

Mid-Year Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency Name	Contact Name and Title	Email and Phone
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This is a point-in-time report, providing all available mid-year or year-to-date outcome data related to metrics identified in the 2021-22 LCAP, and mid-year or year-to-date expenditure and implementation data on all actions identified in the 2021-22 LCAP. LEAs are not required to use a specific format for the presentation or reporting of this data. LEAs have the flexibility to provide this data as best suits the local context, provided it is succinct, contains meaningful detail, and is accessible for educational partners.

Goal 1 (*Broad Goal 1*)

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

- English Language Arts
- English Language Development
- Science and Engineering (NGSS)
- Mathematics
- Social Studies
- Physical Education
- Visual and Performing Arts

Metric <i>as Reported on the 21-22 LCAP</i>	Baseline <i>as Reported on the 21-22 LCAP</i>	Mid-Year Update <i>as Reported in February 2022</i>	Desired Outcome (2023-24) <i>as Reported on the 21-22 LCAP</i>
All pupils in the school district have sufficient access to the standards-aligned instructional materials, as measured through the annual Williams audit	2020-2021: 100%	2021-22: 100%	100%
Overall Implementation of State Standards will be identified by the percentage of scores identified as Level 3 or higher on the Local Indicator Self Reflection Tool	2020-2021: 55%	Not applicable - the Self-reflection Tool is reviewed annually.	75%

Pupil Achievement: English Language Arts (ELA) for all students, district wide measured by CAASPP data	2019-2020: 0 No Data Available as CAASPP testing did not occur due to the impact of COVID-19	Not applicable - CAASPP testing is scheduled to begin in March 2022	55 points below standard (Yellow)
Pupil Achievement: ELA - Percentage of students meeting or exceeded grade level expectations. Measured by "F&P" for students in grades K-5	2020-2021: 14%	Not applicable - This will be reported using the EOY assessment	35%
Pupil Achievement: ELA - Average years growth on the F&P assessment for students in grades 1-5, from beginning to end of year	2020-2021: 0.66 years	Not applicable - Growth is measured from BOY to EOY	1 - 1.5 years of average growth each year
Pupil Achievement: ELA - Percentage of students meeting or exceeding grade level expectations. Measured by "Let's Go Learn" for students in grades 6-8	2020-2021: 48%	2021-22 MOY: 50% on track to meet or exceed EOY grade level expectations	70%
Pupil Achievement: ELA - Average years growth on the Let's Go Learn assessment for students in grades 6-8, from beginning to end of year	2020-2021: 1.4 years	Not applicable - Growth is measured from BOY to EOY	1 - 1.5 years of average growth each year
Pupil Achievement: ELA - Average years growth of Reading Levels of African American Students. Measured by "F&P" for students in grades 1-5	2020-2021: 0.75 years	Not applicable - Growth is measured from BOY to EOY	1 - 1.5 years of average growth each year
Pupil Achievement: ELA - Average years growth of Reading Levels of African American Students. Measured by "Let's Go Learn" for students in grades 6-8	2020-2021: 0.68 years	Not applicable - Growth is measured from BOY to EOY	1 - 1.5 years of average growth each year
Pupil Achievement: Mathematics - Percentage of students meeting or exceeding grade level expectations. Measured by Savvas end of year assessment for students in grades K-5	2020-2021: 5%	Not applicable - No district-wide local MOY assessment for K-5 math	30%
Pupil Achievement: Mathematics - Percentage of students meeting or exceeding grade level expectations. Measured by "Let's Go Learn" for students in grades 6-8	2020-2021: 2%	2021-22 MOY: 2% on track to meet or exceed EOY grade level expectations	30%
Pupil Achievement: Mathematics for all students, district wide measured by CAASPP data	2019-2020: 0. No Data Available as CAASPP testing did not occur due to the impact of COVID-19	Not applicable - CAASPP testing is scheduled to begin in April 2022	79 pts below standard (Yellow)

Pupil Achievement: Science - Percentage of students meeting or exceeding grade level expectations on the CAST	2019-2020: 0 No Data Available as CAST testing did not occur due to the impact of COVID-19	Not applicable - CAST testing is scheduled to begin in April 2022	42% meet or exceed grade level standard
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	2019-2020: 0 No Data Available as ELPAC testing was disrupted by COVID-19	Not applicable - ELPAC testing is scheduled to begin in February 2022	80% making progress
Pupil Achievement: Reclassification Rate as a percentage	2019-2020: 0 No Data Available as ELPAC testing was disrupted by COVID-19	58.5% of Students who scored Overall Level 4 on the 2021 Summative ELPAC 5% of Students who Completed the 2021 Summative ELPAC 4% of all English Learners at Ravenswood	30%
Pupil Achievement: Percentage of English Learners who increase at least 1 ELPI level	2019-2020: 0 No Data Available as ELPAC testing was disrupted by COVID-19	Not applicable - ELPAC testing is scheduled to begin in February 2022	70% progress at least 1 ELPI level
Course Access: 100% of students have access to a "broad course of study" as measured by the master schedule	2020-2021: 100%	2021-2022: 100%	100%
Pupil Outcomes: Physical Education, for students in grades 5 and 7 as measured by the PFT	2019-2020: 5th and 7th Grade - 0 No Data Available as testing was disrupted due to the impact of COVID-19	Not applicable - Testing is scheduled to begin in April 2022	40% meeting the healthy fitness zone in 5+ of 6 standards

Action #	Title <i>as Reported on the 21-22 LCAP</i>	Description <i>as Reported on the 21-22 LCAP</i>	Implementation Update <i>as Reported in February 2022</i>	Funds <i>as Reported on the 21-22 LCAP</i>	Expenditure Update <i>as Reported in February 2022</i>
1	TK-5 Math Leadership Development	To develop a district-wide community that is passionate about math instruction, that explores and cultivates interest in continuing to grow teacher practice, our TK-5 Math Coach will:	Two cohorts of TK-5 teacher leaders are participating in regular PD and Coaching to learn about inquiry-based math instruction, analyze student work, and foster a student-centered classroom environment.	\$130,000.00	\$45,471

