Expected	Actual
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**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. All students will be served by teachers who are appropriately assigned and fully credentialed in their subject areas. We will provide high quality instruction to our lowincome, English Learners, and foster youth by recruiting and retaining highly qualified teachers.</p> <ul style="list-style-type: none"> <li>- Teachers will collaborate consistently with their grade level and/or content area team to plan instruction, analyze student data, and address student concerns.</li> </ul>	<p>1000 &amp; 3000 (salaries/benefits) LCFF Base \$8,950,161</p> <p>LCFF Supplemental and Concentration \$2,095,000</p> <p>Other Local Funds \$1,435,000</p>	<p>1000 &amp; 3000 (salaries/benefits) LCFF Base \$8,950,161</p> <p>LCFF Supplemental and Concentration \$2,095,000</p> <p>Other Local Funds \$1,435,000</p>
<p>2. Commensurate instructional materials to meet the needs of all students will be provided in all subject areas, including continued development of curriculum maps.</p>	<p>2000, 3000, 4000 (salaries/benefits &amp; instructional materials) LCFF Base \$200,000</p> <p>LCFF Supplemental and Concentration \$50,000</p> <p>Title I \$50,000</p>	<p>2000, 3000, 4000 (salaries/benefits &amp; instructional materials) LCFF Base \$200,000</p> <p>LCFF Supplemental and Concentration \$50,000</p> <p>Title I \$50,000</p>
<p>3. Provide professional development, facilitated by teacher leaders and supported by Curriculum &amp; Instruction department, to deepen teacher and administrator understanding of the CCSS and NGSS, and analyze common formative assessments to inform instruction.</p> <p>-Provide induction support for 1st and 2nd year teachers to clear their credential through professional development workshops, induction activity completion, and coaching</p> <p>-TK--5 teachers will receive training and support on the adopted curriculum for their grade span, and accompanying instructional practices: Balanced Literacy and Units of Study in Reading and Writing,</p>	<p>1000, 3000, 5000 (salaries, benefits, &amp; consultants) LCFF Base \$90,000</p> <p>Title II \$200,000</p>	<p>1000, 3000, 5000 (salaries, benefits, &amp; consultants) LCFF Base \$90,000</p> <p>Title II \$200,000</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Investigations Math Curriculum, and Next Generation Science Standards.</p> <p>-6--8 teachers will receive training and support on the adopted curriculum for their grade span, Summit Learning platform &amp; curricula, and accompanying instructional practices</p>		
<p>4. Build instructional leadership capacity in the district through Instructional Coaching and Facilitator Training for administrators and teacher leaders.</p>	<p>5000 (consultants) Other Local Funds \$485,000</p>	<p>5000 (consultants) Other Local Funds \$485,000</p>
<p>5. Continue to integrate art and music within and across the instructional day. Implement research-based art &amp; music curricula. Continue VAPA showcases.</p>	<p>5000 (contracts) LCFF Base \$125,000</p>	<p>5000 (contracts) LCFF Base \$125,000</p>
<p>6. All schools will maintain staffed and equipped Makerspaces at all sites, offering students hands -on opportunities to use tools and technologies to build, code, engineer and grapple with real world problems.</p>	<p>1000, 2000, 3000, 4000 (certificated &amp; classified salaries &amp; benefits, &amp; instructional materials) LCFF Supplemental and Concentration \$180,000</p> <p>Ravenswood Education Foundation \$200,000</p>	<p>1000, 2000, 3000, 4000 (certificated &amp; classified salaries &amp; benefits, &amp; instructional materials) LCFF Supplemental and Concentration \$180,000</p> <p>Ravenswood Education Foundation \$200,000</p>
<p>7. Provide high quality summer learning opportunities across grade levels and content areas in partnership with community organizations.</p>	<p>1000, 2000, 3000, 4000 (salaries/benefits &amp; instructional materials) LCFF Base \$100,000</p> <p>Other Local Funds \$185,000</p> <p>Big Lift \$84,708</p> <p>Title I \$50,000</p> <p>After School Education and Safety (ASES) \$40,000</p>	<p>1000, 2000, 3000, 4000 (salaries/benefits &amp; instructional materials) LCFF Base \$100,000</p> <p>Other Local Funds \$185,000</p> <p>Big Lift \$84,708</p> <p>Title I \$50,000</p> <p>After School Education and Safety (ASES) \$40,000</p>
<p>8. Provide AVID Secondary membership to Ravenswood Comprehensive Middle School. Provide AVID training for district and site administrators and teachers at the AVID Summer Institute.</p>	<p>1000, 3000, &amp; 5000 (salaries, benefits, &amp; contracts) LCFF Supplemental and Concentration \$18,000</p>	<p>1000, 3000, &amp; 5000 (salaries, benefits, &amp; contracts) LCFF Supplemental and Concentration \$18,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Participants will provide site level professional development in AVID strategies to support student access to common core content.	Title II \$24,000	Title II \$24,000
<p>9. Provide student access to content through integrated ELD and development of English acquisition through designated ELD based on assessed students' English language proficiency. Provide supplemental material needs for English Learners.</p> <p>Provide support to site administrators to lead teachers in monitoring progress of English Learners through data analysis and ongoing collaboration.</p>	<p>1000, 2000, 3000, 4000 (salaries/benefits &amp; instructional materials)</p> <p>Other Federal Funds (Title III LEP) \$113,301</p> <p>Other Federal Funds (Title III Imm) \$29,000</p> <p>LCFF Supplemental and Concentration \$39,000</p> <p>Other Federal Funds (Title I) \$116,054</p>	<p>1000, 2000, 3000, 4000 (salaries/benefits &amp; instructional materials)</p> <p>Other Federal Funds (Title III LEP) \$113,301</p> <p>Other Federal Funds (Title III Imm) \$29,000</p> <p>LCFF Supplemental and Concentration \$39,000</p> <p>Other Federal Funds (Title I) \$116,054</p>
<p>10. Monitor implementation of the Multi-Tiered System of Supports, parent participation at IEP meetings and service delivery.</p> <p>Develop a newsystem for service delivery.</p> <p>-</p> <p>3 Special Education Program Specialists to monitor the accurate implementation of Individualized Education Programs (IEPs) for students and provide consultation, leadership and resources at the school site level with an emphasis on IEP coordination and support.</p> <p>Maintain Special Education teachers to develop and update IEPs, compose goals and interventions for students with IEPs, and provide support to general education teachers.</p> <p>Provide professional development to paraprofessionals to support students with disabilities to make progress in general education classrooms academically, socially, and behaviorally.</p> <p>-</p>	<p>1000, 2000, 3000, 4000, 5000 (classified &amp; certificated salaries &amp; benefits, instructional materials, &amp; contracts) Federal Funds \$862,427</p> <p>LCFF Base \$5,832,230</p> <p>LCFF Supplemental and Concentration \$4,428,757</p>	<p>1000, 2000, 3000, 4000, 5000 (classified &amp; certificated salaries &amp; benefits, instructional materials, &amp; contracts) Federal Funds \$862,427</p> <p>LCFF Base \$5,832,230</p> <p>LCFF Supplemental and Concentration \$4,428,757</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Develop co-teaching model by providing professional development and ongoing collaboration.		
11. Ravenswood Comprehensive Middle School will implement the Summit Personal Learning Platform (PLP) with all students (6th--8th graders) and teachers in core content areas.	1000, 3000, 5000 (salaries, benefits, & contracts) LCFF Base \$19,680 CZI Foundation \$8,700 Ravenswood Education Foundation \$12,000 Title II \$4,289	1000, 3000, 5000 (salaries, benefits, & contracts) LCFF Base \$19,680 CZI Foundation \$8,700 Ravenswood Education Foundation \$12,000 Title II \$4,289
12. Students with disabilities whose unique needs cannot be met by district services will be provided instruction through the local non public schools.	5000 (contracts) Other State Funds \$850,000	5000 (contracts) Other State Funds \$850,000

