Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners		5.2%
Total Teacher Misassignments		1.9%
Vacant Teacher Positions		0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	61

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

    Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA		2			
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science	1				

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

    Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science	1				

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science	1				

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards	1				
Physical Education Model Content Standards		2			
Visual and Performing Arts			3		
World Language	1				

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

   Rating Scale (lowest to highest) -
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers		2			
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)
6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction
Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions
This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research
    2 – Beginning Development
    3 – Initial Implementation
    4 – Full Implementation
    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.			3		
2. Rate the LEA's progress in creating welcoming environments for all families in the community.			3		

Building Relationships	1	2	3	4	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			3		
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.			3		

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Overall Ravenswood has made a lot of progress in continuing to build relationships with families, and developing welcoming environments, as we deal with the ongoing impacts of the COVID-19 pandemic, which has continued to provide challenges such as limiting the amount of in-person events, and severely impacting staff capacity. In general ParentSquare has been extremely valuable for communication, including reminders for completing application documents, the ability to send text messages with auto-translation, and the promotion of school site/district/community events.

All of our schools also offer multiple methods and opportunities for communication with teachers, school staff, and administrators. We have Spanish Translator/Interpreters available for our non-Spanish speaking staff, and Outreach Coordinators at each school who are supported by the district Family & Community Engagement Coordinator. Some specific teachers/staff are more engaged with their student's families, so our Coordinators work to ensure all families are supported. They have found it very valuable to spend time at the gate during pick-up/drop-off times, just connecting with students and families, and answering questions as they come up.

Based on data collected from specific schools, we have made progress in building relationships as more families feel comfortable sharing their stories, ideas, and concerns with school staff throughout the week. At the moment these are often limited to specific staff, but we hope to encourage more of these interactions system-wide, across the district.

Some examples of events or opportunities for relationship building include "Earth Day" where families from the different schools all went to one campus, "Cafecito", "Safe Routes to School" partnership with SMCOE, "Parent University" which includes presentations from the Diversity Equity and Inclusion Coordinator, "SSC/ELAC" or "DAC/DELAC" meetings with our families as community leaders, and "Family Workshops" which often includes content from community organizations. We encourage families to request topics that they are interested in and would like to hear more about. A popular event is when the cafeteria managers share their knowledge with parents, talking about nutritional information, the high quality standards of food preparation, and also sharing what the students enjoy and don't like! When events are held in-person, there is a high level of interaction between school staff and families, but when events are held virtually it is challenging to connect on a personal level.

Ravenswood typically has a relatively high turnover of staff, so it is always challenging for families to continually re-establish new relationships. As a district we are working towards increased staff retention, which will hopefully also support long-term relationship building with families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

While we have so far put a lot of effort into ensuring that a range of opportunities are available for engagement, a significant area of improvement for us will be connecting more personally and more individually with our families, to truly understand the underlying reasons why so few of our families are attending events. Families do respond when it is about their individual student, but we want to work towards creating community. Another key point here is that

we need to ensure that all vacancies are filled, having an Outreach Coordinator/Director of Culture, or other similarly student- and family-focused role we have found is beneficial to overall school and community culture. As a district, we also want to identify specific needs for specific families, in order to help overcome these barriers and connect families with relevant support services. For example, there is not always one single reason why students are absent from school. It could be related to transportation, needing to stay home to care for younger children or elders, not having appropriate clothing to wear, or any number of other reasons. Some of the reasons for limited family involvement in school are due to the stressors and ongoing impacts of the COVID-19 pandemic. We have found that those who do attend, and who do engage are fully involved and committed to forming strong relationships with school staff. The challenges are focused on those families and individuals who we haven't yet reached - and predominantly virtual communication has only made this more difficult, as school staff are less likely to be able to match names and faces of families, and also identify the student they are connected to.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Throughout our LCAP engagement and Local Indicator self-reflection processes this year, we have worked to focus on hearing from families who are traditionally underrepresented. In particular, our Outreach Coordinators, Family and Community Engagement Coordinator, and the Social Worker continue to reach out to families who are struggling, checking in with them regularly, and in some cases staff even make home visits. It's also important that all school staff notice and identify students and families who need any sort of additional support. We know we have challenges making connections between the district, school sites, and families. We are working at increasing the presence of school staff at after school events such as middle school sports games, and music concerts. By simply increasing the presence of staff in situations where families are already attending and supporting their children, we can increase the interactions and contact points that staff and families have. This allows for more authentic conversations and with more opportunities for relationship building.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			3		
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			3		
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.		2			
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			3		

