

**Local Control and Accountability Plan (LCAP)  
Every Student Succeeds Act (ESSA)  
Federal Addendum**

**LEA name:**

Ravenswood City School District

**CDS code:**

41689990000000

**Link to the LCAP:**

[www.ravenswoodschools.org/Choose-Ravenswood/Departments/Teaching-and-Learning/Compliance-and-Accountability/index.html](http://www.ravenswoodschools.org/Choose-Ravenswood/Departments/Teaching-and-Learning/Compliance-and-Accountability/index.html)

**For which ESSA programs will your LEA apply?**

Choose from:

**TITLE I, PART A**

Improving Basic Programs Operated by State and Local Educational Agencies

**TITLE I, PART D**

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

**TITLE II, PART A**

Supporting Effective Instruction

**TITLE III, PART A**

Language Instruction for English Learners and Immigrant Students

**TITLE IV, PART A**

Student Support and Academic Enrichment Grants

*(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A  
Title II, Part A  
Title III, Part A  
Title IV, Part A

# Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page. Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Ravenswood LEA's strategy for leveraging federal funds to complement and enhance local priorities, as outlined in its LCAP, is deeply rooted in its mission to empower every student and ensure their holistic development. Our mission emphasizes the importance of academic, social, and emotional growth within a culturally rich context. Our new strategic plan introduces a "learner profile" while our LCAP focuses on two key goals. The first goal focuses on academic growth, particularly in English Language Arts, Mathematics, and English Language Development (ELD). This aligns closely with the broader statewide educational priorities and reflects Ravenswood's commitment to ensuring that all students have equitable access to quality education and opportunities for academic advancement. Federal funds can be strategically utilized to support initiatives such as professional development for teachers in evidence-based instructional strategies, and targeted interventions for students struggling in these subject areas. The second goal emphasizes fostering a sense of belonging, joy, and partnership among students, families, and staff. This goal underscores the importance of addressing students' social and emotional well-being alongside their academic growth, aligning with our mission. Federal funds can be allocated towards initiatives that promote positive school climate and culture, such as implementing social-emotional learning (SEL) programs, providing mental health services and counseling support, and facilitating family engagement activities. By investing in these areas, Ravenswood aims to create inclusive learning environments where every student feels valued, supported, and motivated to succeed.

The development of our district-wide plans are comprehensive, with significant involvement from the community. Federal funding used at the district level has been integrated into our LCAP, in the same way that federal funding used at the site level is integrated into the relevant School Plan for Student Achievement (SPSA).

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Federal funding used at the district level has been integrated into the planning, development, monitoring, evaluation, and update cycle of the district LCAP, and districtwide budgeting processes. The services, actions, strategies, and programs funded federally are reviewed with staff, families, community members, and other interested parties. Federal funding used at the site level is determined in collaboration with the combined School Site Council/English Learner Advisory Committees (SSC/ELACs), following an assessment of local needs, and an evaluation of the previous year's expenditures. In an effort to ensure that federal funding is aligned appropriately, SPSA goals are coordinated with the district's LCAP goals.

At different community meetings and engagement opportunities, the district informs the participants about the different funding sources available, and how they support and supplement activities and programs for different student groups. The feedback and input of participants is used for the future development of our activities and budgetary planning. The goals, actions, and services are revised annually based on site, district, and state-reported data. Using data effectively, to make informed and strategic decisions, is a key goal for our school sites, district, and Board. Regular reviews of federal expenditures by instructional and business staff ensure that funds are used effectively to enhance initiatives, maintain alignment with the LCAP, and comply with programmatic and fiscal guidelines.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

#### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 ( <i>as applicable</i> )

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

#### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 ( <i>as applicable</i> )

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

### TITLE II, PART A

#### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

### TITLE III, PART A

#### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

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# ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