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Overall, the actions listed above were implemented and expended as proposed during the 19-20 school year, with some delays and adjustments to account for the impact of COVID-19. The funds were used to support students, including low-income, English learner, foster youth, students experiencing homelessness, and students with unique needs, through the actions and services identified above.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

A key success for Ravenswood during the 19-20 school year (pre-COVID) was the focus on applying the California Common Core Standards for ELA and Mathematics. This was monitored and explored through classroom observations, professional development and teacher collaboration. COVID-19 provided significant challenges in implementing all of the strategies, especially connected to the K-5 NGSS pilot and adoption process. This process will resume during the 21-22 school year. Having dedicated program specialists at each site was successful as they were able to both ensure compliance of the IEP process and also provide professional development and support for implementation of the curriculum and social skills needed to support student achievement. The shift to distance learning was a challenge as the team was unsure how to shift an in-person curriculum to a digital platform. The progress that was made during the first months of school did not carry on when the delivery moved to a digital platform.

## Goal 2

All students, Pre-K through 8th grade, will have equitable access to programs, supports, and services as needed to respond to student behavioral, social emotional, and academic needs.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 2: State Standards (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:    2, 3, 6

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Suspension -- Status/Change</p> <p><b>19-20</b>            Target:            All 3/--1 (G, M/D)            IS 7.2/--2 (Y, VH/DS)            AA 4.8/--1.5 (Y, H/D)            PI 4.3/--1.5 (Y, H/D)            2 Races 6.4/--1.5 (O, VH/D)            FY 7.6/--2 (Y, VH/DS)</p>	<p>All 2.8%            IS 3.7%            AA 6.2%            PI 4.1%            2 or More 2.2%            FY 0%</p> <p>Data reflects the suspension rate as a percentage for the period of 8/1/2019 - 2/28/2020. Data only reflects through to February 2020 due to the impact of COVID-19. Data presented identifies the status, but not change over time due to the inability to compare different lengths of times.</p>

Expected	Actual
<p><b>Baseline</b>  All 2.8/--0.8 (G, M/D)  AA 4.4/--4.2 (Y, H/DS)  IS 7.5/--0.09 (O, VH/D)  PI 3.9/--1.1 (Y, H/D)  2 Races 4.3/2.5 (O, H/IS)</p>	
<p><b>Metric/Indicator</b>  Expulsion Rate</p> <p><b>19-20</b>  0%</p> <p><b>Baseline</b>  0%</p>	<p>0%</p>
<p><b>Metric/Indicator</b>  School Attendance Rate (Average % of students attending on a daily basis)</p> <p><b>19-20</b>  98%</p> <p><b>Baseline</b>  95%</p>	<p>94%</p> <p>Data will reflect only through February 2020, not through end of 19-20 school year due to the impact of COVID-19.</p>
<p><b>Metric/Indicator</b>  Chronic Absenteeism Rate (% of cumulative students missing 10% or more of days enrolled)</p> <p><b>19-20</b>  All 9%  PI 13%  AA 15%  2 Races 29%</p> <p><b>Baseline</b>  2%</p>	<p>All 12%  PI 17%  AA 11%  2 Races 24%</p> <p>Data will reflect only through February 2020, not through end of 19-20 school year due to the impact of COVID-19.</p>