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Some examples of events or opportunities for partnership building include "Cafecito", "Parent University" which includes presentations from the Diversity Equity and Inclusion Coordinator, "SSC/ELAC" or "DAC/DELAC" meetings with our families as community leaders, and "Family Workshops" which often includes content from community organizations. We encourage families to request topics that they are interested in and would like to hear more about, and we emphasize what families can do to support student learning at home. A popular event is when the cafeteria managers share their knowledge with parents, talking about nutritional information, the high quality standards of food preparation, and also sharing what the students enjoy and don't like! It is very valuable for both teachers and families when they can get to know each other at these events which are focused on student successes. There are always a number of super involved and engaged families who are just amazing, and will show up to everything! We'd like to continue increasing the percentage of our families that fit into this category.

We also try to ensure that families have sufficient resources at home to support student learning, particularly in partnership with the Boys & Girls Club of the Peninsula (BGCP) and the 49ers Academy. Both of these community partners support our students and families with tutoring, homework time and space, and case worker support. Conferences are held three times per year, and it is a great opportunity for teachers and families to work together to support their students. We have found that increased text/ParentSquare communication between families and teachers often leads to increased attendance at these conferences. In some cases, families do not feel confident in approaching the teacher about an issue or to request support, but they have spoken with the site Outreach Coordinator, who has been able to provide assistance in bridging any communication or comfort barriers.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

A key focus area for Ravenswood is to truly work together. Building strong, collaborative connections with families has been challenging, particularly during these pandemic-impacted years. We are looking into how we can provide more direct staff support - for example, only having one counselor per school means that we either have to focus on either a shallow breadth of service or narrow depth of service, but not both. It is also challenging to support students and their families, when the solution is unclear. By focusing on more personal conversations and connection points to truly know our families and their students, we hope that some of these challenges can be addressed. We already attempt to convey large volumes of information, but the follow-through and implementation of the actions themselves can sometimes be inconsistent across school sites, or don't quite meet the actual needs. We need to continue to work on establishing strong feedback loops, and encouraging true engagement from our families, that has a visible impact in our students' educational experience at Ravenswood. Our Outreach Coordinators are supporting these efforts, but this is a new role that was established, so it will take time for the impact to be more widely felt. Additionally, we need to show across the board representation of our teachers, district staff, and school staff at events and activities, particularly supporting students outside of the classroom setting, and being present at community meetings and gatherings.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

When students and families are not aware of the resources and support available to them, it is extremely difficult for them to request these services. As a district, we are working on ensuring that all families, especially those whose voices and experiences are typically underrepresented, are fully aware of all options. As mentioned previously, additional personal connection, conversations, and interactions are extremely valuable in hearing from our families - and this is extremely important for families and students who are underrepresented in our engagement processes. We are always striving to improve these experiences, knowing that both staff and families are always working towards the same goals of success for all students.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.		2			
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.		2			
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.		2			
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.		2			

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

We have been working on building staff skills in building strong relationships with families and students, and also working on developing the capacities and skills of families. We have had some participation from families, but the ongoing impacts of the pandemic have significantly influenced everyone's capacity for engagement. Providing materials and holding meetings in both English and Spanish is important for our community events to be inclusive. We have also found it useful to go outside of the traditional "meeting" format, to gather input through conversations and at times when families are already interacting with school staff (such as at pick-up and drop-off times). We are also starting to have more conversations with families about how activities are prioritized and funded, and hearing what their preferences are for future adjustments!