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## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Ravenswood has minor disparities in teacher credentialing and experience between schools. Awareness of this issue allows us to monitor the situation and provide additional support as needed. All of our schools are school-wide Title I schools with over 90% "minority" students, as defined by the California ESSA State Plan. To identify disparities, the Director of Human Resources gathers the data on teacher credentialing and experience and shares it with the board of trustees each year. We also review teacher credentialing status statistics as part of our annual SARC, Strategic Plan, and LCAP review processes. As a district, turnover of effective teachers, teacher leaders, and administrators has been a barrier to making progress on district initiatives. It is also challenging to recruit staff for specialized positions. Due to the inequitable funding structure of California public schools, teachers can often make 25-30% higher salaries in nearby districts, serving a wealthier student body, than in our district. As part of developing the Strategic Plan and the LCAP, we engaged extensively with Ravenswood staff and our community. Each emphasized the importance of retaining high quality, hard-working staff, and paying our teachers equitably for the work they put in. At times,

we have seen some teacher openings go unfilled, or classes staffed by substitutes. We know that the student learning experience can be disrupted when this happens, and is a product of our highly inequitable system. Hard-to-staff areas are present district-wide, across varying grade levels and content areas in all of our schools.

We will continue and establish partnerships with organizations to help increase our access to teacher recruitment pipelines for hard-to-staff areas, so that our students can always have their classes staffed by qualified teachers. Some of these partnerships also provide opportunities for mentorship and growth, to improve teacher effectiveness. All staff are supported through a comprehensive schedule of professional development over the school year, both within the school, within grade-levels and across the district. For example, “Teachers on Special Assignment” (TOSAs) provide coaching to teachers. Effective and experienced teachers are encouraged to share their knowledge and wisdom with their peers, especially through collaboration meetings.

### Analysis of Data

The distribution of ineffective, inexperienced, or out-of-field teachers at each school site each year working with low-income and minority students is identified in the table below, according to the CDE’s definitions for the purposes of collecting equity data under ESSA Section 1112(b)(2). We have three elementary schools serving Transitional Kindergarten through 5th grades (two use a Structured English Immersion model, one uses a Dual-Language Immersion model), and one middle school serving 6th through 8th graders in a Structured English Immersion model (with a Dual-Language Immersion track for some students).

In reviewing the teacher assignment data for each site, it can be observed that our rates of inexperienced teachers are highest at our middle school. While the numbers of actual teachers in this position are low, the percentage rate is high. The middle school grades are often most difficult to staff, and have a higher turnover rate compared with TK-5 teachers. The out-of-field percentages are for emergency EL authorizations, emergency bilingual permits, waivers, and local assignment options (which allows for teachers to teach elective classes). Historically, BCLAD teachers (required for Spanish language instruction) are also very difficult positions to staff. We continually work on developing partnerships with various organizations, including teacher preparation programs at local universities to improve our pipeline of middle school and BCLAD teacher candidates, particularly single subject candidates which are difficult to recruit for the middle school grades.

The potential effects of these disparities on student achievement is monitored throughout the year, and if needed, additional support is offered to these teachers. Monitoring occurs through the tracking of student achievement and progress of student achievement on subject-matter, grade-level and standardized testing, as well as through observational walk-throughs by school and district administrative staff. Feedback from these walk-throughs is provided to the teacher by their site administrator, and together they address any issues to work towards better instructional and student-focused practices. A Collaboration Structure provides a support system for developing standards-aligned lesson-planning practices. This helps all teachers reflect on what they can do to improve, and to share ideas with others, with less experienced teachers able to learn from their more experienced colleagues.

<b>2023-2024</b>	% EL	% Low Income	% Minority	% Ineffective	% Inexperienced	% Out-of-field
Belle Haven	57%	84%	99%	4.7% (1 / 21)	0%	0%
Costaño	55%	85%	98%	4.1% (1 / 24)	8.3% (2 / 24)	0%

Los Robles-Ronald McNair	82%	80%	99%	0%	7.1% (1 / 14)	0%
Cesar Chavez RMS	48%	76%	99%	7.6% (2 / 26)	11.5% (3 / 26)	7.6% (2 / 26)

**Parent and Family Engagement**

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Aligning Parent Engagement with the LCAP Process:**

Ravenswood is constantly working to involve everyone in regular and ongoing communication with the community, specifically when relating to developing district and school site plans. We know that family involvement plays a key role in helping students succeed in school and in building a sense of pride in the school community. We have provided opportunities for all people throughout the wider Ravenswood community (including teachers, union leaders, parents, family members, community members, central office staff, and students) to provide feedback and input to the various district and school site plans, including the different stimulus funding plans, our annual budget approach and strategy, our multi-year strategic plan, SPSAs, and of course the LCAP. We want to ensure that the goals and actions are decided with community input, with a focus on ways we can make meaningful impacts for our students. Annually, we hold a series of engagement opportunities for all interested parties to support the progress monitoring of the existing goals and actions, evaluate the effectiveness, and provide input and suggestions on plans for the upcoming year. In the future we hope to leverage these to be more comprehensive opportunities for our families and staff to work side-by-side to engage in co-creation and co-decision-making.

