



# Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ravenswood City School District	Gina Sudaria Superintendent	gsudaria@ravenswoodschools.org (650) 329-2800

## Goal 1

Goal Description
<p><b>Engage students with relevant, rigorous and standards-aligned instruction, supports and materials across all subjects:</b></p> <ul style="list-style-type: none"> <li>• English Language Arts</li> <li>• English Language Development</li> <li>• Science and Engineering (NGSS)</li> <li>• Mathematics</li> <li>• Social Studies</li> <li>• Physical Education</li> <li>• Visual and Performing Arts</li> </ul>

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
All pupils in the school district have sufficient access to the standards-aligned instructional materials, as measured through the annual Williams audit (State Priority 1)	2020-2021: 100%	2021-2022: 100%	2022-2023: 100%	2023-2024: 100%	100%
Overall Implementation of State Standards will be identified by the percentage of scores identified as Level 3 or higher on the Local Indicator Self Reflection Tool (State Priority 2)	2020-2021: 55%	2021-2022: 52%	2022-2023: 52%	Not available	75%
Pupil Achievement: English Language Arts (ELA) for all students, district wide measured by CAASPP data (State Priority 4)	2019-2020: 0  No Data Available as CAASPP testing did not occur due to the impact of COVID-19	2020-2021: 0  In 2020-2021 CAASPP was not the most viable option in our local context, and was not administered. Additionally, the 2021 Dashboard was suspended and this data is not available.	2021-2022:  All Students - 98.4 points below standard, as measured by CAASPP and reported on the 2022 CA Dashboard	2022-2023:  All Students - 107.1 points below standard, as measured by CAASPP and reported on the 2023 CA Dashboard	55 points below standard (Yellow)
Pupil Achievement: ELA - Percentage of students meeting or	2020-2021: 14%	2021-2022: Grade K - 38% Grade 1 - 14%	2022-2023:  Grade K - 34%	2023-2024:  Grade 2 - 7%	35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
exceeded grade level expectations on the district local assessment	Measured by “F&P” for students in grades K-5	Grade 2 - 16% Grade 3 - 27% Grade 4 - 31% Grade 5 - 31%  Average: 26%  Measured by “F&P” for students in grades K-5	Grade 1 - 20% Grade 2 - 17% Grade 3 - 20% Grade 4 - 18% Grade 5 - 13%  Measured by iReady Assessments	Grade 3 - 9% Grade 4 - 5% Grade 5 - 3%  Measured by iReady Beginning of Year Assessment using the scaled score thresholds for grade level expectation at the end of the year  Grade K - 29% Grade 1 - 24%  Measured by the DIBELS and Lectura Beginning of Year Assessment	
Pupil Achievement: ELA - Average years growth on the district local assessment for students in grades 1-5, from beginning to end of year	2020-2021: 0.66 years  Measured by “F&P” for students in grades K-5	2021-2022: 1.3 years  Measured by “F&P” for students in grades K-5	2022-2023: 1.1 years  Measured by iReady	Not available	1 - 1.5 years of average growth each year
Pupil Achievement: ELA - Percentage of students meeting or exceeding grade level expectations on the district local assessment	2020-2021: 48%  Measured by “Let's Go Learn” for students in grades 6-8	2021-2022: Grade 6 - 34% Grade 7 - 45% Grade 8 - 58%  Measured by “Let's Go Learn” for students in grades 6-8	2022-2023: Grade 6 - 12% Grade 7 - 12% Grade 8 - 22%  Measured by iReady	2023-2024: Grade 6 - 4% Grade 7 - 12% Grade 8 - 8%  Measured by iReady Beginning of Year	70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				Assessment using the scaled score thresholds for grade level expectation at the end of the year	
Pupil Achievement: ELA - Average years growth on the district local assessment for students in grades 6-8, from beginning to end of year	2020-2021: 1.4 years Measured by "Let's Go Learn" for students in grades 6-8	2021-2022: 1.4 years Measured by "Let's Go Learn" for students in grades 6-8	2022-2023: 1.7 years Measured by iReady	Not available	1 - 1.5 years of average growth each year
Pupil Achievement: ELA - Average years growth of Reading Levels of African American Students	2020-2021: 0.75 years Measured by "F&P" for students in grades K-5	2021-2022: 0.9 years Measured by "F&P" for students in grades K-5	2022-2023: 0.8 years Measured by iReady for students in grades K-5	Not available	1 - 1.5 years of average growth each year
Pupil Achievement: ELA - Average years growth of Reading Levels of African American Students	2020-2021: 0.68 years Measured by "Let's Go Learn" for students in grades 6-8	2021-2022: 1.5 years Measured by "Let's Go Learn" for students in grades 6-8	2022-2023: 1.5 years Measured by iReady for students in grades 6-8	Not available	1 - 1.5 years of average growth each year
Pupil Achievement: Mathematics - Percentage of students meeting or exceeding grade level expectations on the district local assessment	2020-2021: 5% Measured by Savvas end of year assessment for students in grades K-5	2021-2022: Grade K - 63% Grade 1 - 33% Grade 2 - 16% Grade 3 - 1% Grade 4 - 3% Grade 5 - 5%	2022-2023: Grade K - 16% Grade 1 - 6% Grade 2 - 9% Grade 3 - 5% Grade 4 - 15% Grade 5 - 9%	2023-2024: Grade K - Not Available Grade 1 - Not Available Grade 2 - 2% Grade 3 - 1% Grade 4 - 1%	30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		Measured by Savvas end of year assessment for students in grades K-5	Measured by iReady	Grade 5 - 3%  Measured by iReady Beginning of Year Assessment using the scaled score thresholds for grade level expectation at the end of the year	
Pupil Achievement: Mathematics - Percentage of students meeting or exceeding grade level expectations on the district local assessment	2020-2021: 2%  Measured by "Let's Go Learn" for students in grades 6-8	2021-2022: Grade 6 - 0% Grade 7 - 6% Grade 8 - 0%  Measured by "Let's Go Learn" for students in grades 6-8	2022-2023:  Grade 6 - 11% Grade 7 - 6% Grade 8 - 15%  Measured by iReady	2023-2024:  Grade 6 - 2% Grade 7 - 4% Grade 8 - 3%  Measured by iReady Beginning of Year Assessment using the scaled score thresholds for grade level expectation at the end of the year	30%
Pupil Achievement: Mathematics for all students, district wide measured by CAASPP data (State Priority 4)	2019-2020: 0  No Data Available as CAASPP testing did not occur due to the impact of COVID-19	2020-2021: 0  In 2020-2021 CAASPP was not the most viable option in our local context, and was not administered. Additionally, the 2021 Dashboard was suspended and this data is not available.	2021-2022:  All Students - 127.7 points below standard, as measured by CAASPP and reported on the 2022 CA Dashboard	2022-2023:  All Students - 138.7 points below standard, as measured by CAASPP and reported on the 2023 CA Dashboard	79 pts below standard (Yellow)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Pupil Achievement: Science - Percentage of students meeting or exceeding grade level expectations on the CAST	2019-2020: 0 No Data Available as CAST testing did not occur due to the impact of COVID-19	2020-2021: 0 In 2020-2021 CAST was not the most viable option in our local context, and was not administered. Additionally, the 2021 Dashboard was suspended and this data is not available.	2021-2022: On the Spring 2022 CAST, 4% of all students who took the assessment, met or exceeded grade level on CAST	2022-2023: On the Spring 2023 CAST, 5% of all students who took the assessment, met or exceeded grade level on CAST	42% meet or exceed grade level standard
Pupil Achievement: English Learner Progress Indicator - Percentage of English Learner students who 'make progress toward English Proficiency' as assessed by the ELPAC and reported on the CA Dashboard (State Priority 4)	2019-2020: 0 No Data Available as ELPAC testing was disrupted by COVID-19	2020-2021: 0 State law has suspended the 2021 Dashboard, so EL Progress data according to the method used by the CA Dashboard is not available.	2021-2022: 49.4% of English Learner students are "making progress towards English Proficiency", as assessed by the ELPAC and reported on the 2022 CA Dashboard	2022-2023: 45.1% of English Learner students are "making progress towards English Proficiency", as assessed by the ELPAC and reported on the 2023 CA Dashboard	80% making progress
Pupil Achievement: Reclassification Rate as a percentage	2019-2020: 0 No Data Available as ELPAC testing was disrupted by COVID-19	66% of Students who scored Overall Level 4 on the 2021 Summative ELPAC 5% of Students who Completed the 2021 Summative ELPAC 4% of all English Learners at Ravenswood	84% of Students who scored Overall Level 4 on the 2022 Summative ELPAC were reclassified during the 2022-23 school year. This does not include 8th graders who graduated in Spring 2022.	90% of Students who scored Overall Level 4 on the 2023 Summative ELPAC were reclassified during the 2023-24 school year. This does not include 8th graders who graduated in Spring 2023.	30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<p>7% of Students who Completed the 2022 Summative ELPAC were reclassified during the 2022-23 school year. This does not include 8th graders who graduated in Spring 2022.</p> <p>6% of all English Learners at Ravenswood were reclassified during the 2022-23 school year. This does not include 8th graders who graduated in Spring 2022.</p>	<p>8% of Students who Completed the 2023 Summative ELPAC were reclassified during the 2023-24 school year. This does not include 8th graders who graduated in Spring 2023.</p> <p>7% of all English Learners at Ravenswood were reclassified during the 2023-24 school year. This does not include 8th graders who graduated in Spring 2023.</p>	
<p>Pupil Achievement: Percentage of English Learners who increase at least 1 ELPI level</p>	<p>2019-2020: 0</p> <p>No Data Available as ELPAC testing was disrupted by COVID-19</p>	<p>2020-2021: 0</p> <p>State law has suspended the 2021 Dashboard, so EL Progress data according to the method used by the CA Dashboard is not available.</p>	<p>2021-2022: 48.6% of English Learners increased at least 1 ELPI Level, according to the CA Dashboard</p>	<p>2022-2023: 44.2% of English Learners increased at least 1 ELPI Level, according to the CA Dashboard</p>	<p>70% progress at least 1 ELPI level</p>
<p>Course Access: 100% of students have access to a “broad course of study” as measured by the master schedule</p>	<p>2020-2021: 100%</p>	<p>2021-2022: 100%</p>	<p>2022-2023: 100%</p>	<p>2023-2024: 100%</p>	<p>100%</p>