Expected	Actual
<p><b>Metric/Indicator</b> School Climate K--5 (% of CHKS respondents rating school connectedness high)</p> <p><b>19-20</b> 67%</p> <p><b>Baseline</b> 61%</p>	<p>No data. This survey was not administered due to the impact of COVID-19.</p>
<p><b>Metric/Indicator</b> School Climate 6--8 (% of CHKS respondents rating school connectedness high)</p> <p><b>19-20</b> 54%</p> <p><b>Baseline</b> 48%</p>	<p>No data. This survey was not administered due to the impact of COVID-19.</p>
<p><b>Metric/Indicator</b> School Climate K--5 (% of CHKS respondents that feel safe at school)</p> <p><b>19-20</b> 85%</p> <p><b>Baseline</b> 79%</p>	<p>No data. This survey was not administered due to the impact of COVID-19.</p>
<p><b>Metric/Indicator</b> School Climate 6--8 (% of CHKS respondents that perceive school as safe)</p> <p><b>19-20</b> 73%</p> <p><b>Baseline</b> 67%</p>	<p>No data. This survey was not administered due to the impact of COVID-19.</p>
<p><b>Metric/Indicator</b> Parent Involvement (% of CHKS respondents that agree parents feel welcome to participate at this school)</p>	<p>No data. This survey was not administered due to the impact of COVID-19.</p>

Expected	Actual
<b>19-20</b> 91%  <b>Baseline</b> 85%	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Maintain two PBIS coordinators, expand the PBIS program at each school, and provide PBIS professional development, which may include but is not limited to Restorative Justice practices.	2000, 3000, 4000, 5000 (salaries/benefits, instructional materials & contracts) LCFF Base \$12,250  LCFF Supplemental and Concentration \$196,036  Title I \$10,000	2000, 3000, 4000, 5000 (salaries/benefits, instructional materials & contracts) LCFF Base \$12,250  LCFF Supplemental and Concentration \$128,995  Title I \$10,000
2. Provide student access to counseling services through community partnerships in order to promote social and emotional growth.	5000 (contracts) LCFF Supplemental and Concentration \$75,000  Other Local Funds \$120,000	5000 (contracts) LCFF Supplemental and Concentration \$75,000  Other Local Funds \$120,000
3. Evaluate and refine intervention instruction, systems, and supports across content areas to aid students in their development toward the CCSS, when students do not meet grade level goals as determined by local assessment data.	See Goal 1, Action 1	See Goal 1, Action 1
4. Provide quality extended day learning programming rooted in youth development, to best support academic and personal growth. Program aligns instructional school day with after school by providing structured homework time, academic activities aligned to common core state standards, and development of 21st century skills. Students engage in a variety of enrichment opportunities including sports, visual and performing arts, and project-based STEM activities that utilize technology, promote self- efficacy and self- confidence.	2000, 3000, 4000, 5000 (salaries/benefits, instructional materials & contracts) After School Education and Safety (ASES) \$799,680	2000, 3000, 4000, 5000 (salaries/benefits, instructional materials & contracts) After School Education and Safety (ASES) \$799,680

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5. Continue developing and providing programs, support systems, and trainings to encourage and support parents in an effort to reinforce and extend learning at home.	1000, 2000, 3000, 5000 (salaries/benefits & contracts) LCFF Supplemental and Concentration \$5,000	1000, 2000, 3000, 5000 (salaries/benefits & contracts) LCFF Supplemental and Concentration \$5,000
6. Provide a districtwide Newcomer Program to support EL students, entering school from outside of the United States, in learning English.	See Goal 1, Action 9	See Goal 1, Action 9
7. Train identified staff member at each site to serve as foster youth liaison and continue to implement districtwide identification & communication system for foster and homeless youth, including providing clothing and food for families in need through partnerships with organizations throughout the community. Provide transportation to foster and homeless youth.	2000, 3000, 4000 (salaries, benefits, & instructional materials) LCFF Base \$102,417  Ravenswood Education Foundation \$15,000	2000, 3000, 4000 (salaries, benefits, & instructional materials) LCFF Base \$102,417  Ravenswood Education Foundation \$15,000
8. Provide uniforms for homeless students at no charge. Provide access to washers and dryers at all school sites for the use of homeless families.	4000 (instructional materials) 6000 (capital outlay) LCFF Base \$8,092  LCFF Base \$50,116	4000 (instructional materials) 6000 (capital outlay) LCFF Base \$8,092  LCFF Base \$50,116
9. Provide informational meetings for families around the importance of attendance. Provide documents for school staff to hold pre-SARB meetings to address attendance concerns. Create viz on Tableau to track chronic absenteeism. Provide recognition for students with high percentage of attendance and those who have improved.	N/A	N/A

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The actions listed above were implemented and expended as proposed, with one significant exception. Funds were budgeted for 2 PBIS coordinators, however only 1 position was filled. The remaining funds were used to support the other aspects of that action including expanding the PBIS program at each school site.

COVID-19 did cause some interruption to district services, but all staff worked very quickly to adjust programs and services to meet the needs of students and families, ensuring equitable access despite the distance learning environment.



A description of the successes and challenges in implementing the actions/services to achieve the goal.

The PBIS coordinator was able to provide professional development for all staff to use strategies to help with their emotions and student emotions.

PBIS coordinator shifted many of our classroom supports to offering support to families in a virtual setting as we all prepared for the ongoing pandemic.

Some counseling positions were not filled during different times during the year but we were still able to provide counseling services to students despite the challenge of continuity.

We were able to work closely with the SMCOE foster youth liaisons to support students. However, we were unable to coordinate with the district of residence and the children and family services to share the cost in transportation for a student and ended up having to cover all of the expenses.

Uniforms/washers/driers were available for any families who needed access, however the access to washers and driers was limited when we first moved to Shelter-in-Place.

We held SARB intervention meetings at school sites after notices were sent to families regarding truancies. We were able to hold a few district SARB meetings prior to shelter in place but it was limited once the restrictions were in place.