		<ul style="list-style-type: none"> - Facilitate two cohorts of TK-5 teacher leaders that participate in PD and coaching (Year 1 and Year 2 Cohort) - Support mathematics instruction, assessment, analyzing student work, and how to provide interventions/differentiation - Facilitate a math learning and leadership PD series with district and site administrators 	District and site administrators have met 3 times to learn more about inquiry-based math instruction as aligned to the upcoming revisions to the CA Mathematics Framework, and lay the foundation for broader implementation in the 22-23 school year.		
2	Math Professional Development Opportunities	<ul style="list-style-type: none"> - Special Education teachers will receive specialized PD opportunities to develop their mathematical content knowledge and practices - TK-8 teachers, coaches, and administrators will have the opportunity to attend the Silicon Valley Math Initiative Summer Institute with school year follow up sessions 	<p>Special Education Teachers attended professional development in August on the new Touch Math curriculum that was purchased by the district.</p> <p>13 teachers, administrators, and a coach attended the SVMI Summer Institute. Follow up sessions are available throughout the year on an opt-in basis.</p>	\$15,000.00	\$16,050
3	Math Assessment	C&I develops and pilots quality one-to-one mathematics assessments for grades 1-5	An Assessment Working Group has been established to review our current assessments, so a one-to-one assessment for 1st-5th grade mathematics is under consideration.	\$0.00	\$0
4	NGSS Curriculum Pilot & Adoption	<p>To engage students in Next Generation Science Standards-aligned instruction in science, a committee of teachers and administrators will pilot and adopt a new NGSS curriculum. All teachers and site administrators will participate in training for the new NGSS curriculum as part of the implementation process.</p> <ul style="list-style-type: none"> - TK-5 implementation of adopted curriculum in 21-22 - 6-8 implementation of adopted curriculum in 22-23 	FOSS Next Generation Science has been adopted, with implementation begun in Fall 2021. Teachers have participated in 4 professional development sessions by grade level with FOSS curriculum trainers, in a combination of in-person and virtual meetings. There are two more sessions this year.	\$280,000.00	\$203,245
5	Science Leadership Development	<p>To develop a district-wide community that is passionate about science instruction, that explores and cultivates interest in continuing to grow teacher practice, our STEM Coordinator will:</p> <ul style="list-style-type: none"> - Support a TK-5 district-wide cohort of science teacher leaders from each site through PD and coaching 	Site administrators participated in a FOSS training at the beginning of the school year, and are each supporting a grade level during the PD sessions with FOSS trainers throughout the year.	\$5,000.00	\$425

		- Provide opportunities for site administrators to build capacity for supporting science instruction	8 (TK-8th grade) teachers are participating in a teacher fellowship through the San Mateo County Office of Education that includes developing a science unit and coaching with the district STEM Coordinator.		
6	Makerspace at every site	Ravenswood will maintain a Makerspace at every site - Every student in Ravenswood will have access to staffed and equipped makerspaces, which supports student engagement and higher order thinking tasks, project-based learning opportunities, and pathways to career and college readiness. - To monitor and evaluate student progress / outcomes in the makerspace, the district STEM coordinator will work with site principals to develop quantitative and qualitative metrics.	We have Makerspaces operating at two of our four sites, and a Career and Technical Education classroom at our middle school where 4 makerspace/engineering classes are held. Makerspace metrics will be planned starting this Spring.	\$276,219.00	\$56,533
7	Early Learning Makerspace Units	For the 2021-2022 school year we will develop and pilot units developed specifically for early learners (TK/K) to explore in the makerspaces. The unit/learning sequence will be developed by a committee of teachers, tinkerers, and the STEM coordinator, with site administrators invited to attend.	Two sites are piloting a Makerspace unit in Kindergarten connected to forces and motion, which began this winter.	\$20,000.00	\$5,000
8	Integrated and Designated ELD Professional Development	Administrators will work with content area experts to provide professional development and support to TK-8 teachers to provide Integrated ELD to English Learners through all content areas by ensuring that language and content are accessible. Administrators will work with content area experts to provide professional development and support to TK-5 teachers around small group Designated ELD instruction differentiated by language level.	Administrators attend bi-monthly Ravenswood Leadership Team meetings to participate in professional development opportunities throughout the year. One strand in the RLT meetings is around English Language Development, facilitated by EL Coordinators from the San Mateo County Office of Education.	\$122,000.00	\$29,280

9	ELD Assessment	Instructional leaders will identify a local assessment for English Language Development to use for ongoing progress monitoring	An Assessment Working Group has been established to review all current assessments. It is clear that adding a new ELD assessment would not be appropriate until this Working Group has completed their review and provided their recommendations.	\$0.00	\$0
10	EL Data Review	District administrators, site administrators, and teachers will regularly review data for English Learners including ELPAC data, ELD progress data, and reading and writing performance data	District administrators, site administrators, and teachers regularly review data for English Learners including ELPAC data, ELD progress data, and reading and writing progress	\$10,000.00	\$1,346
11	Newcomer/ELD Teachers	Increase number of Newcomer and ELD specialist teachers to have one at each structured English immersion site (Belle Haven Elementary, Costaño School of the Arts, Cesar Chavez Ravenswood Middle School) - Newcomer/ELD teachers at each school site will provide targeted intervention instruction to Newcomers and level 1 English Learners.	Newcomer/ELD Teachers provide targeted intervention instruction to Newcomers and level 1 English Learners. Belle Haven Elementary and Costaño School of the Arts each have one dedicated Newcomer/ELD Teacher. Cesar Chavez Ravenswood Middle School has a larger student population, and has two teachers in this role.	\$426,320.00	\$100,946
12	Social Studies Curriculum	C&I will facilitate a TK-5 Social Studies Pilot Committee to identify social studies curricula to pilot for possible adoption 6-8 Social Studies teachers will adopt, receive training on, and implement a new Social Studies curriculum aligned with the updated CA HSS Framework	TK-5: TK-5 Social Studies Pilot and Adoption was not feasible this year and will be considered for future years. 6-8: Social Studies teachers received training on the new adoption, TCI History Alive!, and have been implementing the program this year.	\$120,000.00	\$149,716
13	Ethnic Studies Committee	C&I will form an Ethnic Studies Committee with teachers and administrators that will meet regularly to learn about the CA Ethnic Studies Model Curriculum and design a curriculum map for TK-8 Ravenswood teachers to integrate Ethnic Studies into our day-to-day instruction for all students.	Due to the ongoing impacts of the COVID-19 pandemic, it is not feasible to form this committee at this time.	\$62,551.00	\$0
14	English Language Arts	All instructional staff will align on a shared districtwide vision for high quality TK-8 ELA/Literacy instruction.	- TK-5 teachers are engaging in site-based literacy professional development and collaboration around a range of topics including balanced literacy practices, phonics, and formative assessment	\$165,000.00	\$37,491