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

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<b>STEAM Leadership Development</b> To develop a district-wide community that is well versed in math and science content and passionate about STEAM instruction and that explores and cultivates interest in continuing to grow teacher practice, our STEAM Coaches will continue to: <ul style="list-style-type: none"> <li>Facilitate cohorts of TK-8 teacher leaders that participate in PD and coaching</li> <li>Support science and mathematics instruction, assessment, analyzing student work, and how to provide interventions/differenti ation</li> <li>Facilitate science and math learning and leadership PD with</li> </ul>	No	Partially Implemented			\$50,000.00	50000



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	district and site administrators						
1.2	<b>Math Professional Development Opportunities</b> <ul style="list-style-type: none"> <li>• The STEAM coaches will ensure that all teachers, including Special Education teachers will receive inquiry-based professional-development opportunities to develop their mathematical content knowledge and practices</li> <li>• TK-8 teachers, coaches, and administrators will have the opportunity to attend the Silicon Valley Math Initiative Summer Institute with school year follow up sessions</li> </ul>	No	Partially Implemented			\$45,000.00	6,750
1.3	<b>[Discontinued as an Action for SY23-24] Math Assessment</b>  [Discontinued as an Action for SY23-24] The Teaching and Learning department will facilitate the development and pilots of quality one-to-one mathematics assessments for grades 1-5	No		Not Applicable	Not Applicable	\$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.4	<p><b>NGSS Content Knowledge Development</b>            We will continue to build literacy skills through high quality content knowledge building in Science. STEAM Coaches will work with teachers to engage students in Next Generation Science Standards-aligned instruction in science, a committee of teachers and administrators piloted and adopted a new NGSS curriculum. Teachers and site administrators will continue to participate in inquiry based trainings that create strength, in using the adopted curriculum as part of the implementation process, and building capacities for implementing rigorous science instruction.</p>	Yes	Partially Implemented			\$455,619.00	99,970.54
1.5	<p><b>[Discontinued for SY22-23] Science Leadership Development</b>             [Discontinued for SY22-23] To develop a district-wide community that is passionate about science instruction, that explores and cultivates interest in continuing to grow teacher practice, our STEM Coordinator will support a TK-5 district-wide cohort of science teacher leaders from each site through PD and coaching; and provide opportunities for site</p>	No		Not Applicable	Not Applicable	\$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	administrators to build capacity for supporting science instruction						
1.6	<p><b>Makerspace at every site</b> Ravenswood will maintain a Makerspace at every site with the goal of transitioning to having a CTE teacher in each of these spaces.</p> <ul style="list-style-type: none"> <li>• Every student in Ravenswood will have access to staffed and equipped makerspaces, which supports student engagement and higher order thinking tasks, project-based learning opportunities, and pathways to career and college readiness.</li> <li>• A group of interested staff will work together to develop quantitative and/or qualitative metrics that can be used to monitor and evaluate student progress / outcomes in the makerspace</li> </ul>	Yes	Partially Implemented			\$563,044.00	147,437.79
1.7	<p><b>[Discontinued as an Action for SY23-24] Early Learning Makerspace Units</b></p> <p>[Discontinued as an Action for SY23-24]</p>	No		Not Applicable	Not Applicable	\$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	A committee of staff (including teachers and tinkerers) will develop a learning sequence and units specifically for early learners (TK/K) to explore and pilot in the makerspaces.						
1.8	<p><b>Integrated and Designated ELD Professional Development</b></p> <p>Administrators will work with content area experts to provide professional development and support to TK-8 teachers to provide integrated ELD to multilingual students (who are identified as "English Learners") through all content areas by ensuring that language and content are accessible; and to TK-5 teachers around small group Designated ELD instruction differentiated by language level.</p>	Yes	Partially Implemented			\$38,000.00	0
1.9	<p><b>[Discontinued as an Action for SY23-24] ELD Assessment</b></p> <p>[Discontinued as an Action for SY23-24] Instructional leaders will identify a local assessment for English Language Development to use for ongoing progress monitoring.</p>	No		Not Applicable	Not Applicable	\$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.10	<b>EL Data Review</b> District administrators, site administrators, and teachers will regularly review data for English Learners (including but not limited to ELPAC results, ELD progress data, and reading and writing performance data, formative assessments, student work etc.)	Yes	Partially Implemented			\$0.00	0
1.11	<b>Newcomer/ELD Teachers</b> We will ensure that all Newcomer students, and those students who require designated ELD are receiving this daily by maintaining our expanded English Language Development (ELD) programming. This includes having at least one Newcomer/ELD specialist teacher at each structured English immersion site (Belle Haven Elementary, Costaño School of the Arts, Cesar Chavez Ravenswood Middle School). These ELD specialist teachers provide targeted intervention instruction to Newcomers, and multilingual students who need additional support in developing their English language skills.	Yes	Partially Implemented			\$404,295.00	137,820.26
1.12	<b>Social Studies Curriculum</b> We will continue to build literacy skills through high quality content knowledge building in Social Studies. Grade 6-8 Social Studies	No	Partially Implemented			\$74,001.00	54,639

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>teachers will continue to implement the recently adopted Social Studies curriculum, aligned with the updated CA HSS Framework. The TK-5 Social Studies curriculum is scheduled to be reviewed in an upcoming adoption cycle over the next few years.</p>						
1.13	<p><b>[Discontinued as an Action for SY23-24] Ethnic Studies Committee</b></p> <p>[Discontinued as an Action for SY23-24] The Teaching and Learning department will facilitate the formation of an Ethnic Studies Committee, composed of teachers and administrators that will meet to learn about the CA Ethnic Studies Model Curriculum, with the intention to design a curriculum map that helps all our teachers to integrate Ethnic Studies into the day-to-day instruction for all students.</p>	No		Not Applicable	Not Applicable	\$0.00	0
1.14	<p><b>English Language Arts</b> In order for students to use literacy skills and practices across content:</p> <ul style="list-style-type: none"> <li>TK-5 teachers will use assessments to drive instruction, hone their literacy practices, and foster literacy and language throughout all content areas.</li> </ul>	No	Fully Implemented			\$250,000.00	216,253