## Goal 3

Integrate technology into all subject areas to increase student achievement and engagement with 21st century skills and better prepare students for their future career choices.

State and/or Local Priorities addressed by this goal:

State Priorities:    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)

Local Priorities:    2, 7, 8

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            % of Students with Access to Instructional Devices in the Classroom</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            67%</p>	<p>100%</p>
<p><b>Metric/Indicator</b>            % of Students with Access to Instructional Devices at Home</p> <p><b>19-20</b>            90% for all target students            100% for 6--8 students</p> <p><b>Baseline</b>            0%</p>	<p>100% for all target students            100% for 6--8 students</p>
<p><b>Metric/Indicator</b>            % of Classrooms with Permanent A/V Equipment</p>	<p>40%</p>

Expected	Actual
<b>19-20</b> 50%  <b>Baseline</b> 0%	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Provide students with access to supplemental programs and tools to support educational goals and building 21st century skills, with programs such as Reflex Math, Common Sense Digital Citizenship lessons, and Raz-Kids for struggling readers.	5000 (contracts) LCFF Supplemental and Concentration \$72,000	5000 (contracts) LCFF Supplemental and Concentration \$72,000
2. Maintain 1:1 access to instructional devices in 3rd through 8th grade classrooms, in alignment with CCSS and Balanced Literacy Initiative.	4000 (instructional materials) LCFF Base \$87,000	4000 (instructional materials) LCFF Base \$87,000
3. Implement operational plan to provide technology support staff in an appropriate ratio to support the needs of technology services at each school site and districtwide.	2000 & 3000 (salaries/benefits) LCFF Base \$223,818	2000 & 3000 (salaries/benefits) LCFF Base \$223,818
4. Continue developing and upgrading technologies and provide staff training which support the needs of identified technology services district wide.  Refresh instructional staff equipment to keep up with CCSS and Balanced Literacy Initiative needs.	5000 (contracts) LCFF Base \$132,135	\$0
5. Update infrastructure as needed to meet demands of evolving technology, as detailed in the Ravenswood IT Assessment and Future Plan.	6000 (capital outlay) Building Fund \$100,000	6000 (capital outlay) Building Fund \$100,000
6. Implement and mount permanent Audio/Visual equipment, including mounted projection screens, in 6th through 8th grade classrooms at the Comprehensive Middle School.	6000 (capital outlay) LCFF Base \$50,000	6000 (capital outlay) LCFF Base \$50,000
7. Provide 1:1 home access to instructional devices to all 6th to 8th graders attending the Comprehensive Middle School.	4000 (instructional materials) LCFF Base \$400,000	4000 (instructional materials) LCFF Base \$400,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
8. Provide Newcomer students with access to supplemental programs and tools to better prepare student understanding of cognitive skills and common core standards.	4000 (instructional materials) Title III \$5,000	4000 (instructional materials) Title III \$5,000
9. Provide 5th grade English Learners at risk of becoming Long Term English Learners with access to Imagine Learning for supplemental English support and access to Imagine Math for supplemental math support. Imagine Learning is focused on oral language, academic vocabulary, instruction in the five essential components of reading, and strategic first -language support. Imagine Math is effective as a remedial or intervention program for struggling students but also addresses the learning needs of all students with rigorous, standards -rich instruction.	5000 (contracts) Title III \$5,500	5000 (contracts) Title III \$5,500

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Most actions were implemented as proposed. Due to the impact of COVID-19, the action regarding staff technology upgrade and training was delayed, as there were higher priority actions to deal with. The funds for this action (#4) were not spent elsewhere, and the action was completed in 20-21 instead.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We successfully implemented the plans, though it took longer than expected due to unexpected construction delays (such as needed to complete asbestos testing). Some delays were necessary because of the redesign required due to school mergers/closure decisions. Due to the impact of COVID-19, the action regarding staff technology upgrade and training was delayed, as there were higher priority actions to deal with - we did delay the purchase of staff laptops to Summer of 2020, because ensuring all students had devices became the highest priority. Luckily our IT Infrastructure upgrades came right on time to support our overall COVID-19 learning initiatives and current support of Hybrid Flex models.

## Goal 4

Ensure a smooth transition to high school for all students by developing systems and programs that monitor student progress towards social, behavior, attendance, and reaching academic goals.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 3: Parental Involvement (Engagement)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:    7, 8

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Middle School Dropout Rate (% of 6-8 grade students dropping out annually)</p> <p><b>19-20</b>            0%</p> <p><b>Baseline</b>            0%</p>	<p>0%</p>
<p><b>Metric/Indicator</b>            8th grade Promotion Rate (% of 8th grade students promoted to high school)</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>100%</p>
<p><b>Metric/Indicator</b></p>	<p>17-18 Actuals: 78.5%</p>

Expected	Actual
<p>High School Graduation Rate (% of students graduating from Sequoia Union High School District)</p> <p><b>19-20</b> Target: 89%</p> <p><b>Baseline</b> 60%</p>	<p>(4 year cohort graduation rate; note that the CA Dashboard graduation calculation changed in 2017)</p> <p>Sequoia Union High School District has been unable to share the most recent data for 18-19 and 19-20 with us. Therefore the 17-18 actuals are the most recently available data for the Graduation Rate.</p>
<p><b>Metric/Indicator</b> Completion of A-G Requirements (% of students completing A-G requirements in Sequoia Union High School District)</p> <p><b>19-20</b> 30%</p> <p><b>Baseline</b> 24%</p>	<p>34%</p>
<p><b>Metric/Indicator</b> % of students in Sequoia Union High School District with more than 60 credits after 9th grade year</p> <p><b>19-20</b> 68%</p> <p><b>Baseline</b> 17--18 Actual: 64%</p>	<p>53%</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. High School Transition Coordinator supports students who are struggling academically with group meetings, where an academic goal plan is created.</p>	<p>1000, 2000 &amp; 3000 (salaries/benefits) LCFF Base \$110,000</p> <p>Other Local Funds \$67,976</p>	<p>1000, 2000 &amp; 3000 (salaries/benefits) LCFF Base \$110,000</p> <p>Other Local Funds \$67,976</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
High School Transition Coordinator communicates with parents/guardians about high school matriculation and preparation.		
2. High School Transition Coordinator, Curriculum & Instruction Content Coordinators, Administrators, and Teachers continue ongoing articulation with SUHSD to support our rising 9th graders' transition to high school.	5000 (contracts) LCFF Supplemental and Concentration \$4,500	5000 (contracts) LCFF Supplemental and Concentration \$4,500