		<p>- TK-5 teachers will use assessments to drive instruction, hone their balanced literacy practices, and foster literacy and language throughout all content areas.</p> <p>- 6-8 English Language Arts teachers will pilot a new ELA curriculum in order to identify a high quality, standards-aligned, culturally-relevant curriculum suitable for adoption.</p>	<p>- 6-8 English Language Arts teachers are piloting two ELA curriculum options this year in order to identify a high quality, standards-aligned, culturally-relevant curriculum suitable for adoption</p>		
15	VAPA Instruction & Collaboration	Ravenswood students will receive regular instruction in the Visual and Performing Arts, including art and music, by certificated teachers. VAPA teachers will participate in regular team collaboration, and receive opportunities for professional development.	Ravenswood students receive regular instruction in the Visual and Performing Arts, including art and music, by certificated teachers. VAPA teachers participate in regular team collaboration and professional development.	\$1,035,806.00	\$195,380
16	Turnaround Arts	Costaño School of the Arts will continue as a Turnaround Arts school, fostering high quality arts instruction, arts integration across content areas, and professional development opportunities.	Costaño School of the Arts continues to be a Turnaround Arts school. Through professional development in Visual Thinking Strategies, a high quality of arts integration across content areas occurs.	\$19,000.00	\$465
17	Physical Education	Rhythm and Moves PE teachers provide weekly PE classes to all TK-5 students in order to provide universal PE access without placing the burden on TK-5 classroom teachers.	Rhythm and Moves PE teachers provide weekly PE classes to all TK-5 students.	\$261,000.00	\$91,780
18	Literacy Intervention	Reading Specialists and Intervention Teachers will provide targeted small group literacy intervention to students reading below grade level in order to accelerate their growth and help them reach grade level expectations	Reading Specialists and Intervention Teachers provide targeted small group literacy intervention to students who are reading below grade level, at all Ravenswood schools with more than 300 students.	\$647,132.00	\$341,588
19	Instructional Coaching	Instructional coaches will support teachers' growth and development through community building, coaching cycles, co-planning lessons, reflecting on practice and analyzing student data to inform instruction at school sites. Coaches will support year 1 and year 2 teachers through the induction program (Teacher Induction Partnership for Success, or TIPS).	Instructional coaches support teachers' growth and development through community building, coaching cycles, co-planning lessons, reflecting on practice and analyzing student data to inform instruction at school sites. Coaches also support year 1 and year 2 teachers through the induction program (Teacher Induction Partnership for Success, or TIPS).	\$843,656.00	\$341,045

20	Instructional Leadership Team	<p>Each school site will have an Instructional Leadership Team (ILT) consisting of site administrators, instructional coaches, and teacher leaders that meets regularly to identify instructional strengths and areas for growth for their site, support site professional development, and align around best instructional practices.</p> <p>The Curriculum and Instruction Department and Schools' ILT will provide ongoing support to staff to make school engaging and relevant for students so that they are more invested in their learning. Teachers on their site's ILT will receive training in leadership and facilitation skills to support them in fulfilling their role as site leaders.</p>	<p>Each school site has an Instructional Leadership Team (ILT) consisting of site administrators, instructional coaches, and teacher leaders that meets regularly to identify instructional strengths and areas for growth for their site, support site professional development, and align around best instructional practices. Time and capacity constraints are just a few of the reasons why additional leadership training has not yet been provided to ILT members.</p>	\$90,000.00	\$13,500
21	Teacher Collaboration	<p>Elementary grade level teams and middle school department teams will collaborate in weekly meetings facilitated by teacher leaders and coaches in order to build community, co-plan lessons, and analyze student data to inform instruction.</p>	<p>Elementary grade level teams and middle school department teams collaborate in weekly meetings facilitated by teacher leaders and administrators in order to build community, co-plan lessons, and analyze student data to inform instruction.</p>	\$10,000.00	\$350
22	Professional Development	<p>Launch an improved data-driven and vertically aligned professional development plan spanning from teachers to cabinet leaders with a focus on creating structures for teacher collaboration and developing the content-specific knowledge and skills of all educators in the system.</p>	<p>We are working on our aligned professional development plan with a focus on creating structures for teacher collaboration and developing the content-specific knowledge and skills of all educators in the system. We are also creating opportunities for non-teaching staff to grow professionally in their responsibility areas and be in tune with the district mission, values, and anti-racist commitment.</p>	\$330,000.00	\$56,880
23	Multi-Tiered System of Supports (MTSS)	<p>District and Site Administrators will strengthen their ability to use data to inform our MTSS process by identifying which assessments we use and for what purposes. The district MTSS team will support site staff to regularly analyze assessment data to inform instruction, make intervention decisions, and monitor student progress.</p>	<p>The district partnered with an outside agency, ANET to reflect on the current district assessment practice. This group ran from September - November. The team decided to move internally instead of with an outside provider.</p> <p>There is a subgroup that is also meeting regularly. This group is planning collaboratively to begin an inquiry cycle with representatives from each school site.</p>	\$354,019.00	\$49,477

		The District will have MTSS meetings held at the district and school levels. These teams will identify needs, gather data, implement interventions, and determine the level of success or if anything needs to change based on data collected so that the District and schools make data-informed decisions.	<p>There is a district team that meets regarding MTSS. The team had a series of meetings in July and met in September, October, November and will meet again in January.</p> <p>School sites have a process by which they look at and review data with their grade level teams at least weekly and often twice weekly.</p> <p>Twice monthly a Ravenswood Leadership team meeting is held wherein the group looks at and reflects on data, planning, content standards and/or other relevant topics.</p>		
24	Summer School	Ravenswood students will receive the opportunity to attend a 5-week summer program which includes academics, enrichment, hands-on learning, and outdoor play activities, in partnership with the Boys and Girls Club of the Peninsula and The Big Lift.	More than one-third of Ravenswood students attended a 5 week program in Summer 2021, which was run in partnership with the Boys and Girls Club of the Peninsula and The Big Lift. This action was implemented successfully and effectively.	\$1,450,880.00	\$986,406
25	Class Size Reduction	4th-8th grade students will experience reduced class size from a 30:1 to an approximately 25:1 ratio in order to provide a more individualized learning environment where strong relationships can be fostered.	4th-8th grade students experience reduced class size from a 30:1 to an approximately 25:1 ratio or lower, except for the single 5th grade at Los Robles Ronald McNair Academy. This provides a more individualized learning environment where strong relationships can be fostered.	\$682,884.00	\$235,802
26	Extended School Day	If negotiated, Ravenswood students will experience extended school day hours in order to receive more instructional time and opportunities for differentiated instruction.	All middle school students experience extended school days, allowing for increased instructional time. Additionally, four teachers in the district volunteered for independent studies. Those teachers are supporting with providing extended day opportunities for K-5 students in both the first and second trimester.	\$947,504.00	\$375,000
27	After School Program	Ravenswood will partner with the Boys and Girls Club of the Peninsula to offer a comprehensive, well-rounded after school program at each of our school sites, including academic supports, enrichment classes, and mentoring.	Ravenswood is partnering with the Boys and Girls Club of the Peninsula to offer a comprehensive, well-rounded after school program at each of our school sites, including academic supports, enrichment classes, and mentoring.	\$647,914.00	\$432,162