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> <li>6-8 English Language Arts teachers will implement the recently adopted ELA curriculum which has been identified as a high quality, standards-aligned, culturally-relevant curriculum suitable for our students.</li> <li>We will continue our committees to identify and pilot curricula for a TK-5 ELA and/or an ELA/ELD adoption; and a 6-8 ELD adoption (as appropriate).</li> </ul>						
1.15	<b>VAPA Instruction &amp; Collaboration</b> 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.	No	Fully Implemented			\$1,693,032.00	520,705
1.16	<b>Turnaround Arts</b> Costaño School of the Arts will continue to be a Turnaround Arts school, fostering high quality arts instruction, arts integration across content areas, and professional development opportunities.	No	Partially Implemented			\$9,196.00	4671.17



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.17	<p><b>Physical Education</b> Dedicated PE teachers provide weekly physical education (PE) classes to all TK-8 students in order to provide universal PE access, allowing our classroom teachers to focus on students' other needs.</p>	No	Fully Implemented			\$807,209.00	118,798
1.18	<p><b>Literacy Intervention</b> Numerous staff (including Intervention Teachers and Small Group Instructors) will provide targeted small group literacy intervention to students that are reading below grade level expectations, in order to accelerate their growth. We are focused on providing consistent and universal tiered interventions and instruction.</p>	No	Fully Implemented			\$861,094.00	338,020
1.19	<p><b>Instructional Coaching</b> STEAM Instructional Coaches and ELA/ELD Instructional Coaches will support teachers' growth and development through facilitating and supporting Instructional Leadership Teams and Professional Learning Communities in order to create spaces for strong adult learning, community building, coaching cycles, co-planning lessons, reflecting on practice and analyzing student data to inform instruction at school sites. Coaches will also support year 1 and year 2 teachers through the induction program</p>	Yes	Fully Implemented			\$746,576.00	251,077

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	(Teacher Induction Partnership for Success - TIPS).						
1.20	<p><b>Instructional Leadership Team</b> Each school site will have an Instructional Leadership Team (ILT) consisting of site administrators, instructional coaches, and teacher leaders that meet regularly to identify instructional strengths and areas for growth for their site, support site professional development, and align around best instructional practices.</p> <p>The Teaching and Learning Department and School-site ILT's will provide ongoing support to staff to make school engaging and relevant for students so that they are more invested in their learning. Teachers who participate on their site's ILT will receive training in leadership and facilitation skills to support them in fulfilling their role as site leaders.</p> <p>ILTs will focus on developing strong Professional Learning Communities that use these grounding questions: What do our students know, What do we want them to learn, How will we structure the learning, What will we do if students need more support, and What will we do once students have learned this?</p>	No	Fully Implemented			\$79,628.00	32,035

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.21	<p><b>Teacher Collaboration</b> All teachers will be a part of Professional Learning Communities which will collaborate in regular meetings, facilitated by the instructional leadership team, in order to build community, co-plan lessons, and analyze student data to inform instruction.</p>	No	Partially Implemented			\$0.00	0
1.22	<p><b>Professional Learning</b> ILT's will work across the district to implement a shared vision of student success and belonging, support planning and facilitation of school site Professional Learning Communities, and support decision making connected to the instructional core.</p> <p>"Teacher Choice" professional learning opportunities will enable teachers to opt into Communities of Practice where we will continue hosting a data-driven and vertically aligned professional learning plan that allows deep learning in content and pedagogy.</p> <p>We will continue to send teachers and leaders to the Standards Institute so that this experience of professional learning and expected outcomes will span from teachers to executive team members, with a focus on creating structures for teacher collaboration and developing the content-specific knowledge and skills of all educators in the system.</p>	No	Fully Implemented			\$322,900.00	124,346

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.23	<p><b>Multi-Tiered System of Supports (MTSS)</b>  District and Site Administrators will strengthen their ability to use data to inform our MTSS and COST (Coordination of Services Team) process by identifying which assessments we use and for what purposes. The district MTSS and COST teams will support site staff to regularly analyze assessment data to inform instruction, make intervention decisions, and monitor student progress. MTSS and COST meetings will be held at both the district and school levels. These teams will identify needs, gather data, implement interventions, and determine the level of success or if anything needs to change based on data collected, so that the District and schools make data-informed decisions.</p>	No	Fully Implemented			\$10,000.00	3,375
1.24	<p><b>Summer School</b>  All Ravenswood students will receive the opportunity to attend a summer program which includes academic content, enrichment, hands-on learning, and outdoor play activities, in partnership with community based organizations.</p>	Yes	Fully Implemented			\$1,112,382.00	1,062,265

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.25	<p><b>[Discontinued for SY22-23] Class Size Reduction</b></p> <p>[Discontinued for SY22-23] We will ensure that 4th-8th grade students will experience reduced class size from a 30:1 to an approximately 25:1 ratio in order to provide a more individualized learning environment where strong relationships can be fostered.</p>	No		Not Applicable	Not Applicable	\$0.00	0
1.26	<p><b>Extended School Day</b></p> <p>The district continues to investigate how best to extend learning hours to support Ravenswood students and families, providing space for students participate in additional and differentiated instructional time, enrichment activities, and expanded learning opportunities.</p>	Yes	Partially Implemented			\$320,000.00	132,189
1.27	<p><b>After School Program</b></p> <p>Ravenswood partners with the Boys and Girls Club of the Peninsula to offer a comprehensive, well-rounded after school program at each of our school sites, including academic supports, enrichment classes, and mentoring. We are continuously working to improve the quality of programming during these times of expanded learning opportunities, including considering the alignment of instructional resources, curriculum and diagnostic assessments, as</p>	Yes	Fully Implemented			\$1,473,591.00	739,429

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	well as the alignment of student supports (including mental health and therapy, and staff that are trained in trauma informed and restorative practices). We also partner with other community based organizations to support additional expanded learning opportunities for students.						
1.28	<b>Technology</b> Ravenswood provides foundational technology so that all students can access curriculum and instructional resources online and in digital format in school and at home when needed.	Yes	Fully Implemented			\$749,434.00	241,816
1.29	<b>Library Instructional Media Specialists</b> Library Instructional Media Specialists (LIMS) support student learning by staffing and maintaining school libraries, so that teachers and students can use them regularly and access a quality collection; and by managing the adopted and supplemental curriculum inventory across all content areas.	Yes	Fully Implemented			\$174,600.00	78,748
1.30	<b>Vice Principals</b> Vice Principals will support students and staff at our sites with over 300	Yes	Fully Implemented			\$1,084,319.00	380,700

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	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.						

