

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

Prompt 1: A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Ravenswood received additional funds through the Budget Act of 2021, including ESSER III funds. The funding sources received are typically included in the district’s 3-year LCAP. As the notification of probable funding allocations was received earlier in the year, funds intended to be spent within this school year were generally included in the LCAP, in the ESSER III Expenditure Plan, and integrated into the district’s Master Budget, all of which were sufficiently presented to staff, families, and community members with opportunities for feedback and input. Feedback and data collected throughout the various engagement and consultation opportunities have informed the Ravenswood Reopening & Recovery Plan (RR&RP), the 5-year Strategic Plan, the Expanded Learning Opportunities Plan (ELO), the Local Control and Accountability Plan (LCAP), individual School Plans for Student Achievement (SPSAs), Ravenswood’s District Budget, the ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan, the ESSER III Expenditure Plan, the Educator Effectiveness Plan, among other documents and strategic direction, and will continue to inform future district-level and school-level plans.

Our 3-year Local Control and Accountability Plan (LCAP) was primarily developed from January 2021 - June 2021. There was a strong emphasis on community engagement throughout the LCAP writing process, and focused the input of school, district, and community members towards setting goals and planning actions that could make meaningful impacts for our students. There are ongoing and multiple spaces and places for anyone to provide feedback and input on the direction of the school and district plans, including at 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, “Community in Action” office hours with the Superintendent, Newsletters, Surveys, and Parent-Teacher or Family-School communications. Ravenswood has also conducted significant and meaningful engagement to develop a holistic district-wide budget that includes the stimulus funds available to the district. Our improvements to the district budgeting processes and increased transparency has meant that the engagement for many district-wide and school-wide plans have overlapped, to ensure that the funds are used most effectively with the ultimate goal of supporting student needs and improving student outcomes.

Prompt 2: A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

All four Ravenswood schools fall into the “greater than 55%” category identified in this prompt. The Concentration Grant Add-On Funds alone are not sufficient to increase the number of staff at each school site providing direct services to students. Ravenswood is using the Concentration Grant Add-On Funds to support our existing initiatives to retain staff that provide direct services to students, across all schools, using a strategic model that will ensure sustainability of funding in future years.

Prompt 3: A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Please refer to Prompt 1 for a description of Ravenswood’s engagement methodology and process, which is relevant for both the regular and one-time funds received by the district. In addition, our Learning Acceleration Committee was formed at the beginning of the pandemic response, and met regularly through the 20-21 school year both as a core committee and with established groups and teams throughout the district, such as school Instructional Leadership Teams (ILTs) to share information and elicit input on funding decisions. They continue to meet throughout the 21-22 school year to discuss topics of interest, and share feedback from different educational partners including staff, families, and the community. The committee has been involved in the needs assessment, decision-making, and implementation evaluation for any additional one-time funds or other supports provided by county, state or federal bodies. This allows us to provide a cohesive path forward to support response to the COVID-19 pandemic and the impacts of distance learning on pupils.

Prompt 4: A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Please refer to the ESSER III Expenditure Plan, and the ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan, both available on the district website. There are both ongoing challenges (including situations outside our control such as shipping delays and supply chain disruptions), as well as successes (regular COVID-19 testing of staff and students, implementation of summer school, retention of staff). Many actions identified in the ESSER III Expenditure Plan were also integrated into the LCAP, so further descriptions of successes and challenges may be available as part of the annual analysis and update of the LCAP.

Prompt 5: A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

In order to ensure that Ravenswood’s fiscal resources are used consistently with both the applicable plans (eg. Safe Return to In-Person Instruction and Continuity of Services Plan, ESSER III Expenditure Plan etc.) and aligned with our LCAP, we have elected to integrate the proposed actions and expenditures within a holistic district-wide Master Budget, developed and shared with staff, families, and our community. The transparency around the budgeting processes, including all stimulus and additional funds available to the district, has provided the opportunity to develop a cohesive and strategic plan for actions and expenditures that uses the funds most effectively with the ultimate goal of supporting student needs and improving student outcomes.