28	Technology	Ravenswood will provide foundational technology to students so they can access curriculum and instructional resources online and in digital format in school and at home when needed.	The district provides one-to-one device access for all students, and extra devices for students to access at home. Students can use a variety of district and school online platforms to enhance learning experiences across content areas.	\$625,000.00	\$330,885
29	Library Instructional Media Specialists	Library Instructional Media Specialists (LIMS) will support student learning by staffing and maintaining school libraries so teachers and students can use them regularly and access a quality collection; and by managing adopted and supplemental curriculum inventory across all content areas.	Each of our LIMS work across two schools in the district. They support student learning by staffing and maintaining school libraries, and by managing adopted and supplemental curriculum inventories across content areas.	\$138,316.00	\$63,168
30	Vice Principals	Vice Principals will support students and staff at our sites with over 400 students by assisting staff in planning, implementing and evaluating instruction and student achievement for all students, with a focus on maintaining the integrity of the data collection and interpretation of data across various programs and content areas. Vice principals also support the intentions of Broad Goal 2, to promote positive student culture and social-emotional development.	Vice Principals support staff and students at our sites with over 350 students, by assisting staff in planning, implementing and evaluating instruction and student achievement for all students, with a focus on maintaining the integrity of the data collection and interpretation of data across various programs and content areas.	\$544,680.00	\$314,608

Goal 2 (Broad Goal 2)

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

Metric <i>as Reported on the 21-22 LCAP</i>	Baseline <i>as Reported on the 21-22 LCAP</i>	Mid-Year Update <i>as Reported in February 2022</i>	Desired Outcome (2023-24) <i>as Reported on the 21-22 LCAP</i>
Number of Deficiencies Identified using the School Facilities Inspection Tool (FIT)	2020-2021: 51	2021-2022: 61	Less than 20 Identified Deficiencies
Attendance Rate as a percentage (all students)	2020-2021: 91%	2021-2022 Midyear: 87%	96%
Pupil Engagement: Middle school dropout rates	2020-2021: 0%	0% to date	0%
School Climate: Pupil suspension rates	2020-2021: 0%	2021-2022 Midyear: 2.03%	2.2% (Green)
School Climate: Pupil expulsion rates	2020-2021: 0%	0% to date	0%
School Climate: Panorama Survey of pupils on the sense of safety and school connectedness (particularly supportive relationships with adults at school)	2020-2021: 89%	2021-2022 CCRMS Data: 26% of CCRMS students completed the fall 2021 survey Elementary school student surveys will be completed in Spring.	95%
Completion of Universal Screeners such as “SRSS-IE”	2020-2021: 0 Not able to completed due to the impact of COVID-19	2021-22 Fall: SRSS-IE Not Conducted 2021-22 Winter: An average of 55% of teachers completed the SRSS-IE. The completion percentage varies by school site - BH: 85% LRRM: 100% CO: 24% CCRMS: 39%	100% completion of universal screener 3 times a year by teachers

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1	Culture & Climate Committee	The District will create and maintain a school culture and climate committee, including families, to create a vision and plan to improve school culture and climate with regular stakeholder meetings and surveys, and school-site-based implementation.	The Culture and Climate Committee will convene in Spring 2022 to create a vision and plan to improve school culture and climate with regular stakeholder meetings and surveys, and school-site-based implementation. The Committee will review the input on school culture and climate from the family surveys conducted this year.	\$142,461.00	\$51,179
2	PD on Restorative Justice Practices	The Student Services Department will host professional development focused on culturally relevant teaching and restorative justice practices towards reducing office discipline referrals and suspensions.	PD was provided for cultural relevance and anti-racist practices but has not yet focused on restorative justice practices.	\$0.00	\$0
3	PBIS Coordinator and Community Resilience Model training	The PBIS coordinator will train all staff on the Community Resilience Model (CRM) to help create trauma-informed and resiliency-focused school communities that share a common understanding of the impact of trauma and chronic stress on the nervous system and how resiliency can be reestablished or increased using the CRM skills-based approach and strategies so that staff are able to apply trauma informed strategies to support students.	Our PBIS Coordinator led a Community Resiliency Model (CRM) training for our certificated and classified staff across all sites and the district office as part of our January PD Day.	\$0.00	\$0
4	SEL Curriculum and Implementation	The Student Services Department will provide training and materials for the social and emotional learning (SEL) curriculum implementation so that staff support students with articulating and regulating their feelings. SEL curriculum encompasses five broad and interrelated areas of competence including self-awareness, self-management, social awareness, relationship skills and responsible decision-making.	The Student Services Department has provided materials and access to training for the social and emotional learning (SEL) curriculum implementation so that staff are able to support students with articulating and regulating their feelings.	\$0.00	\$0

5	CASSY	The District will provide counselling for students as individuals or in groups in partnership with local non-profits so that students' emotional and mental health needs can be met. District will provide a continuum of school mental health services under multi-tiered system of supports (MTSS) to ensure meeting the needs of all students.	The District is partnering with CASSY and Star Vista to provide counseling for students as individuals or in groups so that students' emotional and mental health needs can be met. Children's Health Council and Child Mind Institute will be offering services as well in spring 2022.	\$278,100.00	\$52,650
6	Care Solace	The District will provide Care Solace access for staff and their families and students and their families so that they can connect to mental health resources outside of school. Care Solace is designed to match students, staff and families in need to verified, local service providers and serve the needs of entire school communities.	The District is providing Care Solace access for staff and their families and students and their families so that they can connect to mental health resources outside of school.	\$0.00	\$0
7	School-Site Activities	School sites will have clubs and activities so that students are able to connect with others with similar interests to add to students' sense of belonging.	Cesar Chavez Ravenswood Middle School runs school-wide clubs on minimum days so students can choose activities to engage in on a regular basis, and also offers after school sports programs. Our elementary schools also offer enrichment activities where students can opt in.	\$347,780.00	\$70,838
8	Facilities Maintenance	The Business Department will upgrade facilities in order to meet health and safety requirements per COVID pandemic and any other upgrades required as per Williams/FIT.	Facilities are maintained appropriately in accordance with all health and safety guidelines.	\$625,000.00	\$456,647
9	PBIS Implementation with School Teams	The PBIS Coordinator will work with school teams to ensure implementation of tiered systems and supports towards a positive school culture and climate, and support district's MTSS framework that drives selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving outcomes for all students and creating a more joyful learning environment. That there are systems and supports towards a positive school culture and climate to make a more joyful learning environment for students.	The PBIS Coordinator works with school sites to ensure implementation of tiered systems and supports towards a positive school culture and climate, and support the district's MTSS framework.	\$178,750.00	\$17,097