## Goal 2

### Goal Description

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

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of Deficiencies Identified using the School Facilities Inspection Tool (FIT) (State Priority 1)	2020-2021: (September 2020) 51	2021-2022: (September 2021) 61	2022-2023: (September 2022) 66  This varied widely by school site, with the most identified deficiencies occurring at CCRMS, which is undergoing major construction and renovation at the moment.	2023-24: (September 2023) 44  Most identified deficiencies occurred at CCRMS, which was still undergoing major construction and renovation.	Less than 20 Identified Deficiencies



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Attendance Rate as a percentage (all students) (State Priority 5)	2020-2021: 91%	2021-2022: 87.52%	2022-23: 90%	2023-24 year to date: 90%	96%
Pupil Engagement: Middle school dropout rates (State Priority 5)	2020-2021: 0%	2021-2022: 0%	2022-23: 0%	2023-24: 0%	0%
School Climate: Pupil suspension rates (State Priority 6)	2020-2021: 0%	2021-2022: 3.04%	2022-23: 4%	2023-24: 0.7% as shared at the BoY Vital Signs Presentation	2.2% (Green)
School Climate: Pupil expulsion rates (State Priority 6)	2020-2021: 0%	2021-2022: 0%	2022-23: 0%	2023-24: 0%	0%
School Climate: Panorama Survey of pupils on the sense of safety and school connectedness (particularly supportive relationships with adults at school) (State Priority 6)	2020-2021: 89%	2021-2022: 0  Surveys were unable to be fully completed during 2021-2022 due to the ongoing impacts of the COVID-19 pandemic.	2022-23: As reported from the Spring Survey for 3rd-8th grade students - 85% of students have a trusted adult at school	2023-24: As reported from the Fall Vital Signs Survey for 3rd-8th grade students - 83% of students have a trusted adult at school	95%
Completion of Universal Screeners such as "SRSS-IE"	2020-2021: 0  Not able to complete due to the impact of COVID-19	2021-22 Fall: SRSS-IE screening was not conducted.  2021-22 Winter: An average of 55% of teachers completed	2022-2023 Fall: SRSS-IE screening was not fully completed.  2022-2023 Winter: An average of 94.25% of teachers completed	2023-24: Fall SRSS-IE screening An average of 70% of teachers completed the SRSS-IE screening	100% completion of universal screener 3 times a year by teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>the SRSS-IE screening.</p> <p>2021-22 Spring: An average of 80% of teachers completed the SRSS-IE screening.</p> <p>Completion varies by school site, with Spring completion percentages of: BH: 90% LRRM: 100% CO: 42% CCRMS: 95%</p>	<p>the SRSS-IE screening</p> <p>2022-2023 Spring: SRSS-IE screening was not yet fully completed</p> <p>Completion varies slightly by school site, with Winter completion percentages of: BH: 94% LRRM: 100% CO: 83% CCRMS: 100%</p>	<p>Completion of the SRSS-IE screening varies significantly by school site with Fall 2023-24 percentages of: BH: 86% LRRM: 100% CO: 75% CCRMS: 37%</p>	

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p><b>Restorative Practices Committee</b> The District will facilitate the creation of a Restorative Practices committee to develop a vision and plan for improving school culture and climate. The intention is to gather information around what is currently happening at sites, cross share ideas and resources and collaboratively build supports district wide.</p>	Yes	Partially Implemented			\$25,000.00	1,936.98
2.2	<p><b>Restorative Practices Professional Development and Coaching</b></p>	Yes	Partially Implemented			\$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The Teaching and Learning Department will support professional development focused on culturally relevant teaching and restorative practices, with the intention of reducing office discipline referrals and suspensions. There are also coaching opportunities for staff as they hold a consultation call with our Executive Director of Education Services before any suspensions at any school site are initiated.						
2.3	<p><b>[Discontinued for SY22-23] PBIS Coordinator and Community Resilience Model training</b></p> <p>[Discontinued for SY22-23] The PBIS coordinator will train all staff on the Community Resilience Model (CRM) to help create trauma-informed and resiliency-focused school communities that share a common understanding of the impact of trauma and chronic stress on the nervous system and how resiliency can be reestablished or increased using the CRM skills based approach and strategies so that staff are able to apply trauma informed strategies to support students.</p>	No		Not Applicable	Not Applicable	\$0.00	0
2.4	<b>SEL Curriculum and Implementation</b>	No	Fully Implemented			\$328,746.00	62,459

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>The Teaching and Learning department will continue to support our social and emotional learning (SEL) curriculum implementation, so that staff can support students with articulating and regulating their feelings. The SEL curriculum encompasses five broad and interrelated areas of competence including self-awareness, self-management, social awareness, relationship skills and responsible decision-making.</p>						
2.5	<p><b>Mental Health Support and Counselling</b> The District will provide counseling for students as individuals or in groups, in partnership with local non-profits, so that students' emotional and mental health needs can be met. Ravenswood will also provide a continuum of school mental health services under the multi-tiered system of supports (MTSS) to ensure that we are meeting the needs of all students, and continue to connect families and staff to mental health resources through local service providers as needed.</p>	Yes	Fully Implemented			\$325,000.00	285,994
2.6	<p><b>[Discontinued for SY22-23] Care Solace</b>  [Discontinued for SY22-23] [Merged with Action 2.5]</p>	No		Not Applicable	Not Applicable	\$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						
2.7	<b>School-Site Activities</b> School sites will have clubs and activities, so that students are able to connect with others with similar interests, and help to develop students' sense of belonging amongst peers and at school.	No	Partially Implemented			\$52,958.00	32,254
2.8	<b>Facilities Maintenance</b> The Business Services Department will continue to maintain and upgrade facilities, in order to meet health and safety requirements per COVID pandemic, and any other upgrades required as per Williams/FIT.	No	Fully Implemented			\$450,000.00	318,251
2.9	<b>PBIS Implementation with School Teams</b> The PBIS Coordinator works with school teams to ensure the implementation of tiered systems and supports towards a positive	No	Fully Implemented			\$182,976.00	93,268

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	school culture and climate. This also supports the district's MTSS framework, which drives the selection, integration, and implementation of evidence-based academic and behavioral practices for improving outcomes for all students and creating a more joyful learning environment.						
2.10	<p><b>[Discontinued for SY22-23] Displaying Student Work</b></p> <p>[Discontinued for SY22-23] Schools will have display cases to feature student artwork. Schools will work with community partners to ensure murals on campus create a welcoming environment and are representative of the school community.</p>	No		Not Applicable	Not Applicable	\$0.00	0
2.11	<p><b>Anti-Racist Training</b></p> <p>Ravenswood will continue to provide anti-racist training for all staff, in an effort to create a more equitable learning environment for students of color.</p>	Yes	Partially Implemented			\$30,000.00	25,153
2.12	<p><b>[Discontinued as a Specific Action for SY23-24] Culturally Relevant Libraries</b></p>	No		Not Applicable	Not Applicable	\$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	[Discontinued as a Specific Action for SY23-24] The Teaching and Learning Department will continue to maintain and update culturally relevant libraries for classrooms, so that students have access to literary materials that reflect the students' backgrounds.						
2.13	<b>Playworks</b> Ravenswood will continue to partner with Playworks to help students stay active and build valuable life skills through play.	No	Fully Implemented			\$152,000.00	71,000
2.14	<b>PD on Developing Inclusive Classrooms</b> The Special Education Department will continue to provide support for targeted professional development, so that staff have strategies to better interact with students, facilitating a more inclusive classroom.	No	Partially Implemented			\$0.00	0
2.15	<b>School Support and Campus Relations</b> School Support Staff and Campus Relations Coordinators will foster safe and productive learning environments, both in and out of the classroom at each school, by supporting students to build	Yes	Fully Implemented			\$981,659.00	362,898



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	relationships and solve problems collaboratively. These staff are essential for building connectedness between students outside of the classroom.						
2.16	<b>ParentSquare</b> District staff and school staff will continue to use a two way communication system to engage families at the classroom level, grade level, school level, and district level so that communication can be relayed to appropriate targeted groups.	No	Fully Implemented			\$5,000.00	7315.15
2.17	<b>[Discontinued as a Specific Action for SY23-24] EveryDay Labs</b>  [Discontinued as a Specific Action for SY23-24] School site staff will send mailings (using EveryDay Labs) to periodically inform parents and families of their student's attendance status. By providing more regular communication with families, we can better identify "at-risk" students, in an effort to reduce the number of punitive truancy letters sent. Additionally, these mailings can include resources from the district and the community to support families with their needs.	No		Not Applicable	Not Applicable	\$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.18	<b>Transportation</b> Ravenswood provides transportation between home and school for all students. The associated costs listed, are identified as the average annual expenditure for ensuring our low income and foster youth students have access to these services.	Yes	Fully Implemented			\$737,503.00	363,258.53