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

We would love to receive more input from families, however input thus far has often been relatively minimal, even with many opportunities provided. This is possibly because it is difficult to visibly see the impact that family feedback has at schools and in our processes, or because the ongoing impacts of the pandemic have contributed to decision and engagement fatigue. We are working on improving our feedback and communication, building stronger relationships, and demonstrating that we hear and respond to the requests and suggestions of our families and students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

> This is an area of development for Ravenswood. We are focusing on hearing from families through more authentic conversations, rather than through manufactured and formal meetings and surveys. This focus on conversational connection certainly includes all families in our community, including those who are typically underrepresented, particularly in decision-making processes. It is important that we reduce any barriers to engagement, and come together as one group, without the traditional hierarchical structures. This might look like involving students and inviting them to share their opinions, or eating together and sharing thoughts over a meal. We want to focus on all people working together for the betterment of our entire community, rather than perpetuate the type of expert participant engagement that continues to exacerbate the underrepresentation of voices from some families and students.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

> Each year, Ravenswood students and families complete the California Healthy Kids Survey. Unfortunately, we were limited in the number of 5th grade students who completed the survey. Last year we noted that there were elevated levels of students experiencing sadness/hopelessness, which we believe are strongly linked to the ongoing global pandemic, and their extended distance learning experience without face to face contact with school site staff and other students. A lack of in-person contact can be very draining and exhausting, especially for students. These results have improved significantly, as all schools returned to in-person instruction this year. We are continuing to develop strategies to rebuild relationships, and reteach the skills of interacting with peers and adults, as we all (staff and students alike) readjust to return to an in-person and on-campus educational experience. We also have mental health supports available for students at all sites, and additional resources accessible for staff and families.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent

to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1. Ravenswood is a TK-8 district, where over 90% of our students are unduplicated. All schools participate in the "Title I Schoolwide Program", and all students receive the same enrollment in courses and same access to content area instruction, as tracked by the master schedule. On a daily basis, all students have the opportunity to access grade-appropriate curriculum, with the relevant interventions and supports provided as needed. By using the master schedule alongside planning for intervention and additional supports, we can ensure that students participating in pull-out intervention are not missing significant amounts of core content area instruction, and also ensure that they continue to have sufficient opportunities to participate in enrichment activities and classes.

2. Overall, students are enrolled in a broad course of study across school sites, grade levels, and subgroups. We have found that school sites are equal in their ability to offer students a broad course of study including both core content area instruction, and enrichment/elective activities and classes. We do not see an underrepresentation of any student subgroups or unduplicated student groups in any particular elective or enrichment option - all students have access to all elective options. When we analyze data of student grades with a grade of "approaching or meeting standards" or letter grade "C" in a course as a proxy to indicate minimum student access to grade level content, we find that more of our students in TK-5 are accessing grade level content than our middle school students. We also find that students with disabilities need further support to access the course of studies (across subjects) at the same level as other students. Each student who is identified as having a disability based on the IEP process has particular supports listed in their IEP based on the specific needs of the stent. These services are personalized and targeted support for these students to assess accessing a broad course of study.

3. Due to the systematic racism present within the education system and society that our students must rail against each day, there are a number of external barriers that can limit access to a broad course of study for all students. These barriers include Institutional Racism, Poverty, Housing Insecurity, Transportation Insecurity, Food Insecurity, Student or Family Trauma, and Parent Education Levels.
There are also a number of internal barriers that Ravenswood is attempting to address directly, particularly through the actions described in the 21-24 LCAP, which was developed with significant stakeholder feedback and engagement. These barriers include Staffing Retention or Turnover, Uneven Staff Training or Certification, Unconscious Bias and Racism, Student Attendance, English Proficiency Levels of Students, and Relationships between Students and Staff.

4. Ravenswood has carefully considered the integration and alignment of our 5-yr Strategic Plan (developed in 19-20) and 3-yr LCAP (developed in 20-21), alongside other school and district level plans. They all include many strategies, goals, and actions which will address some observations, barriers, and improvement areas mentioned above.
Examples:
- We emphasize ongoing PD and coaching for staff, complemented by upcoming curriculum pilots/adoption and training to ensure that students are provided with high quality instruction and curriculum materials. We commit to providing training for staff on unconscious biases, culturally relevant practices, inclusive classrooms, and partnering with families, to support our intention to address many of the internal barriers identified.
- We will recruit and retain highly qualified staff through many actions including improved compensation and benefits, as well as developing or continuing partnerships with organizations to support us with providing qualified teachers for hard-to-staff positions.
- We have identified strategies to target the growth and improvement of English proficiency levels and increase the number of students who reclassify after scoring highly on the ELPAC, by increasing Newcomer/ELD support at each English immersion school. These site-based teachers will allow for greater

flexibility in scheduling and reduce the time students spend out of class (previously required for transportation to and from this program).