10	Displaying Student Work	Schools will have display cases to feature student artwork. Schools will work with community partners to ensure murals on campus create a welcoming environment and are representative of the school community.	Ordering of display cases for the district office is in progress for student projects to be displayed. Los Robles Ronald McNair Academy has a mural project underway.	\$10,000.00	\$0
11	Anti-Racist Training	Ravenswood will provide anti-racist training for teachers in an effort to create a more equitable learning environment for students of color.	The district contracted with Bettina Love, author of We Want to do More Than Survive who conducted a virtual talk as well as a workshop with Ravenswood staff. The district DEI coordinator has hosted a book study as well as on-going affinity groups and training for staff. The district DEI coordinator, in collaboration with the Director of Student services has and continues to provide professional development for the Ravenswood Leadership team.	\$14,858.00	\$15,350
12	Culturally Relevant Libraries	The Curriculum and Instruction Department will purchase culturally relevant libraries for classrooms so that students have access to literary materials that reflect the students' backgrounds	Many new books were purchased, in both Spanish and English, to develop more culturally relevant classroom libraries at all schools. These texts include main characters, settings, languages, families, and authors that are diverse and are intended to reflect students' identities and experiences.	\$27,500.00	\$27,500
13	Playworks	Ravenswood will partner with Playworks to help students stay active and build valuable life skills through play during recess time.	Ravenswood partners with Playworks to help students stay active and build valuable life skills through play during recess time.	\$90,000.00	\$0
14	PD on Developing Inclusive Classrooms	The Special Education Department will host Professional Development so that staff have strategies to better interact with students to make a more inclusive classroom.	The Special Education Staff are hosting monthly district wide meetings. In addition, each site meets weekly and each department meets monthly to collaborate around strategies to support an inclusive classroom and school district.	\$0.00	\$0
15	School Support and Campus Relations	School Support Staff and Campus Relations Coordinators will foster safe and productive learning environments in and out of the classroom at each school by supporting students to build relationships and solve problems.	School Support Staff and Campus Relations Coordinators foster safe and productive learning environments in and out of the classroom at each school by supporting students to build relationships and solve problems.	\$598,839.00	\$70,320

Goal 3 (Broad Goal 3)

Recruit and retain highly effective and diverse team members

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Total Teacher Misassignment Rate as a percentage	2019-2020: 5%	2020-21: 6%	0%
Misassignment Rate as a percentage for Teachers of English Learners	2019-2020: 2%	2020-21: 4%	0%
Teacher Vacancy Rate as a percentage	2019-2020: 1%	2020-21: 0%	0%
Percentage of staff that are retained across each of the categories of Teacher Experience (in years)	2020-2021: 1-3 yrs = 60% 4-6 yrs = 93% 7-9 yrs = 87% 10+ yrs = 84%	2021-22: 1-3 yrs = 75% 4-6 yrs = 75% 7-9 yrs = 71% 10+ yrs = 77%	1-3 yrs = 75% 4-6 yrs = 98% 7-9 yrs = 95% 10+ yrs = 90%
Percentage of staff within each Credential Category	2020-2021: Emergency Permits: 2% Intern Credentials: 9% Preliminary Credentials: 13% Clear Credentials: 76%	2021-22: Emergency Permits: 2.5% Intern Credentials: 12% Preliminary Credentials: 14.5% Clear Credentials: 71%	Emergency Permits: 0% Intern Credentials: 5% Preliminary Credentials: 5% Clear Credentials: 90%

Action #	Title <i>as Reported on the 21-22 LCAP</i>	Description <i>as Reported on the 21-22 LCAP</i>	Implementation Update <i>as Reported in February 2022</i>	Funds <i>as Reported on the 21-22 LCAP</i>	Expenditure Update <i>as Reported in February 2022</i>
1	Teach for America Partnership	Ravenswood will continue our partnership with Teach for America (TFA) for the recruitment, selection, and training of new teachers for hard to staff positions. TFA corps members will lead historically underserved students to academic achievement by serving as effective classroom teachers.	Our partnership has continued and there are currently 9 second year Teach for America corps members teaching at Cesar Chavez Ravenswood Middle School. The original budgeted amount was for 10 corps members.	\$50,000.00	\$45,000.00

2	SMCOE / Alder GSE Partnership	Ravenswood will establish a partnership with the San Mateo County Office of Education and Alder Graduate School of Education to recruit a diverse cohort of special education teachers and to develop excellent teachers through a residency model in an effort to increase teacher retention and provide an opportunity for expert teachers to mentor new teachers.	There are two student teachers through the SMCOE/Alder GSE partnership currently working at Belle Haven Elementary. Each student teacher is partnered with a veteran Special Education teacher.	\$0.00	\$14,000
3	Summit Partnership	Ravenswood will continue our partnership with Summit Preparatory Charter High School to access high quality teachers with the skills and training of the Marshall Teacher Residency to fill hard to staff positions. These teachers will lead historically underserved students to academic achievement by serving as effective classroom teachers.	Our partnership with Summit Preparatory Charter High School is ongoing. We have not hired any teachers from the Marshall Teacher Residency program but we look forward to leveraging this partnership during the hiring season beginning spring 2022.	\$0.00	\$0
4	Marshall Teacher Residency Partnership	Ravenswood will establish a partnership with Summit Preparatory Charter High School to host teaching candidates participating in the Marshall Teacher Residency preparation program in a year-long residency with a cooperating teacher in an effort to increase teacher retention and provide an opportunity for expert teachers to mentor new teachers.	This partnership has been established. We are currently working with Summit Preparatory Charter High School to identify master teachers who will host student teachers participating in the Marshall Teacher Residency program next year. We plan to host two student teachers during the 2022-23 school year.	\$0.00	\$0
5	Electronic Evaluation System	Ravenswood will launch an electronic evaluation system for all staff in order to track and compare performance over time and across standards in an effort to identify areas of strength and areas for improvement.	The electronic evaluation system has been launched and all staff have begun using the system. The system allows us to track progress and communicate quickly and efficiently.	\$12,500.00	\$12,779
6	Electronic Professional Development System	Ravenswood will launch an electronic professional development system for all staff in order to assign relevant and specific professional development to meet gaps identified during the evaluation process in an effort to strengthen staff performance.	The electronic professional development system was launched and used to track some certificated summer professional development offerings. The professional development system will be fully utilized in spring/summer 2022 to meet the gaps identified through the evaluation process.	\$12,500.00	\$12,779