**LEA Parent and Family Engagement Policy joint development, and distribution:**

Families and staff work together to develop and agree on the LEA parent and family engagement policy during some of the first DAC/DELAC meetings of the school year. Families have the opportunity to review the drafted parent and family engagement policy in order to evaluate its content and effectiveness. Once input has been received, the Board approves the plan, and it is then distributed to all families via our newsletter, and parentsquare. Hard copies of the policy are also available at the school or district office on request.

**The LEA fosters parent involvement and provides assistance to parents in understanding and supporting their child's education, to improve academic achievement:**

Ravenswood district staff support each school in holding parent and family engagement meetings and events throughout the year. We also established Outreach Coordinators at each site, as a first contact for many parents when looking for resources or support, as well as to help facilitate site engagement events, and are implementing a parent ambassador program to encourage families to engage with school activities at a deeper level. The different engagement events can provide assistance in understanding topics including challenging State academic standards, assessments, how to monitor each student's progress, and improve the achievements of their children.

There are also parent education topics addressed at SSC/ELAC meetings. For example, some sites have held "Literacy Nights" where staff members run stations for parents targeted on strategies for working with students to understand their current reading level and provide resources to work with students at home in specific grade levels. Another site-based evening event is "Parent University" where staff members and community partners run workshops for parents on additional topics which may include information on High School Transition, Technology Tools for use at home, Digital Citizenship, and Career Pathways.

The District uses the Parentsquare app, social media, flyers, email and USPS to connect with families. Ravenswood will also provide support for other parent involvement activities that may be requested by our community.

**Training staff on communicating and working with parents:**

Staff receive training through site staff meetings, collaboration meetings, and support from our dedicated Outreach and Engagement Coordinators, regarding how to effectively communicate and engage with parents and families. These strategies are implemented across all aspects of a family's educational experience, especially as we continue to develop our systems and processes to help reduce chronic absenteeism in students and increase student achievement. We are constantly iterating and improving what we do as a district. Staff also receive training on how to conduct report card conferences with parents and families. Each school has their own form of parent engagement committee run by staff, who collaborate with parents to implement and coordinate events and increase parent involvement.

**Ensure that information is provided in a language and format that parents can understand, allowing opportunities for informed participation by families:**

Making participation in our schools accessible to parents of diverse backgrounds is of utmost importance to us. Wherever possible we provide information to our families and community in flyers or a slide-deck/presentation format, instead of using the required federal, state, or county templates. In addition to providing written materials in both English and Spanish, translation is provided for meetings and events. We prioritize accommodating parent needs in coordinating meeting times and location, and parents are encouraged to contact staff if any additional needs are present.

**District supports parent involvement in the development of the CSI Plan:**

We currently have two schools that are identified as Comprehensive Support and Improvement (Belle Haven Elementary, and Los Robles-Ronald McNair Academy). Families are encouraged to participate in the engagement opportunities provided by each school leadership team, to have their say in the development of the SPSA (which is used as the CSI plan).

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Schoolwide Program** - The purpose of a schoolwide program (SWP) is to improve academic achievement of all students, particularly the lowest-achieving students, through the improvement of the entire educational program of the school. A school operating a SWP must conduct a comprehensive needs assessment to help the school understand the subjects and skills for which teaching and learning need to be improved, and identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards. A school operating a SWP must annually evaluate the implementation of, and results achieved by, the SWP, using data from the State's annual assessments and other indicators of



academic achievement; determine whether the SWP has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the SWP.

