



2024-25 Local Performance Indicator Self-Reflection

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Introduction

The California 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.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

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 the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- 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.

Local Indicators

The local indicators address the following state priority areas:

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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

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/body at the same public meeting at which the LCAP is adopted 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 public 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 an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-22	153.5	67%	5.3%	9.2%	16.4%	1.9%	0.4%	0.0%

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)	44

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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)			3		
Mathematics – Common Core State Standards for Mathematics		2			
Next Generation Science Standards		2			
History-Social Science		2			

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	N/A
Career Technical Education		2				
Health Education Content Standards		2				
Physical Education Model Content Standards			3			
Visual and Performing Arts				4		
World Language		2				

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			3		
Providing support for teachers on the standards they have not yet mastered		2			

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):

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

Practices	Rating Scale Number
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.	4
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	3

Practices	Rating Scale Number
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.	4

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. 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. 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" activities, "Cafecito", "Safe Routes to School" partnership with SMCOE, "Parent University", "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. The ongoing presence of individuals who are committed to improving our school environments and climates is extremely important for the success of improving the wellbeing of our community as a whole. 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. Families do respond when it is about their individual student, but we want to work towards creating and developing the community as a whole. 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. We have found that those families who do attend, and who do engage with the school 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.

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 and Family and Community Engagement Coordinator continue to reach out to families who are struggling, checking in with them regularly, and in some cases specific staff have even made home visits. One way to improve the engagement of our families is by eliminating barriers that limit our families from attending school-wide events, so by identifying those barriers and addressing them, we will likely improve the engagement of underrepresented families. We also want to hold space for events where they can share their own experiences and learn from each other. It's also important that all school staff notice and identify students and families who need any sort of additional support. 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. We also want to encourage and build the capacities of parents to create groups to support each other, leading to stronger relationships between school staff and the families.

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):

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

Practices	Rating Scale Number
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.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
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.	4
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.	4

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", "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 very 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. Many teachers are now providing more regular updates on students' progress throughout the year, instead of waiting for parent-teacher conferences. This has helped to improve the relationship between the school and families, leading to better outcomes for our students. Conferences are still held three times per year, and it is a great opportunity for teachers and families to work together to develop and monitor the plans and actions 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 and pandemic-recovery 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. 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. We will be placing more emphasis on identifying students who are struggling either academically, or non-academically, and ensure to connect with those families to offer additional support. We will also focus on connecting with those families and truly listening to their concerns and working on a plan from there.

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):

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

Practices	Rating Scale Number
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.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
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.	4
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.	3

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 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. We want to increase family participation in our decision-making processes and opportunities, and also add additional opportunities through multiple different methods of information gathering.

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. Staff at school sites are directed to identify families who have not participated in different engagement opportunities to make sure they are aware that there are options open to them to share their voice. We want to better empower our families to feel capable and prepared to make informed decisions, and to share their diverse

backgrounds with each other and staff so that we all have a greater understanding of the various unique life situations people face and reduce assumptions.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

This is a locally created survey for students, co-created by school sites and the district which is administered 3 times per year, and designed to be longitudinal over time and across grade spans. This looks at 6 areas of school climate measures including sense of belonging, supportive relationships, school safety, academic engagement, and cultural awareness. The survey results are able to be disaggregated by student disability status/type, home language, English Learner status, race/ethnicity, gender, grade level, and teacher/homeroom. These are all reviewed by our district and site Instructional Leadership Teams (ILTs) to better understand student experience on campus and address school wide, student-group specific, classroom-specific, or districtwide issues and trends.

Overall, 75% of students responded positively to questions focused on sense of belonging, which has been a local focus for the last 3 years. There is little to no variation in the disaggregated results for students of different EL status' or gender, from the overall result. Black/African American students were 10 percentage points lower than the school average. In terms of grade level spans, the elementary grades typically have slightly higher positive responses to this question than middle school students.

Overall, 69% of students felt safe all or most of the time at school, which has been especially important based on feedback from the middle school. These overall results have been consistent and stable for the past couple of survey administration rounds. There is also interesting variation with 6th graders reporting 9 percentage points lower than the overall average, while 7th grade students reported 7 percentage points above the average. Female students were also 10 percentage points lower than the result for male students. Our very recent newcomer students reported much higher on this category with results of 15 percentage points above the average.

Overall, 56% of students said they felt engaged all or most of the time in their classes. This was the lowest overall category result, and all schools are developing goals and actions to address this in the upcoming year. Highlight is that our EL students were 5 percentage points more engaged than the average, and SWD were up at 8 pp more than average. Black/AA students were 13pp less engaged than the average. In terms of grade level spans, the elementary grades have significantly higher positive responses to this question than middle school students.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

We have learnt that on average our students with disabilities, and our English Learner students are feeling engaged at school, have supportive relationships, and feel a sense of belonging. On average our female students less engaged, less safe, and have fewer supportive relationships than male students. Our elementary schools feel more positively towards school than middle school students. There are still significant racial/ethnic disparities districtwide with regard to school climate, belonging, safety, and educational engagement. There are also significant differences when looking at survey results between school sites and/or between different teachers/homerooms, that allowed our site leadership teams to take action at their schools. This also highlights and identifies how critical specific personnel are towards improving the overall school environment and experience.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on an analysis of the local data, we have made improvements that focus on school safety, student belonging, and developing supportive relationships, and are working towards making additional improvements for the upcoming year. As a district we continue to focus on school safety inside classrooms, hallways, and outside on the playgrounds and school grounds, including providing before and after school supervision. Following the analysis of local survey data, conversations were held with teachers about specific survey results to understand and modify their classroom environments as needed, to better serve our student's needs. Especially at our middle school, there is a focus on celebrating heritage months as community events (Black History Month, AAPI Month), and Costano also held an AAPI Art Night. We have also established a Black Student Union, Poly Club (Polynesian), and other student clubs or associations to provide more opportunities for students to connect with each other. One of our major goals is to improve Tier 1 instruction for all students, across all classrooms, all teachers, and all schools, supported by our coaches and professional development opportunities, in an effort to improve student engagement. Using our initiative "Universal Tier 2 Time" (UT2T), we are also focusing on improving Tier 2 instruction, with data driven student groups that are adjusted over the year as needed, based on student specific data. This provides more students with better access to relevant skills and content. Newcomer students and those who need foundational English language support will also be provided with additional assistance to allow for better access and engagement to the classroom content.

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)

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. 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)

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. We 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 student. These services are personalized and targeted support for these students to assess accessing a broad course of study.

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)

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 through the actions described in the LCAP, which was developed with significant community engagement and feedback. This includes providing appropriate training and professional development to staff, continuing to work on dismantling unconscious biases and move towards anti-racist actions, improving student attendance and English proficiency levels, and help students accelerate their learning.

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)

Ravenswood continually considers the integration and alignment of multi-year Strategic Plans (currently in the re-development phase) and LCAP 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 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, and work towards improving the outcomes of student identified as Long-Term English Learners or "At-Risk" of becoming LTELs.