### Goal 3

#### Goal Description

Recruit and retain highly effective and diverse team members

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Total Teacher Misassignment Rate as a percentage (State Priority 1)	2019-2020: 5%	2020-21: 6%	2021-22: 6%	2022-23: 6%	0%
Misassignment Rate as a percentage for Teachers of English Learners (State Priority 1)	2019-2020: 2%	2020-21: 4%	2021-22: 2%	2022-23: 2%	0%
Teacher Vacancy Rate as a percentage (State Priority 1)	2019-2020: 1%	2020-21: 0%	2021-22: 2%	2022-23: 2%	0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of staff that are retained across each of the categories of Teacher Experience (in years)	2020-2021: 1-3 yrs = 60% 4-6 yrs = 93% 7-9 yrs = 87% 10+ yrs = 84%	2021-22: 1-3 yrs = 75% 4-6 yrs = 75% 7-9 yrs = 71% 10+ yrs = 77%	2022-23: 1-3 yrs = 70% 4-6 yrs = 80% 7-9 yrs = 75% 10+ yrs = 80%	2023-24: 1-3 yrs = 70% 4-6 yrs = 80% 7-9 yrs = 85% 10+ yrs = 80%	1-3 yrs = 75% 4-6 yrs = 98% 7-9 yrs = 95% 10+ yrs = 90%
Percentage of staff within each Credential Category	2020-2021: Emergency Permits: 2% Intern Credentials: 9% Preliminary Credentials: 13% Clear Credentials: 76%	2021-22: Emergency Permits: 2.5% Intern Credentials: 12% Preliminary Credentials: 14.5% Clear Credentials: 71%	2022-23: Emergency Permits: 7% Intern Credentials: 3% Preliminary Credentials: 15% Clear Credentials: 73%	2023-24: Emergency Permits: 7% Intern Credentials: 7% Preliminary Credentials: 11% Clear Credentials: 75%	Emergency Permits: 0% Intern Credentials: 5% Preliminary Credentials: 5% Clear Credentials: 90%

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<b>Teach for America Partnership</b> 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.	No	Fully Implemented			\$25,000.00	0
3.2	<b>SMCOE/Alder GSE Partnership</b> Ravenswood intends to continue our partnership with the San Mateo County Office of Education and Alder Graduate School of Education to recruit a diverse cohort of special	No	Fully Implemented			\$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	education teachers, and to develop excellent teachers through a residency model in an effort to increase teacher retention, and provide opportunities for expert teachers to mentor new teachers.						
3.3	<p><b>Partnerships that support teacher recruitment</b> Ravenswood will continue to explore local partnerships with organizations (such as with the Summit Preparatory Charter High School through the Marshall Teacher Residency Program) that allow us to access high quality teachers with the skills and training necessary to fill positions that are traditionally hard to staff. These teachers lead historically underserved students to academic achievement by serving as effective classroom teachers.</p>	No	Partially Implemented			\$0.00	0
3.4	<p><b>Partnerships that provide for student teacher opportunities</b> Ravenswood will continue to explore local partnership with organizations (such as the Marshall Teacher Residency preparation program) to provide us the opportunity to host teaching candidates participating in a year-long residency with a cooperating teacher in an effort to increase teacher retention, and provide an opportunity for expert teachers to mentor new teachers.</p>	No	Partially Implemented			\$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	<p><b>Electronic Evaluation Processes</b> Ravenswood will continue to utilize an electronic evaluation process, which allows us to track and compare performance over time, and across standards (CTSPs), in an effort to identify areas of strength and areas for improvement. This is a process that we work to continuously refine and improve with the support of partners.</p>	No	Fully Implemented			\$0.00	0
3.6	<p><b>[Discontinued for SY22-23] Electronic Professional Development System</b></p> <p>[Discontinued for SY22-23] [Merged with Action 3.5] Ravenswood will launch an electronic professional development system for all staff in order to assign relevant and specific professional development to meet gaps identified during the evaluation process in an effort to strengthen staff performance.</p>	No		Not Applicable	Not Applicable	\$0.00	0
3.7	<p><b>Staff Recognition</b> Ravenswood will continue to recognize staff, in support of our shared responsibility for embodying our core values and districtwide anti-racist commitment, and in service of creating and maintaining</p>	No	Fully Implemented			\$2,000.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	effective environments for student learning (CSTP 2).						
3.8	<b>[Discontinued from SY23-24] Child Care Cooperative</b>  [Discontinued from SY23-24] Ravenswood will continue to participate in the Manzanita Works Child Care Cooperative to provide employees access to affordable, quality childcare in an effort to increase staff recruitment and retention.	No		Not Applicable	Not Applicable	\$0.00	0
3.9	<b>Teacher Housing Project</b> 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.	No	Partially Implemented			\$0.00	0
3.10	<b>[Discontinued from SY23-24] Transit Cooperative</b>  [Discontinued from SY23-24] Ravenswood will continue to participate in the Manzanita Works Transit Cooperative to reduce travel time and costs for employees, and expand transit options for super-	No		Not Applicable	Not Applicable	\$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	commuters in an effort to increase staff recruitment and retention.						
3.11	<b>Compensation Increases</b> Ravenswood will continue to reflect on the compensation and benefit packages for all staff, in an effort to recruit and retain high performing staff.	No	Fully Implemented			\$0.00	0
3.12	<b>Marketing Plan</b> Ravenswood will create and implement a marketing plan to showcase the benefits of being part of our team, including opportunities for professional development, and grant funding to support classrooms, in an effort to increase the recruitment and retention of high quality teachers.	No	Partially Implemented			\$19,850.00	13,687
3.13	<b>Induction Program</b> Ravenswood will continue to provide an induction program to year 1 and year 2 teachers with a preliminary credential by partnering with the Sequoia Union High School District in the Teacher Induction Partnership for Success (TIPS). Teachers in the induction program will receive coaching and professional development to support their growth as new teachers.	No	Fully Implemented			\$29,000.00	4440

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.14	<p><b>Staffing</b> Ravenswood will staff all classrooms with qualified, appropriately credentialed teachers in order to provide high quality instruction to all students. We will also focus on recruiting and retaining classified staff to support the growing needs of the district and its students.</p>	No	Fully Implemented			\$8,494,297.00	3,574,837
3.15	<p><b>Staff Sentiment</b> Ravenswood will develop a better understanding of staff experiences, through more robust data collection and analysis, and improvement opportunities. This may include staff surveys that focus on culture and climate, internal training on leadership development and holding others accountable, and exit surveys or interviews when staff members leave Ravenswood. This is an operationally focused action, as the data collected will help us to decide on strategies to meet this goal in the future.</p>	No	Partially Implemented			\$0.00	0

## Goal 4

### Goal Description

**Partner with families and the community to support the whole child**



## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
% of Families completing district wide surveys through Panorama (State Priority 3)	2020-2021: 13% of families completed the Fall 2020 survey	2021-2022: 10% of families completed the Fall 2021 Survey	2022-2023: 10% of families completed the Fall 2022 Survey	Data Not Available	28% Increase participation by 5% each year
% of Families completing the California Healthy Kids Survey (State Priority 6)	2020-2021: 4% of families completed the survey	2021-2022: 2% of families completed the survey	2022-2023: Approximately 5% of families completed the survey.	Data Not Available	19% Increase participation by 5% each year
Regular Participation in SSC/ELAC meetings (State Priority 3)	2020-2021: 50% Average attendance rate of parent members	2021-2022: 75% Average attendance rate of parent members	2022-2023: Approximately 55% of parent members regularly attend this year's SSC/ELAC meetings (this varied significantly by school site).	Data Not Available	80% Increase attendance rates of parent members
Family Involvement and Participation on School Climate and Culture Committee (State Priority 3)	2020-2021: 0  No Data Available as this is a new committee	2021-2022: Due to the ongoing impacts of the pandemic, this committee was not formally established with regular meetings.	2022-2023: This committee was not established at a districtwide level, instead the focus was on supporting each school to more comprehensively engaging families, and improve school culture and climate.	Data Not Available	Have at least 4 families on the committee, regularly attending meetings, and involved in actions.