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students, and is consistent with the Ravenswood City School District LCAP. California Education Code 64001 and the Every Student Succeeds Act (ESSA) requires schools that receive federal funds through ConApp to consolidate all school planning requirements into the SPSA. Each school site SPSA is consistent with the approved district LCAP and LCAP Federal Addendum. Schools also have the opportunity to add site-specific goal descriptions based on feedback and discussion from parents, families, and staff through SSC/ELAC meetings.

**Additional Targeted Support and Improvement** - ESSA requires that states determine which schools are eligible for Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI), based on student group performance. Districts with schools that meet the criteria for ATSI must collaborate with educational partners to locally develop and implement an ATSI plan to improve student outcomes. The SPSA, and the Local Control and Accountability Plan (LCAP) will be used to meet ATSI planning requirements. This plan will address ways to improve our school and student outcomes for all students, especially those identified below, based on a needs assessment and identifying our resource inequities.

Based on data from the 2023 California School Dashboard, the following Ravenswood schools were identified for each of the specified student subgroups:

- Cesar Chavez Ravenswood Middle School - Students with Disabilities, Black/African American students

**Targeted Support** - Not Applicable

**Neglected or Delinquent** - Not Applicable

## Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Ravenswood has a policy to ensure homeless students and families are not segregated or stigmatized, and a dispute resolution process. Ravenswood has implemented several services to help support our homeless students and families. Ravenswood collaborates with a local food bank to distribute food, which helps to reduce food insecurity for our housing insecure students and families. Additionally, Ravenswood provides transportation to all students, with 100% of our Title I, Part A Homeless Education Reservation contributing towards the transportation of homeless students to and from school. This may include students residing in shelters, motels, or other temporary residences including those outside of district boundaries. We are committed to ensuring continuity of educational opportunity and teacher support for homeless students in a consistent school environment.

## **Student Transitions**

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Ravenswood City School District works to continually develop relationships with local preschools and service providers, align curriculum and practices, and help make students' transition to our district for TK or Kindergarten as smooth as possible. We also provide Special Education assessment and services for preschool aged children, who then become students in our district and continue the services as detailed in their IEPs.

At Cesar Chavez Ravenswood Middle School we have Academic Counselors and a TOSA (Teacher on Special Assignment) whose roles involve helping to facilitate a smooth transition to high school for our students. We are located within the Sequoia Union High School District, so district-level staff and site-leadership staff from both Ravenswood and Sequoia collaborate with a focus on aligning our practices. Our academic counselors meet regularly with our 8th graders, individually and in small groups, to support them in the transition to high school.

## **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

In addition to the school-site specific uses of Title I Part A funds, the district has reserved funds for the purposes of high-value professional development opportunities, the continuation of mental health supports for students throughout summer school programming, and software to support two-way communication with families with embedded translation tools.

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Ravenswood City School District provides regular professional development (PD) for teachers, principals, and other school staff. If we focus our adult learning on building strong and effective teams (such as ILT and PLCs) that use data and standards to plan for instruction that is engaging, meaningful and affirming; support our teachers growth through choice based professional learning Community of Practice experiences; and focus on providing one another feedback on our educator practices, we will see growth for our students in their academic, social/emotional skills, and wellbeing. Some regular, ongoing goals are focused on deepening staff understanding of the CCSS and NGSS, implementing standards-aligned instruction, and analyzing common formative assessments to inform instruction.

Opportunities for professional learning occur throughout the school year - including dedicated days before the start of the school year, and an additional day during the year (usually in Winter), once a month on Wednesdays, optional after-school sessions, and also during the regular teacher collaboration time. We also encourage teachers to attend summer learning opportunities. Most sessions are conducted at the site-level, usually facilitated by administrators and instructional coaches. Topics are aligned to key areas of improvement at both the site level and across the district, as indicated by student data and classroom walkthroughs.

Teachers regularly collaborate with their grade level and/or content area team to plan instruction, analyze student data, and address student concerns. Teacher collaboration across grade level and/or content areas provides time to share best instructional practices, and analyze student data. Teachers and other staff are also provided training from external providers, to support the social and emotional wellbeing of students, and work towards being anti-racist in every aspect of the educational experience. Some of these sessions focus on understanding and supporting children who are affected by trauma, at risk of mental illness, or have any form of disability, including when to refer them to the services that can better meet their needs. This type of training can also help educators to understand and address issues such as safety, drug and alcohol abuse, peer interaction and chronic absenteeism, all of which relate to school conditions for student learning.