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds were expended as proposed.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The High School Transition (HST) coordinator was able to work with the school site and with families as students prepared to transition from our school district to the high school district. The HST coordinator helped facilitate meetings with the high school district, local charter high schools and local private high schools. The HST also worked with families as they navigated the high school system.

## Goal 5

Development and maintenance of warm, safe, and dry facilities to improve student experience and performance.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities: 1, 6

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Facilities – FIT Compliance (% of schools with an overall rating of good or excellent on the Facilities Inspection Tool)</p> <p><b>19-20</b> 87.5%</p> <p><b>Baseline</b> 50%</p>	<p>100%</p>
<p><b>Metric/Indicator</b> Belle Haven Elementary FIT Compliance</p> <p><b>19-20</b> Exemplary</p> <p><b>Baseline</b> Baseline included during development of 2018-19: Fair</p>	<p>Good</p>
<p><b>Metric/Indicator</b> Brentwood Academy FIT Compliance</p> <p><b>19-20</b> Exemplary</p> <p><b>Baseline</b> Baseline included during development of 2018-19:</p>	<p>Good</p>



Expected	Actual
Fair	
<p><b>Metric/Indicator</b> Cesar Chavez Academy</p> <p><b>19-20</b> Remove this metric (Cesar Chavez Academy is closing after 2018-19)</p> <p><b>Baseline</b> Baseline included during development of 201819: Fair</p>	<p>This school closed at the conclusion of the 2018-19 school year as planned. No data to report.</p>
<p><b>Metric/Indicator</b> Costano Elementary FIT Compliance</p> <p><b>19-20</b> Exemplary</p> <p><b>Baseline</b> Baseline included during development of 2018-19: Fair</p>	<p>Good</p>
<p><b>Metric/Indicator</b> Los Robles Magnet Academy FIT Compliance</p> <p><b>19-20</b> Exemplary</p> <p><b>Baseline</b> Baseline included during development of 2018-19: Fair</p>	<p>Good</p>
<p><b>Metric/Indicator</b> Ravenswood Comprehensive Middle School FIT Compliance</p> <p><b>19-20</b></p>	<p>Good</p>

Expected	Actual
<p>Exemplary</p> <p><b>Baseline</b> Baseline included during development of 2018-19: Fair</p>	
<p><b>Metric/Indicator</b> Willow Oaks FIT Compliance</p> <p><b>19-20</b> Exemplary</p> <p><b>Baseline</b> Baseline included during development of 2018-19: Fair</p>	<p>Good</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Continue implementation of Facilities Master Plan with community input, including, but not limited to, development of comprehensive middle school with appropriate facilities, neighborhood schools, and repairs to existing facilities.</p>	<p>(Measure H) 6000 (capital outlay) Building Fund \$7,000,000</p>	<p>(Measure H) 6000 (capital outlay) Building Fund \$7,000,000</p>

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds were expended on the action listed above, as proposed.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

This action is considered successful. The majority of the work and construction was completed prior to the COVID-19 situation, so there was minimal impact to the completion timeline. The remaining tasks were delayed due to manufacturing difficulties, however these delays were not critical, and the project was concluded by the end of 19-20.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Formation of “Learning Hubs,” safe workspaces for students to attend virtual school and submit homework, to facilitate student learning and competency.	\$750,000	\$750,000	Yes
Bringing in additional counseling, psychological, and tutoring/intervention resources to further tend to students’ unique social-emotional needs and well being. These services will most benefit our high need students.	\$368,600	\$368,600	Yes
Provision of personal protective equipment (PPE) for teachers and staff and additional cleaning services to ensure safety of in-person instruction.	\$160,552	\$160,552	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The actions listed above were broadly implemented as proposed.

For the 19-20 school year, at Belle Haven and Costano, there was one counselor per site. For 20-21, we increased the allotment to two counselors at Belle Haven and Costano. This was implemented for most of the year. There were some staffing issues but we were able to hire or post for the positions again.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

A key success has been working with partner organizations to establish Learning Hubs at all 4 school sites, to facilitate reliable student access to distance learning. The Learning Hubs initiative opened in October, providing students with space to attend and submit work for their synchronous and asynchronous distance learning classes.

Ravenswood also began working with three additional tutoring programs, alongside a variety of additional counseling and intervention services and resources.

The School Improvement Working Group (previously known as the ReOpening Committee), in consultation with the community and other stakeholders, have been working on a phased roll-out of in-person instruction classes, following strict COVID safety protocols. The working group identified "Urgent Learners" who were the first students to be given the opportunity to return to school campus' for in-person instruction. Teachers volunteered to teach in-person with these small groups of high-need students (Grades TK/K, and Moderate-to-Severe Special Education Students) beginning in late January 2021.