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p><b>Workshops and Family Engagement Opportunities</b></p> <p>The District continues to run family workshops, in an effort to connect families to community organizations, on topics to address the whole child. District staff also implement a comprehensive plan for family engagement, ensuring that families who are not able to attend meetings or workshops are also able to provide input, through regular feedback opportunities such as surveys. In an effort to encourage a deeper level of participation and engagement from families, we have also instituted a parent ambassador program</p>	No	Partially Implemented			\$0.00	0
4.2	<p><b>Family Events and Parent University</b></p> <p>School sites continue to organize family evening events (such as festivals and performances), and parent university classes, to provide opportunities for families to connect with their children through school-site activities.</p>	No	Partially Implemented			\$60,700.00	7960
4.3	<p><b>Partnering with Families</b></p> <p>The District's Family and Community Engagement Coordinator, alongside the Family Outreach Coordinators at each school site, continue to support staff in partnering with families. They are focusing on supporting staff to</p>	Yes	Fully Implemented			\$512,602.00	258,078

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	develop their skills around positive relationship building between staff, students, and families.						
4.4	<b>[Discontinued for SY22-23] Family Engagement Committee</b>  [Discontinued for SY22-23] [Merged with Action 4.1] The District will create and maintain a family engagement committee to create vision and plan for family engagement with regular stakeholder meetings.	No		Not Applicable	Not Applicable	\$0.00	0
4.5	<b>[Discontinued for SY22-23] Regularly Survey Families</b>  [Discontinued for SY22-23] [Merged with Action 4.1] The District will survey families so that feedback from those not physically attending meetings can be used to help give direction to the family engagement committee and the school culture and climate committee.	No		Not Applicable	Not Applicable	\$0.00	0
4.6	<b>Mental Health Support and Connection to Resources</b> We have a number of staff at school sites (such as Cesar Chavez Ravenswood Middle School's Social Worker, and Los Robles Ronald McNair's Mental Health Therapist) and the district level	Yes	Fully Implemented			\$479,667.00	318,056

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	(such as Special Education Mental Health Coordinator) that support students and families by providing them with access to mental health resources that address any issues affecting their academic performance, while also connecting them with relevant community resources. Additionally, they provide our staff with support and professional development opportunities and focused on trauma-informed practices.						
4.7	<p><b>Continue and Evaluate Ongoing Partnerships</b> The District will continue with our ongoing community partnerships that support our students and families with additional needs (such as food support, housing, devices, health needs, and mentoring). Each partnership is evaluated through a robust and standardized process to ensure that the partnership is aligned to district goals.</p>	No	Fully Implemented			\$0.00	0
4.8	<p><b>Supports for Vulnerable Students</b> The District supports vulnerable students, homeless students, and their families by providing consistent transportation to and from school, and connecting families with additional resources as needed.</p>	Yes	Fully Implemented			\$42,978.00	36,714

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

## Goal 5

### Goal Description

By June 2024, Ravenswood students with an IEP will increase their reading levels on local assessments to meet their reading goals as identified on their IEP

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Students as a percentage who have Partially Met their Individualized Goal (demonstrating growth)	2020-2021: 0  No Data Available as systems and processes are not established yet (see action 1)	2021-2022: 35%	2022-2023: 20%	Data Not Yet Available	10%
Students as a percentage who have Fully Met or Exceeded their Individualized Goal (demonstrating growth)	2020-2021: 0  No Data Available as systems and processes are not established yet (see action 1)	2021-2022: 65%	2022-2023: 80%	Data Not Yet Available	90%

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	<b>Maintain a Tracking System</b> The Special Education Team will utilize and continually review a tracking system that provides a quick aggregated view of Sunday assessment results including "distance from goal" for students with IEPs to allow for more streamlined student progress monitoring. This helps teachers to	No	Fully Implemented			\$1,467,021.00	516,860

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	monitor and support each student's individual growth path.						
<b>5.2</b>	<b>SpEd Professional Development</b> The Special Education Team will continue to provide professional development for Education Specialists around the intervention curriculum (Sonday System) so that they are able to implement the curriculum with fidelity to improve student outcomes.	No	Fully Implemented			\$7,000.00	2,000
<b>5.3</b>	<b>SpEd Ongoing Assessments</b> Education Specialists will continue to assess student progress every six weeks and enter the results in the tracking system to determine whether individual students are on track to meet their reading goals as identified in their IEPs.	No	Fully Implemented			\$408,773.00	200,101

## Goal 6

### Goal Description

[Not Continued from 23-24 onwards]

By June 2023, Ravenswood middle school students will demonstrate growth in two key Common Core Standards for Mathematical Practices:

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

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
% of students at or above grade level on the local assessment	2020-2021: 2%  As measured by Let's Go Learn ADAM for 6-7th, and DOMA for 8th grade	2021-2022: Grade 6 - 0% Grade 7 - 6% Grade 8 - 0%  As measured by Let's Go Learn ADAM for 6-7th, and DOMA for 8th grade	2022-2023: Grade 6 - 11% Grade 7 - 6% Grade 8 - 15%  As measured by iReady for grades 6-8	2023-2024:  Grade 6 - 2% Grade 7 - 4% Grade 8 - 3%  Measured by iReady Beginning of Year Assessment using the scaled score thresholds for grade level expectation at the end of the year	30%
% of students growing one or more years on the local assessment	2020-2021: 2%  As measured by Let's Go Learn ADAM for 6-7th, and DOMA for 8th grade	2021-2022: 21%  As measured by Let's Go Learn ADAM for 6-7th, and DOMA for 8th grade	2022-2023: 65%  As measured by iReady for grades 6-8	Data Not Available	70%
Average years growth for SWD	2020-2021: 0.51 years  As measured by Let's Go Learn ADAM for 6-	2021-2022: 0.79 years  As measured by Let's Go Learn ADAM for 6-	2022-2023: 1.6 years  As measured by iReady for grades 6-8	Data Not Available	1.5 years growth



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	7th, and DOMA for 8th grade	7th, and DOMA for 8th grade			
Average years growth for EL students	2020-2021: 0.45 years  As measured by Let's Go Learn ADAM for 6-7th, and DOMA for 8th grade	2021-2022: 0.63 years  As measured by Let's Go Learn ADAM for 6-7th, and DOMA for 8th grade	2022-2023: 1.6 years  As measured by iReady for grades 6-8	Data Not Available	1.5 years growth

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
6.1	<b>[Not Continued as a Specific Action for SY23-24] PD Opportunities for 6-8 Math Teachers</b>  [See Goal 1] Mathematics teachers are provided with opportunities to attend summer and school year professional development and training. These offerings are focused around Common Core Mathematical Practices and the upgraded California Mathematics Framework.	No		Not Applicable	Not Applicable	\$0.00	0
6.2	<b>[Not Continued as a Specific Action for SY23-24] Regular 6-8 Math Department Collaboration</b>  [See Goal 1]	No		Not Applicable	Not Applicable	\$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Math teachers and teacher leaders participate in regular math department collaboration and coaching, to plan for student talk in standards-aligned math lessons, and analyze student work (from ongoing formative and local benchmark assessments).						
6.3	<p><b>[Not Continued as a Specific Action for SY23-24] 6-8 Math Teachers Develop Monitoring Process</b></p> <p>[Not Continued as a Specific Action for SY23-24] 6-8 math teachers will continue to work on identifying how to measure, monitor, and track student growth in SMP 1 and 3.</p>	No		Not Applicable	Not Applicable	\$0.00	0