7	Staff Recognition	Ravenswood will recognize staff who embody our core values at six board meetings per year in support of our shared responsibility for our core values and in an effort to increase staff retention.	We have recognized staff at four board meetings for the core values of Integrity (September 2021), Student-Centered (October 2021), Empowerment (December 2021), and Innovation (February 2022).	\$1,000.00	\$1,074
8	Child Care Cooperative	Ravenswood will participate in the Manzanita Works Child Care Cooperative to provide employees access to affordable, quality childcare in an effort to increase staff recruitment and retention.	Through our participation in the Manzanita Works Child Care Cooperative, we were able to offer an affordable summer day camp opportunity to our staff with school-aged children in need of care at the Palo Alto YMCA facility.	\$1,000	\$1,000
9	Teacher Housing Project	Ravenswood will continue our partnership with Facebook's Teacher Housing Project to provide teachers access to affordable, quality housing in an effort to increase teacher recruitment and retention.	Our partnership with Facebook's Teacher Housing Project continues and we currently have 5 teachers participating in the program.	\$0.00	\$0
10	Transit Cooperative	Ravenswood will participate in the Manzanita Works Transit Cooperative to reduce travel time and costs for employees and expand transit options for super-commuters in an effort to increase staff recruitment and retention.	Through our participation in the Manzanita Works Transit Cooperative, we were able to offer 30 Caltrain GoPasses to staff to provide free use of Caltrain for the entire calendar year as well as access to bikes and e-bikes.	\$0.00	\$0
11	Compensation Increase	Ravenswood will increase compensation and benefits in an effort to recruit and retain high performing staff.	We reached an agreement with the Ravenswood Teachers' Association to implement a new compensation system that offers the opportunity for teachers who demonstrate mastery of their skills to advance up the salary ladder more rapidly based upon a more meaningful evaluation process. Pay for teachers has increased by 10% in the current school year. The district is currently in negotiations with the California School Employees Association.	Not Disclosed	Not Disclosed
12	Marketing Plan	Ravenswood will create a marketing plan to showcase the benefits of being part of our team including opportunities for professional development and grant funding for support of classrooms in an effort to increase the recruitment and retention of high quality teachers.	We are currently developing a marketing plan to be launched during the hiring season beginning spring 2022.	\$0.00	\$0

13	Induction Program	Ravenswood will provide an induction program to year 1 and year 2 teachers with a preliminary credential by partnering with the Sequoia Union High School District in the Teacher Induction Partnership for Success (TIPS). Teachers in the induction program will receive coaching and professional development to support their growth as new teachers.	Ravenswood provides an induction program to teachers with a year 1 or year 2 preliminary credential by partnering with the Sequoia Union High School District in the Teacher Induction Partnership for Success (TIPS). Teachers in the induction program set and work toward goals, and receive coaching and professional development to support their growth as new teachers.	\$13,000.00	\$15,500
14	Staffing	Ravenswood will staff all classrooms with qualified, appropriately credentialed teachers in order to provide high quality instruction to all students.	All classrooms are staffed and teacher qualifications and appropriate credentials will be reviewed during assignment monitoring in the spring of 2022.	\$6,184,080.00	\$2,682,845

Goal 4 (Broad Goal 4)

Partner with families and the community to support the whole child

Metric <i>as Reported on the 21-22 LCAP</i>	Baseline <i>as Reported on the 21-22 LCAP</i>	Mid-Year Update <i>as Reported in February 2022</i>	Desired Outcome (2023-24) <i>as Reported on the 21-22 LCAP</i>
% of Families completing district wide surveys through Panorama	2020-2021: 13% of families completed the Fall 2020 survey	2021-2022: 10% of families completed the Fall 2021 Survey (through Google Forms, not Panorama)	28% - Increase participation by 5% each year
% of Families completing the California Healthy Kids Survey	2020-2021: 4% of families completed the survey	Not applicable - Survey is distributed in Spring	19% - Increase participation by 5% each year
Regular Participation in SSC/ELAC meetings	2020-2021: 50% Average attendance rate of parent members	Approximately 55% of parent members regularly attend this year's SSC/ELAC meetings	80% - Increase attendance rates of parent members
Family Involvement and Participation on School Climate and Culture Committee	2020-2021: 0 No Data Available as this is a new committee	Not applicable - committee will be launched in Spring	Have at least 4 families on the committee, regularly attending meetings, and involved in actions.

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1	Weekly Workshops	The District continues to run family workshops (weekly) in efforts to connect families to local non-profits on topics to address the whole child.	Workshops are run weekly, with a variety of topics. There is significant variation in participation levels from week to week.	\$0.00	\$0
2	Family Events and Parent University	School sites run family evening events (festivals and performances) and parent university so that families connect to school activities with their children.	School sites run family evening events (including festivals and performances) and parent university across the year so that families connect to school activities with their children.	\$58,400.00	\$1,057
3	PD about Partnering with Families	The Student Services Department hosts professional development for all staff focused on partnering with families so that staff and families are able to engage in positive relationship building.	The Student Services Department shared resources around partnering with families with site leaders at the beginning of the school year so that sites could incorporate training into their beginning of the year PD.	\$0.00	\$0

4	Family Engagement Committee	The District will create and maintain a family engagement committee to create vision and plan for family engagement with regular stakeholder meetings.	The Family Engagement Committee will be convened in Spring 2022 create vision and plan for family engagement with regular stakeholder meetings.	\$6,000.00	\$0
5	Regularly Survey Families	The District will survey families so that feedback from those not physically attending meetings can be used to help give direction to the family engagement committee and the school culture and climate committee.	The District has administered a survey to families, and will administer the California Healthy Kids Survey in the spring.	\$25,000.00	\$0
6	Family and Community Engagement Coordinator and Social Worker	The District will have a Family and Community Engagement Coordinator to support schools and families in connecting with each other, and a Social Worker at Cesar Chavez Ravenswood Middle School to connect families with needed services.	The Family and Community Outreach Coordinator works district-wide to support communication between schools and families. The Social Worker at CCRMS provides additional support and is also able to connect families with other services. We also added a Family Outreach Coordinator position at each school site to increase family engagement in school decision making.	\$214,662.00	\$94,094
7	Continue and Evaluate Ongoing Partnerships	The District will continue ongoing community partnerships that support our students/families with additional needs such as food support, housing, devices, health needs, and mentoring. The partnerships will be evaluated regularly to assure the partnership is aligned to district goals.	The District continues ongoing community partnerships that support our students/families with additional needs such as food support, housing, devices, health needs, and mentoring. The partnerships are being evaluated regularly to assure the partnership is aligned to district goals.	\$0.00	\$0
8	Supports for Homeless Students	The District will support homeless students and families by providing consistent transportation to and from school, and connecting families with additional resources as needed.	Transportation is provided to and from school for students. The district is also able to connect families to additional resources and services as needed.	\$55,000.00	\$10,000

Goal 5 (Focus Goal 1)

By June 2022, Ravenswood students with an IEP will increase their reading levels on local assessments to meet their reading goals as identified on their IEP

Metric <i>as Reported on the 21-22 LCAP</i>	Baseline <i>as Reported on the 21-22 LCAP</i>	Mid-Year Update <i>as Reported in February 2022</i>	Desired Outcome (2023-24) <i>as Reported on the 21-22 LCAP</i>
Students as a percentage who have Partially Met their Goal (demonstrating growth)	2020-2021: 0 No Data Available as systems and processes are not established yet (see action 1)	Results will be compiled at the end of the school year.	10%
Students as a percentage who have Fully Met or Exceeded their Goal (demonstrating growth)	2020-2021: 0 No Data Available as systems and processes are not established yet (see action 1)	Results will be compiled at the end of the school year.	90%