Ravenswood creates and supports professional growth pathways by providing opportunities for classified staff to earn their teacher credential, staff to attend workshops and conferences outside of the district, and educators to enter into a preliminary administrative credential program. First and second year teachers are provided with induction support to clear their credential. In partnership with local universities, we have hosted student teachers, and also supported intern teachers in classrooms as they explore the teaching profession and earn their credentials. More experienced teachers are able to grow their leadership skills through site instructional leadership teams, or move into an instructional coaching position.

We use a Continuous Improvement approach in our planning, to establish and align the professional learning opportunities to our short- and long-term instructional goals. Classroom walkthroughs and listening campaigns are utilized by instructional leadership staff to find trends of instructional strengths and needs. In order to measure the impact of our learning sessions, staff are regularly asked to fill out a short survey. Responses are reviewed by the facilitators and compared across school sites/grade levels, to ensure that the sessions and workshops meet the needs of participants. Facilitators also use survey feedback to inform planning of future sessions.

## **Prioritizing Funding**

### **ESSA SECTION 2102(b)(2)(C)**

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Ravenswood’s process to determine how Title II, Part A funds are used is based on both student achievement data, and staff feedback relating to instructional support and needs. All of our schools are considered “high-needs” schools using different metrics, which makes prioritization within our budgeting process a challenge. All of the district’s schools have student populations with over 90% socioeconomically disadvantaged students (as indicated on the California Schools Dashboard).

Title II, Part A funds are typically budgeted at the district level (integrated with LCAP processes), and only distributed directly to schools for authorized activities on an as-needed basis, as reflected in their SPSA. The proposed activities, their estimated expenditure amount, and funding sources, are aligned with our master budget. This alignment between the LCAP, SPSAs, and the district master budget ensures that priority funding is used strategically, and adequate to support high-needs schools.

Meaningful consultation to determine the appropriate apportionment of funding is integrated with our LCAP planning, development, monitoring, evaluation, and update process. Participants are encouraged to attend multiple events and meetings, to see how their feedback and input influences district plans. This regular cycle of continuous improvement also ensures that we continue to evaluate how priority funding contributes to positive outcomes for our schools. We also consider the sustainability of activities supported by priority funding, which is why we invest in improving teacher effectiveness, and retaining effective teachers.

**Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Ravenswood City School District uses a continuous improvement process to elicit feedback from all members of our community to inform our plans for professional development each school year, including teachers, administrators, coaches, programmatic staff, and other supporting staff. We also track student growth data for key instructional initiatives linked to specific multi-year PD initiatives, to identify impact on student achievement. Planning for each school year’s instructional foci and PD goals begins the previous year. In the winter and spring, the Teaching and Learning team consults with key educational partners such as district administrators, site administrators, coaches, and teacher leaders to reflect on our instructional strengths and areas for improvement. Components of the adopted instructional framework in our district’s Curriculum and Assessment Guide are compared against observational and student academic data. Student data typically includes traditional assessments such as the CAASPP (ELA and Math), CAST (Science), local assessments (eg. iReady), and increasingly includes qualitative and experiential data that is student-centered and asset based.

Our planning process is linked to our LCAP development. Through our LCAP Community Engagement process, our certificated and classified staff, community partners, and parents and family members are reminded of the district’s goals and provide feedback. These opportunities typically include group conversations and online surveys. District leadership reviews all the feedback provided, as part of the annual update to the goals and actions. After hearing from their unit members, leadership from our certificated and classified bargaining units meet with district staff each winter to help shape the PD calendar for the year to come.

Regular, ongoing communication with the Ravenswood community has been integral to the decisions and plans developed by the district. Feedback and data collected throughout the various engagement and consultation opportunities have informed all planning documents at the various levels throughout the district and at school sites. There are multiple spaces and opportunities for anyone to provide feedback and input on the direction of these school and district plans, including instructional leadership and staff meetings, SELPA and SMCOE consultations, CSEA and RTA consultations, DAC/DELAC meetings, SSC/ELAC meetings at the school-sites, Board meetings, office hours with the Superintendent, Newsletters, Surveys, and Parent-Teacher or Family-School communications.