## Goal 7

### Goal Description

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

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of EL students who scored Level 4 in the previously administered ELPAC	2019-2020: 0  No Data Available as ELPAC testing was disrupted by COVID-19	9% of all EL Students who completed the 2021 Summative ELPAC, scored an Overall Level 4	9.12% (79/866) of all EL Students who completed the 2022 Summative ELPAC, scored an Overall Level 4	9.83% (83/844) of all EL Students who completed the 2023 Summative ELPAC, scored an Overall Level 4	50% of EL students who scored ELPI Level 4
Percentage of EL students who maintained Level 4 in two successive ELPAC tests without being reclassified	2019-2020: 0  No Data Available as ELPAC testing was disrupted by COVID-19	Percentage of EL students who maintained a Level 4 from 2020 to 2021 without being reclassified: 0%	Percentage of EL students who maintained a Level 4 from Spring 2021 to Spring 2022 without being reclassified in the 2022-23 school year: 0%	Data not yet available because the 2023-24 school year is in progress	0% of EL students who maintain Level 4 without being reclassified
Percentage of ELs who were reclassified after scoring ELPI Level 4 in the previous year.	2019-2020: 0  No Data Available as ELPAC testing was disrupted by COVID-19	Percentage of students who scored Overall Level 4 on the 2021 Summative ELPAC and were reclassified: 66.7%	84% of Students who scored Overall Level 4 on the 2022 Summative ELPAC were reclassified during the 2022-23 school year. This does not include 8th graders who graduated in Spring 2022.	90% of Students who scored Overall Level 4 on the 2023 Summative ELPAC were reclassified during the 2023-24 school year. This does not include 8th graders who graduated in Spring 2023.	95% of EL students who scored Level 4 will reclassify
Percentage of students who scored Level 4 on ELPAC who are meeting the	2019-2020: 0	59% of students who scored Level 4 on the 2021 Summative ELPAC, were also at	71% (46/65) students who scored Level 4 on the 2022 Summative ELPAC were also at	90% (61/68) of students who scored Level 4 on the 2023 Summative ELPAC	65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
"Basic Skills" metric, which is one of the criterion for reclassification	No Data Available as ELPAC testing was disrupted by COVID-19	least "approaching grade level" in the 2021 local EOY Reading Assessment	least "One Grade Level Below" in the 2022-23 i-Ready Reading Diagnostic	also met the "basic skills" requirement for reclassification	
Percentage of students who scored Level 4 on ELPAC who meet the criteria for receiving a grade of "C or 3" on their Trimester 3 Report Card	2019-2020: 0 No Data Available as ELPAC testing was disrupted by COVID-19	71% of students who scored Level 4 on the 2021 Summative ELPAC, also received a grade of at least "C" or "3" on their 20-21 Trimester 3 Report Card	100% (64/64) of students who scored Level 4 on the 2022 Summative ELPAC, also received a grade of at least "C" or "3" on their 21-22 Trimester 3 Report Card	100% (68/68) of students who scored Level 4 on the 2023 Summative ELPAC, also received a grade of at least "C" or "3" on their 22-23 Report Cards or received a Teacher Recommendation the meets the criterion for reclassification	75%

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
7.1	<p><b>Processes and Procedures for Data Review, and Reclassification</b></p> <p>Ravenswood will continue to review and improve on our processes and procedures supporting the regular review of student data, and reclassification.</p> <p>For Student Data specific to those identified as "English Learners", this includes:</p> <ul style="list-style-type: none"> <li>At the beginning of the year, Instructional Leadership Teams (ILTs) and teachers identify each student's identified proficiency level in English, and review other relevant</li> </ul>	Yes	Fully Implemented			\$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>demographic, social emotion and environmental details</p> <ul style="list-style-type: none"> <li>Throughout the year, teachers and ILTs review examples of student work and other data to identify student growth and progress in the development of their language and literacy skills</li> </ul> <p>For reclassification this includes:</p> <ul style="list-style-type: none"> <li>Reviewing the previous year's ELPAC scores and reclassification criteria to identify if there are any students who are already eligible for reclassification.</li> <li>Identifying students who were nearly eligible to reclassify (achieving two of the three required metrics), and making a plan for student growth</li> <li>Communicating clearly with teachers, parents, and families about the timeline, criteria, and importance of reclassification</li> </ul>						
7.2	<p><b>[Discontinued for SY22-23] Reclassification Processes and Procedures</b></p> <p>[Discontinued for SY22-23] [Merged with Action 7.1] We will clarify our</p>	No		Not Applicable	Not Applicable	\$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>district reclassification processes and procedures. At the beginning of the school year, district and site administrators and teachers will review previous year's ELPAC scores and reclassification criteria to identify which students are eligible for reclassification. District and site administrators and teachers will identify students who were nearly able to reclassify (achieving 1 or 2 out of 3 metrics), and will make a plan for student growth. District and site administrators will clearly communicate with teachers, parents and families about timeline, criteria, and necessity of reclassifying</p>						
7.3	<p><b>ELD Instruction</b> Teachers continue to deliver targeted English Language Development (ELD) and literacy instruction to our Multilingual Learners in an effort to improve language and literacy proficiency, with a specific focus on students who are almost eligible for "Reclassification".</p>	Yes	Fully Implemented			\$0.00	0
7.4	<p><b>Professional Development - Supporting English Learners</b> Ravenswood supports professional development (PD) opportunities for staff, focused on how best to support our Multilingual Learners in the development of their English</p>	Yes	Partially Implemented			\$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	skills. PD topics at both the district and site levels include how to most effectively increase students' English language and literacy skills, ELD instruction, additional classroom supports, reclassification criteria, and the ELPAC.						
7.5	<p><b>[Discontinued for SY22-23] Reclassification Celebration</b></p> <p>[Discontinued for SY22-23] The Curriculum &amp; Instruction department will host a district-wide Reclassification Celebration for students and their families</p>	No		Not Applicable	Not Applicable	\$0.00	0

## Goal 8

### Goal Description

[Not Continued from 22-23 onwards] For the school year 2021-2022, chronic absenteeism will decrease by 10 percentage points

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Attendance as a percentage Average for all students, across the whole year	2020-2021: 91%	2021-2022: 87.5%	2022-2023: 90%	2023-2024 year to date: 90%	96%
% of students who are chronically absent Whole year	2020-2021: 36%	2021-2022: 12.4%	2022-2023: 40%	2023-2024 year to date: 41%	Decrease by 10 percentage points in 21-22, with a further 8% decrease per year for the following years
% of students who are chronically absent Trimester 1 - AA students	2020-2021: 42%	2021-2022 T1: 60%	2022-2023 T1: 42%	2023-2024 T1: 38%	Decline by 9% per year
% of students who are chronically absent Through to (at the end of) Trimester 2 - AA students	2020-2021: 39%	2021-2022 T2: 54.2%	2022-2023 T1 and T2: 46%	Not Available	Decline by 9% per year
% of students who are chronically absent Whole year average - AA students	2020-2021: 10%	2021-2022: 57.7%	2022-2023: 46%	Not Available	Decline by 9% per year
% of students who are chronically absent Trimester 1 - SWD	2020-2021: 44%	2021-2022 T1: 55%	2022-2023 T1: 45%	2023-2024 T1: 49%	Decline by 10% per year



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
% of students who are chronically absent Through to (at the end of) Trimester 2 - SWD	2020-2021: 40%	2021-2022 T2: 53%	2022-2023 T1 and T2: 47%	Not Available	Decline by 10% per year
% of students who are chronically absent Whole Year Average - SWD	2020-2021: 19%	2021-2022: 60%	2022-2023: 44%	Not Available	Decline by 4% per year
% of students Chronically Absent as reported on the CA Dashboard	2019-2020: 0  No Data Available due to the impact of COVID-19	2020-2021: 0  State law has suspended the 2021 Dashboard, so Chronic Absenteeism data according to the method used by the CA Dashboard is not available.	2021-2022: 51.7% of students are identified as Chronically Absent, as reported on the 2022 CA Dashboard. This was expected, as a result of the ongoing impacts of the COVID-19 pandemic.	2022-2023: 43.4% of students are identified as Chronically Absent, as reported on the 2023 CA Dashboard.	9% (Green)