By May 4, in-person instruction was available to all students on an opt-in basis. The provision of PPE, additional cleaning cycles, COVID testing for staff and students, priority of vaccination for educators in the county, and careful health and safety protocols has been extremely important in protecting staff, students, their families, and the community.

Due to the high COVID rates in our community, particularly compared to nearby communities, we were not able to provide in-person access for every family that requested that their student attend in-person classes or the learning hub initiative until Spring 2021. We also had to carefully manage the opening and closing of learning hub cohorts as staff or students become infected with COVID, following all health and safety protocols. While the transition to in-person learning this spring was a large undertaking for the district, we were excited to have staff and students back on campus experiencing the joy of reconnecting in-person.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices (e.g. Chromebooks, iPads, etc.), hotspots, and additional IT staff to assist with student distance learning	\$742,164	\$742,164	Yes
Take-home materials, take-home manipulatives, and technological services to ensure quality of curriculum and to assess student progress.	\$596,686	\$596,686	Yes
Additional professional development for teachers, in support of the distance learning program.	\$230,000	\$230,000	Yes
Instructional Improvement at the Middle School Level (class size reduction, extended day, small group instructors, instructional coaches, intervention teachers).	\$2,700,000	\$2,700,000	Yes
Enrichment funding for art, music, and other enrichment teachers at both elementary and middle school level	\$930,000	\$930,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The distance learning program actions were implemented as proposed, without substantive differences.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

There have been many successes and challenges in the 2020-21 school year.

Continuity of Instruction:

We were able to provide students with continuity of instruction, and minimize disruptions as much as possible. Students were not penalized for missing class due to COVID-related reasons. Additionally, students have been able to access all their class materials

and assignments through the online Learning Management System used for their grade level and class. The increased absences due to COVID have been a challenge, as teachers seek to accelerate learning for their students.

#### Access to Devices and Connectivity:

There was a tremendous push to distribute technology to all students starting in the spring of 2020. Ravenswood also secured additional hotspots for internet access needed for the start of the 2020-21 school year, however the distribution took some time. All students have access to suitable devices and internet connectivity. A significant challenge is that technology often breaks or doesn't function as expected. We have had to develop systems and processes for providing tech-support for families at home, including partnering with a local community organization StreetCode.

#### Pupil Participation and Progress:

Ravenswood has tried to tailor the distance learning program by identifying what works for our community, however there are significant barrier, particularly relating to student attendance and participation that are difficult to overcome. Preliminary data suggests that our attendance rate has dropped, and chronic absenteeism has increased for the year 2020-2021. Students are given the opportunity to participate in a variety of ways during synchronous instructional time, including the request to turn their webcam on during the live lessons via Zoom (videoconferencing software). Many students opt to leave their cameras off, and also do not participate with other methods (audio/speaking, using the chat box, communicating only when in small groups, responding via polls and other online tools). Even with many different tools, teachers experience a range of student responsiveness both during the synchronous instructional time, and the submission of asynchronous work. As the usual classroom methods of assessing understanding and engagement are not applicable at the moment, it is extremely difficult to know how to address these challenges in distance learning, especially when connected to formal assessments.

#### Distance Learning Professional Development:

Ravenswood has been able to provide professional development (PD) related to distance learning through school site PD sessions, coaching support, and webinars/training with outside organizations including SMCOE. We have also offered an afterschool PD series on literacy instruction specifically for K-5 teachers, as well as additional opportunities and space (such as "office hours") for all teachers to ask more personalized questions relating to specific classroom or technology needs. Through this variety of opportunities we have been able to provide guidance and expertise on a huge variety of topics ranging from instructional practices online, to curriculum unit content knowledge, to materials preparation skills. However, teachers already have a large burden of work to transfer their curriculum to online instruction, and limited capacity to take in new information. As time is a limited resource, it has been challenging to make space while dealing with this new educational environment.

## Staff Roles and Responsibilities:

COVID-19 created significant challenges that required the District to adapt the roles/responsibilities of every classification of employee. Preparing and distributing student materials/technology at the start of school and at regular intervals during the school year required the assistance of many classified roles. Bus Drivers and Van Drivers transitioned from delivering students to delivering meals and student materials. They took on the responsibility of student wellness checks. Paraeducators and Instructional Aides transitioned from providing in person support to interacting with students in a breakout room led by certificated staff over zoom and contacting students/families for attendance and engagement purposes. Teachers were forced to navigate virtual classrooms and learn all new technology to be able to educate students remotely. Administrators became full time contact tracers and Administrative Assistants became designated health screeners, performing temperature checks and COVID questionnaires for staff and students daily. Support staff became enforcers of student social distancing, wearing face coverings, and handwashing.

The District created a new position under the direct supervision of the Chief Business Official, the Strategic Projects Coordinator/COVID Response Coordinator to manage the new responsibilities of leading the District's response to the coronavirus crisis, developing spending models that account for financial implications of COVID, and supporting the management and development of COVID related supports. The District also entered into a contract with a consultant to coordinate strategic pandemic response efforts, including back to campus planning, COVID testing for students, and vaccine roll-out.

Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness:

These student groups are most at risk of falling behind with long-term distance learning education. Unfortunately, the COVID situation in the surrounding city and neighborhoods has further disadvantaged these students, as it has been unsafe to return to in-person learning, while other districts with more privileged students have been able to provide, and target access for in-person instruction.

Ravenswood has provided continued instruction for English Learners, including access to an online platform for asynchronous literacy and language development, and the ongoing Newcomer program. The key challenge is that in-person learning is still the most effective educational practice for these students, and in order to protect students, families, staff, and the wider community, we have had to maintain the distance learning program for the majority of the school year.