Action #	Title <i>as Reported on the 21-22 LCAP</i>	Description <i>as Reported on the 21-22 LCAP</i>	Implementation Update <i>as Reported in February 2022</i>	Funds <i>as Reported on the 21-22 LCAP</i>	Expenditure Update <i>as Reported in February 2022</i>
1	Develop a Tracking System	Director of Special Education and Program Specialists will develop and utilize a tracking system that provides a quick aggregated view of Sondag assessment results including “distance from goal” for students with IEPs to allow for more streamlined student progress monitoring.	Special education teachers have been entering updates in our data trackers every 6 weeks to monitor student progress. At the end of the first trimester each special education team gathered and reviewed the results to look at trends and each student's individual growth path.	\$419,471.00	\$77,371
2	SpEd Professional Development	Director of Special Education and Program Specialists will provide professional development for Education Specialists around the intervention curriculum (Sondag System) so that they are able to implement the curriculum with fidelity to improve student outcomes.	Teachers attended professional development on the Sondag System prior to the start of school. Teachers were paid hourly for their time. Those teachers who could not attend were trained during their contracted time.	\$2,800.00	\$1,389
3	SpEd Ongoing Assessments	Education Specialists will assess student progress every six weeks and enter the results in the tracking system to determine whether individual students are on track to meet their reading goals as identified in their IEPs.	Special education teachers have been entering updates in our data trackers every 6 weeks to monitor student progress. At the end of the first trimester each special education team gathered and reviewed the results to look at trends and each student's individual growth path.	\$813,037.00	\$111,665

Goal 6 (Focus Goal 2)

By June 2022, Ravenswood middle school students will demonstrate growth in two key Common Core Standards for Mathematical Practices:

- *SMP 1 (making sense of problems and persevering in solving them), and*
- *SMP 3 (constructing viable arguments and critiquing the reasoning of other).*

Metric <i>as Reported on the 21-22 LCAP</i>	Baseline <i>as Reported on the 21-22 LCAP</i>	Mid-Year Update <i>as Reported in February 2022</i>	Desired Outcome (2023-24) <i>as Reported on the 21-22 LCAP</i>
% of students at or above grade level on the local assessment (Let's Go Learn ADAM for 6-7, and DOMA for 8)	2020-2021: 2%	2021-22 MOY: 2% on track to meet or exceed EOY grade level expectations	30%
% of students growing one or more years on the local assessment (Let's Go Learn ADAM for 6-7, and DOMA for 8)	2020-2021: 2%	Not applicable - Growth is measured from BOY to EOY	70%
Average years growth for SWD (Let's Go Learn ADAM for 6-7, and DOMA for 8)	2020-2021: 0.51 years	Not applicable - Growth is measured from BOY to EOY	1.5 years growth
Average years growth for EL students (Let's Go Learn ADAM for 6-7, and DOMA for 8)	2020-2021: 0.45 years	Not applicable - Growth is measured from BOY to EOY	1.5 years growth

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1	PD Opportunities for 6-8 Math Teachers	6-8 math teachers will have the opportunity to attend summer and school year professional development and training, focused around Common Core Mathematical Practices and the upgraded California Mathematics Framework.	6-8 Math teachers had the opportunity to attend summer professional development, and continue to have opportunities throughout the school-year for professional development and training.	\$0.00	\$0
2	Regular 6-8 Math Department Collaboration	6-8 math teachers and teacher leaders will participate in regular math department collaboration and coaching to plan for student talk in standards-aligned math lessons, and analyze student work including from ongoing formative and local benchmark assessments.	6-8 math teachers and teacher leaders participate in regular math department collaboration in grade level and grade span groups. This includes Wednesday afternoon site professional development opportunities engaging in the Math Milestones PD series with the San Mateo County Office of Education.	\$66,500.00	\$0
3	6-8 Math Teachers Develop Monitoring Process	6-8 math teachers will collectively identify how to measure/monitor/track student growth in SMP 1 and 3.	Math teachers will be working together to identify how to best monitor/track student growth in SMP 1 and SMP 3 this year.	\$10,000.00	\$624

Goal 7 (Focus Goal 3)

By June 2022, 50% of our students who are English Learners at Level 4 on the ELPAC will be reclassified

Metric <i>as Reported on the 21-22 LCAP</i>	Baseline <i>as Reported on the 21-22 LCAP</i>	Mid-Year Update <i>as Reported in February 2022</i>	Desired Outcome (2023-24) <i>as Reported on the 21-22 LCAP</i>
Percentage of EL students who scored Level 4 in the previously administered ELPAC	2019-2020: 0 No Data Available as ELPAC testing was disrupted by COVID-19	7.5% of EL Students, who Completed the 2021 Summative ELPAC, scored an Overall Level 4	50% of EL students who scored ELPI Level 4
Percentage of EL students who maintained Level 4 in two successive ELPAC tests without being reclassified	2019-2020: 0 No Data Available as ELPAC testing was disrupted by COVID-19	EL students who maintained a Level 4 from 2020 to 2021 without being reclassified: 26%	0.5% of EL students who maintain Level 4 without being reclassified
Percentage of ELs who were reclassified after scoring ELPI Level 4 in the previous year.	2019-2020: 0 No Data Available as ELPAC testing was disrupted by COVID-19	Students who scored Overall Level 4 on the 2021 Summative ELPAC and were reclassified: 58.5%	50% of EL students who scored Level 4 will reclassify
Percentage of students who scored Level 4 on ELPAC who are “approaching grade level” in the End Of Year (EOY) local reading assessment	2019-2020: 0 No Data Available as ELPAC testing was disrupted by COVID-19	22% of Students who Completed the 2021 Summative ELPAC, were also at least “approaching grade level” in the 2021 EOY Reading Assessment	65%
Percentage of students who scored Level 4 on ELPAC who meet the criteria for receiving a grade of “C or 3” on their Trimester 3 Report Card	2019-2020: 0 No Data Available as ELPAC testing was disrupted by COVID-19	40% of Students who Completed the 2021 Summative ELPAC, also received a grade of at least “C” or “3” on their 20-21 Trimester 3 Report Card	75%