Ravenswood's district leadership staff engage in classroom visits throughout the year, in order to create a continuous feedback loop where we are observing the implementation of content from PD and from specific teacher feedback or coaching. Further, members of the district leadership team conduct listening campaigns designed to elicit frank, honest, and deep feedback from staff. Observational data then informs our ongoing PD, coaching, and collaborative planning activities. The instructional coaching team meets together and with principals regularly to review progress on the site action plan. All facilitators also collect feedback on PD from participants. Facilitators review this feedback to determine strengths and needs, shape future sessions, and evaluate partnerships with outside entities supporting that PD if applicable.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Ravenswood City School District will provide professional development opportunities, facilitated by site administrators and supported by the Teaching and Learning department (and outside partners when applicable), to deepen teacher and administrator understanding of the CCSS and NGSS, and analyze common formative assessments to inform instruction. Both TK-5 and 6-8 teachers participate in training and receive support on literacy practices, cultural responsiveness and relevancy, English Language Development strategies, content-specific instructional strategies and analysis of student work, and Social Emotional Learning. These opportunities are also used to build instructional leadership capacities of staff.

Teacher collaboration across grade level and/or content areas provides time to share best instructional practices, look at student data, and address concerns about English Learners. Action steps from these sessions will address concerns about specific students and data trends related to instructional practices, better supporting our English Learners. Additionally, Ravenswood City School District provides induction support for 1st and 2nd year teachers to clear their credential through professional development workshops, induction activity completion, and coaching.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Ravenswood City School District does not currently receive Title III, Immigrant Funds.

**Title III Programs and Activities**

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Approximately 60% of students in our district are English Learners (EL), so every class in our district has a significant number of ELs. This distribution varies by school site, ranging from an average of 47% ELs to closer to 85%. Strategies that are implemented for all students are critical to implement with a lens of language learning. We aim to have all students in the district served by teachers who are appropriately assigned and fully credentialed in their subject areas, as this has a significant impact on student outcomes. By providing highly qualified teachers, we ensure our English Learners receive high quality instruction and support from teachers who are skilled in the teaching of state standards.

As part of our planning process we collaboratively review the past and current uses of funds, their effectiveness, any suggestions for improvement, and discuss any new uses that have been proposed. The sustainability of current and future uses is also considered as part of the discussions. Ravenswood City School District provides student access to all content areas through integrated ELD, and development of English acquisition through designated ELD based on the assessed students' English language proficiency. Integrated ELD is ELD instruction taught throughout the day and across disciplines, where teachers use content standards paired with the CA ELD Standards to make content accessible to English Learners, and to support their ELs' linguistic and academic progress. There are many strategies teachers can use to make content accessible to their English Learners and help ELs learn through English. The Guided Language Acquisition Development (GLAD) model, the Sheltered Instruction Observation Protocol (SIOP), and Specially Designed Academic Instruction in English (SDAIE), all offer many research-based strategies for students to grow their English language proficiency while learning through English.

Well-implemented Designated ELD is an effective language instructional program specifically designed to support the needs of English learners. Designated ELD is a protected time during the regular school day in which teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop the critical language that ELs need for content learning in English. Designated ELD should not be viewed as isolated from ELA, science, social studies, mathematics, and other disciplines but rather as an opportunity during the regular school day to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas. During this protected time, ELs should be actively engaged in collaborative discussions where they build up their awareness about language and develop their skills and abilities to use language. During designated ELD, there is a strong emphasis on oral language development, as well as reading and writing tasks to develop awareness of how English works in both the spoken and written language. Long Term English Learners (LTELs) are identified, and student data is used to alter the composition of ELD classes and/or small intervention groups to ensure that students receive the most relevant instruction for their needs.