There are successes for Pupils with Unique Needs, as some students thrived in an environment away from the typical classroom distractions, and the different structure of the school day allowed for an increase in small group or individual learning when needed. There was also a greater ability for staff to easily see students from different rooms or school sites with similar abilities. Ravenswood also began implementing the Sondag curriculum which has a specific online component. The challenges are very real, and many students with disabilities need information and instruction shared with them in a variety of ways - learning via a computer did not always meet this need. Some students who struggle to verbally explain their needs, struggled to explain to teachers how they needed



help during distance learning. We prioritized the return of students with Moderate/Severe needs to campus as the challenges of distance learning were difficult to overcome and they benefited greatly from in-person learning,

For students in foster care or experiencing homelessness, we were able to provide laptops, ipads, and hot spots. We also were able to work with the shelter to discuss when distance learning sessions were so that they were able to provide additional support to families. For students who struggled to connect, we prioritized their access to on campus learning through the learning hubs. A challenge we had in supporting our families was inconsistencies with communication especially with families experiencing homelessness since phone numbers would change frequently or we did not have an address we could do a home visit.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional tutoring and programming to help address learning loss from distance learning	\$200,000	\$200,000	Yes
Digital assessments for academics, speech, and language progression	\$31,000	\$31,000	Yes
Purchase of math intervention software	\$25,000	\$25,000	Yes
Literacy Initiative investment (literacy coaching and intervention support)	\$1,058,000	\$1,058,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The pupil learning loss actions were implemented as proposed, without substantive differences.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

As with many other areas, a key challenge has been the student completion or usage rates for blended learning platforms and digital assessment. Student participation and engagement is difficult to facilitate through distance learning, though we did seem anecdotal evidence that students who attended learning hubs had higher attendance as a group, than students who did not attend a learning hub. Additionally, student attendance at virtual tutoring sessions has also been inconsistent. However, the tutoring partnerships that were established with community organizations have been beneficial for providing individualized support to students, especially for students most at-risk. It has also been extremely valuable to have intervention specialists at 3 of our 4 school sites to help address pupil learning loss.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The biggest challenge to monitoring and supporting mental health this year was because so many of the students were on distance learning it was harder to determine the extent of the students' needs.

This year, we implemented self-referrals for students to the family and staff referral system we use for counseling. We also are a part of a county grant for mental health which provides access to students and their families and staff and their families to Care Solace. Care Solace is a way for people to connect to local resources to support mental health. We also began weekly family workshops. This was a space for us to share strategies for families in supporting their children and themselves as we continued with COVID-19 restrictions. Our staff held office hours for other staff members in case they needed any support for themselves or their classrooms.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our first outreach to students and families happened at the classroom level. Teachers would reach out to families through our family communication system. If a student still had difficulty with engaging, teachers notified the school administration. The school administration would use their teams to contact families to offer any support necessary and to problem solve with the families. For many families it was technology previously worked and now didn't or families work schedule did not allow for them to be at home while the student was to be online. Schools would work with families and community partners to have a space in the learning hubs on campus. For students who continued to struggle, school sites and district office would do home visits. Additionally, letters were sent home to families regarding attendance offering support and/or notifying of truancy.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Waivers from the CDE and USDA allowed us to offer multiple meals to families including through holidays and weekends, and the Seamless Summer Meals program gave us the opportunity to provide anyone in the community under the age of 18 years to participate in and receive meals through this program. We are proud of the willingness and availability of District staff to support our community (especially staff from CNE and Transportation) through providing home delivery of meals for families, and using social media and community outreach messaging to inform families how to collect meals being distributed from school sites. Ravenswood engaged with the community network and partners for resources, donations, and volunteers to support these efforts. We have been responsive to the feedback and input from the community, allowing us to provide meals and meal-kits that serves the needs of our families, which ultimately resulted in higher participation of our meal program. Some of the changes made include expanding the meal pick-up time to 8am-2pm, and providing multiple meals (up to 7 days) either once or twice a week. We continued to distribute meals

during all school breaks (i.e. spring, winter, and summer), through paying staff overtime and providing financial incentives to continue to consistently work over summer. Clear communication and relationship building between CNE, Principals, and Admin was crucial to allow efficient services for our students and families. The availability of PPE, and the prioritization of our district team for weekly testing and vaccinations was also important for the ongoing success and confidence in the safety of these services.

The entire pandemic season has been a learning curve for everyone involved so having to be flexible, quick to change strategies and innovate rapidly was challenging in the beginning. Globally we were tackling the unknown, having to make things work and function as best we could. Despite the extreme challenge, we are proud of the continuity of school nutrition services at this time. Some of the waivers we received had limiting and extensive administrative requirements, such as tracking the names of those picking up meals to protect the "integrity" of the program, which did not always make the most sense. Due to the global nature of the pandemic, some of our vendors ran out of food items that were in high demand - fortunately some of the Flexibility Waivers allowed for substitutions. With the change to providing multiple meals at a single pick-up, we were limited in the type of food items going out to our families (frozen, individually wrapped etc.) and had to divide and ration the perishable and non-perishable items with the understanding that the space storage of these food items may be limited for our families.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
All	Includes additional supports and overtime related to staff's COVID preparation.	\$599,030	\$599,030	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The analysis of the 2020-21 LCP provides a summary and explanation of some of the key successes achieved and challenges faced over the year. This reflection and these lessons and have been carried forward by district leaders, teachers, families, and the community, and play a role in the development of the 2021-24 LCAP. Some examples of this are the learning acceleration strategies that we can use to support students - from counseling and targeted intervention, to tutoring partnerships, extended learning day opportunities, reduced class sizes for increased close contact with teachers. We have also learnt that there are benefits for student learning if they are able to be physically on-campus (through the learning hubs), even if their primary learning still takes place virtually.