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1	Data Review Processes and Procedures	<p>Clear and consistent processes supporting the regular review of student data</p> <ul style="list-style-type: none"> - Site administrators review student data with Instructional Leadership Teams (ILTs) and teachers at the beginning of the year to identify English Learners at each level, length of time as an EL, and EL typology - District and site administrators regularly review EL student data through the MTSS process to identify whether English Learners are progressing in their language and literacy skills - Site administrators review local reading assessment data and report card grades of ELs at regular intervals throughout the year when new data becomes available 	<p>Clear and consistent processes supporting the regular review of student data</p> <ul style="list-style-type: none"> - Site administrators review student data with grade levels teams at the beginning of the year to identify English Learners at each level, and length of time as an EL, and throughout the year as new local assessment and report card data become available, to review whether English Learners are progressing in their language and literacy skills 	\$0.00	\$0
2	Reclassification Processes and Procedures	<p>We will clarify our district reclassification processes and procedures</p> <ul style="list-style-type: none"> - At the beginning of the school year, district and site administrators and teachers will review previous year's ELPAC scores and reclassification criteria to identify which students are eligible for reclassification - District and site administrators and teachers will identify students who were nearly able to reclassify (achieving 1 or 2 out of 3 metrics), and will make a plan for student growth - District and site administrators will clearly communicate with teachers, parents and families about timeline, criteria, and necessity of reclassifying. 	<p>We are working on clarifying our district reclassification processes and procedures</p> <ul style="list-style-type: none"> - At the beginning of the school year, district and site administrators and teachers reviewed previous year's ELPAC scores and reclassification criteria to identify which students are eligible for reclassification. - District and site administrators and teachers identified students who were nearly able to reclassify (achieving 1 or 2 out of 3 metrics), and will make a plan for student growth - District and site administrators are working on clearly communicating with teachers, parents and families about timeline, criteria, and necessity of reclassifying. 	\$0.00	\$0

3	ELD Instruction	Teachers deliver targeted ELD and literacy instruction to Level 4 English Learners in an effort to improve language and literacy proficiency so Level 4 ELs can reclassify.	Teachers are working on delivering targeted ELD and literacy instruction to Level 4 English Learners in an effort to improve language and literacy proficiency so Level 4 ELs can reclassify.	\$0.00	\$0
4	Professional Development - Supporting English Learners	<p>We will provide professional development to staff around serving English Learners</p> <ul style="list-style-type: none"> - Teachers participate in professional development to learn how to increasing language and literacy skills for Level 4 English Learners, reclassification criteria, and ELPAC - District and site administrators will participate in PD around supports for ELs, reclassification, and English Language Development instruction 	Teachers are receiving site-based PD around best practices to support progress for English Learners in ELD or other subject areas. District and site administrators are participating in PD around supports for ELs, reclassification, and ELD instruction aligned to the EL Roadmap and facilitated by the EL Coordinators from the San Mateo County Office of Education.	\$42,000.00	\$12,300
5	Reclassification Celebration	The Curriculum & Instruction department will host a district-wide Reclassification Celebration for students and their families	Our district-wide Reclassification Celebration for students and families will be held in the spring.	\$0.00	\$0

Goal 8 (Focus Goal 4)

For the school year 2021-2022, chronic absenteeism will decrease by 10 percentage points

Metric <i>as Reported on the 21-22 LCAP</i>	Baseline <i>as Reported on the 21-22 LCAP</i>	Mid-Year Update <i>as Reported in February 2022</i>	Desired Outcome (2023-24) <i>as Reported on the 21-22 LCAP</i>
Attendance as a percentage Average for all students, across the whole year	2020-2021: 91%	2021-2022 Midyear: 87%	96%
% of students who are chronically absent Whole year	2020-2021: 36%	Not applicable - this data will be available at the end of the year	Decrease by 10 percentage points in 21-22, with a further 8% decrease per year for the following years
% of students who are chronically absent Trimester 1 - AA students	2020-2021: 42%	2021-2022 T1: 60%	Decline by 9% per year
% of students who are chronically absent Through to (at the end of) Trimester 2 - AA students	2020-2021: 39%	Not applicable - the last day of Trimester 2 is in March	Decline by 9% per year
% of students who are chronically absent Whole year average - AA students	2020-2021: 10%	Not applicable - this data will be available at the end of the year	Decline by 9% per year
% of students who are chronically absent Trimester 1 - SWD	2020-2021: 44%	2021-2022 T1: 55%	Decline by 10% per year
% of students who are chronically absent Through to (at the end of) Trimester 2 - SWD	2020-2021: 40%	Not applicable - the last day of Trimester 2 is in March	Decline by 10% per year
% of students who are chronically absent Whole Year Average - SWD	2020-2021: 19%	Not applicable - this data will be available at the end of the year	Decline by 4% per year
% of students Chronically Absent as reported on the CA Dashboard	2019-2020: 0 No Data Available due to the impact of COVID-19	Not applicable - Reporting was suspended for the 2020 Dashboard	9% (Green)

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1	Work cellphones for school site and health staff	Work cellphones: - School site staff (eg. office staff and campus relations coordinators) will use work cellphones to communicate important information or get input from families through text messages since that is a method of communication after using the two-way communication system so that staff are connected to families. - Nurse and health aide will use work cellphones to follow up with families (eg. related to health plan/IEP/504) who are excessively absent in case there is a reason to update the student's health plans or accommodations to provide support to families.	School site staff, nurse, and district health aide use work cellphones to communicate important information or get input from families, particularly through text message, to facilitate communication and stay connected to families.	\$3,000	\$2,100
2	Two-way communication system (ParentSquare)	District staff and school staff will use a two way communication system to engage families at the classroom level, grade level, school level, and district level so that communication can be relayed to appropriate targeted groups.	District and school staff use a two-way system for family communication (ParentSquare). Almost all families are contactable through this system.	\$5,700.00	\$4,800
3	Regular communication and resources via mailings (EveryDay Labs)	School site staff will send more mailings to periodically inform parents and families of student attendance status to provide more regular communication with families to better inform families of "at-risk" students, in an effort to reduce the number of truancy letters being sent (which are quite punitive). Additionally, these mailings can include resources from the district and the community to support families.	We are contracting with Everyday Labs to send out more mailings to periodically inform parents and families of student attendance status, in addition to SMS messages.	\$9,000.00	\$0
4	Attendance recognition and rewards	School staff and district staff will recognize students with high attendance (93% or higher) and/or improved attendance (increase attendance by 5% from before) with ceremonies and certificates to acknowledge the efforts that families make towards high attendance and improving attendance.	The district and school sites are not giving attendance awards this year due to the continued impact of COVID-19 cases on our school communities. It is important for students to stay home if they are experiencing symptoms, so our attendance goals have shifted for this year.	\$500.00	\$0
5	Trimesterly review of attendance data and action planning	Student Services Department staff will support principals and teachers in a regular review of attendance data after each trimester so that we can create target groups for outreach for improving attendance and for needing additional support to improve attendance.	We have reviewed attendance regularly but are not creating target groups for outreach because our attendance numbers are so significantly impacted by COVID.	\$0.00	\$0