Intervention is necessary to ensure that our most struggling students receive the instruction they need, to achieve at the same level as all other students. By identifying intervention instruction, systems, and supports across content areas, EL students are provided with varied and differentiated instruction within their zone of

proximal development. With this support, students are able to better access the curriculum and content area standards, increasing their development in understanding grade level materials with the goal of improving on district and state assessments. Our administrative and teaching staff meet regularly around the relevant topics, and professional development opportunities are made available as needed. We strive to create inclusive, welcoming, and responsive school environments so our English Learners are attending school in an environment where their affective filter can be lowered, and they can experience trusting relationships that help them learn, and access academics. Ravenswood also supports site administrators in accessing training to help them support teachers in monitoring the progress of English Learners through data analysis and ongoing collaboration.

Consistent with the purposes of Title III, and to supplement the core program, we also have multiple teachers who provide targeted English Language Development support and intervention to our English Learner students across our schools. A number of years ago, we only had one EL specialist teacher providing Newcomer support to both 3rd through 5th grade, and 6th through 8th grade students. Recognizing the value of this role in supporting specialized needs of English Learners as a supplement to our core program, we now have multiple teachers who provide support to Newcomer students, and also to English Learners needing extra support with language learning. The specific funding sources utilized are aligned with our district planning and budgeting processes for strategic use of targeted funds.

Ravenswood evaluates the implementation of our programs and activities annually as part of our LEA plan review, and also periodically throughout the year at the site and classroom level through inquiry cycles. Site administrators have the opportunity to deepen understanding of classroom strategies that better support ELs with language development. They analyze the needs of our multilingual students based on student data and observational data in their school. They select focus instructional strategies for their school, facilitate PD or collaboration for their teachers, and observe instruction and get feedback from teachers to learn about implementation of the strategies. As site administrators work with teachers, they will collect formal and informal data, which can include local assessment data, formative assessment data, language-related observational data connected to the four domains, or student interviews. As a district, we are interested in expanding the types of data we use to evaluate the effectiveness of programs, including using more qualitative data through focus groups, empathy interviews, or surveys of students, staff, and parents. It is important to us to get feedback on how programs are being implemented from the educational partners and members of our school community who are closest to the work.

## **English Proficiency and Academic Achievement**

### **ESSA SECTION 3116(b)(2)(A-B)**

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Ravenswood uses the alignment and approval of the School Plan for Student Achievement (SPSA) to ensure each school is assisting English learners in achieving English proficiency, and meeting the challenging state academic standards. The SPSA outlines all site goals and actions to raise the academic performance of all students. Each school uses the Ravenswood City School District LCAP as a starting point in developing their SPSA for each year, which assists schools to remain consistent and aligned with district

goals and initiatives.

Title III, Part A funds are typically budgeted and planned for at the district level, as they are integrated with our LCAP processes. This also ensures that we are able to prioritize the funding for high-needs across the district, specific to our English Learners. Our LCAP processes involve significant input and feedback from a diverse range of interested peoples, with extensive effort put forth by the district to engage with our community around our goals, actions, and expenditures for the upcoming years. As part of these planning processes, past and current uses of Title III funds, their effectiveness, any suggestions for improvement, and any proposed new uses are discussed. If there are any concerns or questions raised that district staff are not able to answer immediately, we will spend time developing a measured and accurate response with concrete explanations and plans, to fully address these concerns or questions. The proposed activities, their estimated expenditure amount, and funding sources, are all aligned with our master budget, ensuring that funding is prioritized effectively, and used strategically.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

After a comprehensive review of needs across all school sites, it was decided that the strategic approach to effectively using Title IV funds, is to transfer them to Title III EL. This serves to enhance our Title III EL services. Our activities and programming that support the goals of Title IV, Part A are currently funded through the braiding of a variety of other funding streams, ensuring that students are still provided sufficient access to a well-rounded education, effective use of technology, and that sufficient funds are spent to support safe and healthy students. Some examples of this include access to various electives including the Arts or CTE/Makerspace, access to mental health services and opportunities to foster positive relationships, and access to the foundational technology needed to develop 21st century skills. All families, staff, and community members are provided opportunities to be involved throughout the LCAP and Strategic Planning processes via surveys and input meetings. Families, staff, community-based organizations, and the public are invited to attend DAC/DELAC, District Board, SSC/ELAC, and "cafecito" meetings, and to complete surveys. These are opportunities to evaluate the programming and services at each school site and across the district. Information is distributed to families and students in English and Spanish as at least 60% of our students and families are Spanish-speaking.