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
8.1	<b>[Discontinued for SY22-23] Work cellphones for school site and health staff</b>  [Discontinued for SY22-23] School site staff (eg. office staff and campus relations coordinators) will use work cellphones to communicate important information or get input from families through text messages since that is a method of communication after using the two-way communication system so that staff are connected to families. Nurse and health aide	No		Not Applicable	Not Applicable	\$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						
8.2	<p><b>[Moved for SY22-23] Two-way communication system (ParentSquare)</b></p> <p>[Moved to Goal 2 for SY22-23] District staff and school staff will use a two way communication system to engage families at the classroom level, grade level, school level, and district level so that communication can be relayed to appropriate targeted groups.</p>	No		Not Applicable	Not Applicable	\$0.00	0
8.3	<p><b>[Moved for SY22-23] Regular communication and resources via mailings (EveryDay Labs)</b></p> <p>[Moved to Goal 2 for SY22-23] School site staff will send more mailings to periodically inform parents and families of student attendance status to provide more regular communication with families to better inform families of "at-risk" students, in an effort to reduce the number of truancy letters being sent (which are quite punitive).</p>	No		Not Applicable	Not Applicable	\$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Additionally, these mailings can include resources from the district and the community to support families.						
8.4	<p><b>[Discontinued for SY22-23] Attendance recognition and rewards</b></p> <p>[Discontinued for SY22-23] School staff and district staff will recognize students with high attendance (93% or higher) and/or improved attendance (increase attendance by 5% from before) with ceremonies and certificates to acknowledge the efforts that families make towards high attendance and improving attendance.</p>	No		Not Applicable	Not Applicable	\$0.00	0
8.5	<p><b>[Moved for SY22-23] Trimesterly review of attendance data and action planning</b></p> <p>[Moved to Goal 9 for SY22-23] Student Services Department staff will support principals and teachers in a regular review of attendance data after each trimester so that we can create target groups for outreach for improving attendance and for needing additional support to improve attendance.</p>	No		Not Applicable	Not Applicable	\$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

## Goal 9

### Goal Description

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

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Attendance Rate as a percentage (AA students)	2020-2021: 87.2%	2021-2022: 84.7%	2022-2023: 88%	2023-2024 year to date: 90%	96%
Of our chronically absent students, what proportion are identified as AA students? The proportion should be representative of our percentage of AA students enrolled at the district.	AA Student Enrollment at Ravenswood in 2020-2021: 6.5%  Proportion of chronically absent students who are identified as "African American": ~10%	AA Student Enrollment at Ravenswood in 2021-2022: 6.6%  Proportion of chronically absent students who are identified as "African American": 9.98%  This demonstrates disproportionality.	AA Student Enrollment at Ravenswood in 2022-2023: 6%  Proportion of chronically absent students who are identified as "African American": 7%  This demonstrates only slight disproportionality, which is an improvement on previous years.	Data Not Yet Available	Proportionality
Chronic Absenteeism of AA students as reported through the CA Dashboard	2018-2019: 20.7% (164 students)  2019-2020: 0 This metric was not reported on the CA Dashboard	2020-2021: 0 This metric was not reported on the CA Dashboard	2021-2022: 60.6% of Black / African American students are identified as Chronically Absent, as reported on the 2022 CA Dashboard.	2022-2023: 52.1% of Black / African American students are identified as Chronically Absent, as reported on the 2023 CA Dashboard.	10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			This was expected, as a result of the ongoing impacts of the COVID-19 Pandemic.		
California Healthy Kids Survey - Percentage of students who identify having Supportive Adult and Peer Relationships	Surveys were unable to be fully completed during 2020-2021 due to the ongoing impacts of the COVID-19 pandemic.	2021-2022: Approximately 56% of students identify as having caring adults in school	2022-2023: Approximately 71% of all students identify as having caring adults in school	Data Not Available	95%
Pupil Achievement: ELA - Average years growth of Reading Levels of African American Students, as measured by the district local assessment	2020-2021: 0.75 years Measured by "F&P" for students in grades 1-5	2021-2022: 0.9 years Measured by "F&P" for students in grades 1-5	2022-2023: 0.8 years Measured by iReady	Data Not Available	1 - 1.5 years of average growth each year
Pupil Achievement: ELA - Average years growth of Reading Levels of African American Students, as measured by the district local assessment	2020-2021: 0.68 years Measured by "Let's Go Learn" for students in grades 6-8	2021-2022: 1.5 years Measured by "Let's Go Learn" for students in grades 6-8	2022-2023: 1.5 years Measured by iReady	Data Not Available	1 - 1.5 years of average growth each year
Pupil Achievement: Mathematics for AA Students, district wide measured by CAASPP data	2018-2019: 85.6 points below standard 2019-2020: 0 No Data Available as CAASPP testing did	2020-2021: 0 In 2020-2021 CAASPP was not the most viable option in our local context, and was not administered. Additionally, the 2021	2021-2022: 133.7 points below standard	2022-2023: 167.4 points below standard	Improve the distance from standard by 50 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	not occur due to the impact of COVID-19	Dashboard was suspended and this data is not available.			

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
9.1	<p><b>Anti-Racist Commitment</b> The Ravenswood City School District acknowledges that racism has an inherent and permanent impact on our students' lives. All staff will work towards using our Anti-Racist Commitment as a lense with which we review, consider, and implement everything we do as individuals, schools, and as a district. Opportunities for both shared and individual reflection will help each of us to align our actions with our commitments, as we work towards systematically dismantling the racist structures and practices that exist in our educational environment.</p>	No	Fully Implemented			\$0.00	0
9.2	<p><b>Diversity, Equity and Inclusion (DEI) Coordinator</b> The DEI Coordinator assists the site and district leadership in building a culture where equity-based innovation can and does occur, and ensuring a climate where all students, especially those from traditionally marginalized groups feel confident.</p>	No	Fully Implemented			\$44,000.00	30,507

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
9.3	<p><b>Personal Connection</b> School site staff will make a concerted effort to "check-in" with students, particularly students who are often overlooked or who identify as a member of traditionally marginalized groups. This regular "check-in" style of engagement allows for individuality to be noticed and valued and to provide students with opportunities to share their feelings, experiences and share their story. Personal interactions contribute greatly to the development of social bonds, and building trusting relationships.</p> <p>By regularly and routinely demonstrating care for all students, staff hope to increase students' sense of belonging at school. This action is also embedded as part of the processes used by the "Coordination of Services Team" (COST). In addition, the site leadership team is conducting empathy interviews and shadowing students to hear from them and attempt to see school through their eyes. The team is encouraged to identify a student from a traditionally marginalized group.</p>	No	Partially Implemented			\$0.00	0
9.4	<p><b>[Discontinued as an Action for SY23-24] Streamlining Services and Supports</b></p>	No		Not Applicable	Not Applicable	\$0.00	0



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>[Discontinued as an Action for SY23-24]</p> <p>Ravenswood is realigning central office departments to better advance our strategic plan in support of our students and schools. We want to honor each school's unique identity while also providing support and guidance in meeting every student's needs. By streamlining our services under three zones: Operations and Finances, People and Strategy, and Teaching and Learning, we can provide targeted support to flow where it is needed, when it is needed. This focuses more resources in schools, and helps us to address specific student needs and address trends by subgroup across the district.</p>						
9.5	<p><b>Review of attendance data and action planning</b></p> <p>Principals and Teachers will continue to be supported by District staff in regularly reviewing attendance data, disaggregated by student group. This will allow us to create target groups for outreach towards improving attendance, and identifying those students and families who need additional support in this area.</p> <p>In lieu of the traditional SARB process (School Attendance Review Board process) the Education Services Team and Strategy, Talent Engagement Team will be hosting monthly meetings for</p>	No	Fully Implemented			\$25,000.00	12,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>families who are considered chronically absent. These meetings will be focused on supporting parents and families with the resources they may need to increase their attendance.</p> <p>This process will be supporting the “Coordination of Services Team” (COST). The COST teams will monitor progress for all African American students who have high levels of absenteeism, in an effort to address the root causes and issues surrounding the students’ attendance before they are labeled as being “chronically absent”.</p>						
9.6	<p><b>Review of disciplinary data and action planning</b> The Education Services department will support principals and teachers in a regular review of disciplinary data, disaggregated by student group. This will allow us to create target groups for outreach, and identify those students and families who need additional support in this area.</p> <p>In particular, these processes will help the “Coordination of Services Team” (COST) in planning and implementing SEL supports for teachers to implement, to ensure our African American students feel supported.</p>	No	Fully Implemented			\$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
9.7	<p><b>Review of academic data and action planning</b> The Teaching and Learning Department will support principals and teachers in a regular review of academic data, disaggregated by student group. This will allow us to create target groups for outreach, and identify those students and families who need additional support in this area.</p> <p>In particular, these processes will help the “Coordination of Services Team” (COST) in planning and implementing academic supports for all African American students who are not making progress towards academic outcomes.</p>	No	Fully Implemented			\$0.00	0