Ravenswood also has a reinforced resolve to focus on our ongoing initiatives - academic achievement goals, teacher supports and training, family development, community partnerships, mental health support - as the pandemic has highlighted their extreme importance, and heightens the need for effective resources and improvement in our community.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss is a significant concern, and will continued to be addressed through the goals and actions of the 2021-24 LCAP.

The continued development of districtwide MTSS processes (Multi-Tiered Systems of Support) will help to address this concern, as it allows for students to be provided targeted interventions at varying levels of intensity, according to their need.

There will also be an expanded learning opportunity program during summer 2021, with a robust curriculum providing accelerated learning for students, with the aim of continuing that growth into the 2021-22 school year.

More than 93% of Ravenswood's student population are identified as pupils with unique needs (including low-income students, English learners, students with disabilities, pupils in foster care or experiencing homelessness), and as such their specific and different needs are carefully considered when developing school-wide and districtwide plans.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Actions identified as meeting the increased or improved services requirement were implemented as proposed, without substantive differences.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Ravenswood used the process of the "Annual Update" to review and reflect on the implementation and effectiveness of actions occurring in the 2019-2020 and 2020-2021 school years. High impact actions, as well as strategies for distance learning instruction will be considered for future implementation as needed, and have informed the development of the 21-22 through 23-24 LCAP.

Specifically, this analysis and reflection led to the development of the Learning Acceleration Committee which was later renamed and transitioned to become the Committee to Resolve Educational Inequities Exacerbated by a Global Pandemic. The latter committee name describes how we used the reflection opportunity granted us by the COVID-19 pandemic and the racial justice reckoning in the U.S. catalyzed by George Floyd's murder in May 2020 to highlight the injustices we knew already existed in our society and education system, which deeply impact our students and their families. This is district-wide commitment to determine a path forward, not return to "normal", but instead resolve these inequities as much as is possible within our locus of control.

Some 21-24 LCAP goals and actions that reflect Ravenswood's intentions to resolve inequities include:

- Training for staff on anti-racism and culturally responsive practices
- Providing culturally responsive texts
- Developing an Ethnic Studies committee
- Developing Focus Goals around specific student groups who experience an achievement gap of sorts - students with IEPs, African American students, Pacific Islander students, English Learners
- Increasing compensation and benefits to support recruitment and retention of high quality and diverse staff
- Expanded Learning Opportunities initiatives that increase learning time, make learning more personalized, differentiated, and relationship-driven for students by: expanding our summer programming and reducing class sizes during summer programming, reducing class sizes in grades 4-8 throughout the 21-22 school year, extending the school day, and continuing our after school programming in partnership with local organizations.
- Increasing literacy intervention for students in need
- Increasing access to counseling services
- Implementing a Social Emotional Learning curriculum districtwide.

Additional reflections around our data practices and professional development for leaders prompted the inclusion of actions supporting:

- Improved data practices around MTSS, ELs, reclassification, and attendance
- Opportunities for PD for leaders around anti-racism, culturally responsive practices, ELD, Science etc.

As a result of the Annual Updates, and the alignment of the 21-24 LCAP with our district strategic plan, "Technology" is no longer included as separate goal, but rather are infused throughout the LCAP goals as actions where necessary. "High School Transition" is also no longer identified as a separate goal - the goal was initially written before the consolidation and development of a district comprehensive middle school, when 8th graders were transitioning from 5-6 different schools into high school. This initiative has now been built into our comprehensive middle school, and actions towards this topic are represented in their annual School Plan for Student Achievement (SPSA).



## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	36,528,827.00	36,329,651.00
	1,117,055.00	1,117,055.00
After School Education and Safety (ASES)	839,680.00	839,680.00
Big Lift	84,708.00	84,708.00
Building Fund	7,100,000.00	7,100,000.00
Federal Funds	862,427.00	862,427.00
LCFF Base	16,492,899.00	16,360,764.00
LCFF Supplemental and Concentration	7,163,293.00	7,096,252.00
Other Local Funds	2,292,976.00	2,292,976.00
Ravenswood Education Foundation	227,000.00	227,000.00
Title I	110,000.00	110,000.00
Title II	228,289.00	228,289.00
Title III	10,500.00	10,500.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	36,528,827.00	36,329,651.00
	36,528,827.00	36,329,651.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	36,528,827.00	36,329,651.00
		1,117,055.00	1,117,055.00
	After School Education and Safety (ASES)	839,680.00	839,680.00
	Big Lift	84,708.00	84,708.00
	Building Fund	7,100,000.00	7,100,000.00
	Federal Funds	862,427.00	862,427.00
	LCFF Base	16,492,899.00	16,360,764.00
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	Title I	110,000.00	110,000.00
	Title II	228,289.00	228,289.00
	Title III	10,500.00	10,500.00

\* Totals based on expenditure amounts in goal and annual update sections.



<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	26,877,307.00	26,877,307.00
<b>Goal 2</b>	1,393,591.00	1,326,550.00
<b>Goal 3</b>	1,075,453.00	943,318.00
<b>Goal 4</b>	182,476.00	182,476.00
<b>Goal 5</b>	7,000,000.00	7,000,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,279,152.00	\$1,279,152.00
Distance Learning Program	\$5,198,850.00	\$5,198,850.00
Pupil Learning Loss	\$1,314,000.00	\$1,314,000.00
Additional Actions and Plan Requirements	\$599,030.00	\$599,030.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$8,391,032.00</b>	<b>\$8,391,032.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,279,152.00	\$1,279,152.00
Distance Learning Program	\$5,198,850.00	\$5,198,850.00
Pupil Learning Loss	\$1,314,000.00	\$1,314,000.00
Additional Actions and Plan Requirements	\$599,030.00	\$599,030.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$8,391,032.00</b>	<b>\$8,391,032.00</b>