



RAVENSWOOD
CITY SCHOOL DISTRICT

2022-23 LCAP

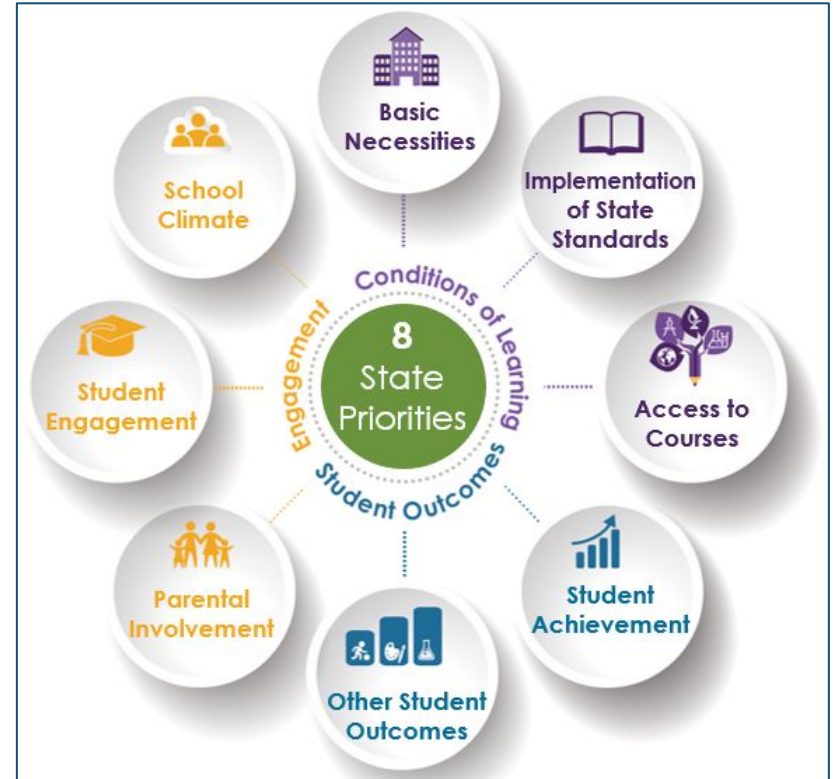
(Local Control and Accountability Plan)

Public Hearing and Presentation to the Board
June 2022

What is the LCAP?

A three-year district-level plan that describes the goals, actions, services, and expenditures, to support positive student outcomes that address state and local priorities.

It is our district's opportunity to share stories of how, what, and why programs and services are selected to meet our local needs.



Timeline

The LCAP builds off the Strategic Plan, and the SPSAs (*at the school level*) build off the LCAP. We go through multiple “develop, implement, monitor, and evaluate” cycles with each of these plans over time. We use our staff and community engagement processes to inform and make changes to the plans.



Summary of 2022-23 Goals

- ◆ 1: Standards-aligned Instruction Across All Content Areas
- ◆ 2: Safe & Joyful Environments
- ◆ 3: Recruit & Retain High Quality Staff
- ◆ 4: Family Engagement
- ◆ 5: Reading Goals for Students with Disabilities
- ◆ 6: Middle-School Mathematics
- ◆ 7: Reclassifying English Learners
- ◆ 8: Sense of Belonging

1: Standards-aligned Instruction Across All Content Areas 3: Recruit & Retain High Quality Staff

Highlights

Curriculum Adoptions

- TK-5 and 6-8 Science
- 6-8 English Language Arts

Evaluation System

- California Standards for the Teaching Profession [CSTPs]
- Compensation adjustments

Collaboration

- Structured collaboration time weekly
- Assessment Working Group

Professional Development

- Phonics: SIPPS and Wiley Blevins
- FOSS Science PD
- GLAD and other English Language Development PD
- Site-specific PD based on local needs



22-23 Focus Areas

Curriculum Adoptions

- TK - 5 ELA Pilot beginning 22-23
- Ongoing training for recently adopted curriculum
- Implement Ethnic Studies framework

Evaluation System

- Deepen our understanding / application of CSTPs

Collaboration

- Connection to the MTSS system/structure

Professional Development

- Trauma Informed, and Restorative Practices
- Standards of Mathematical Practice
- English Language Arts (specifically phonics)
- English Language Development (ELD)

2: Safe & Joyful Environments

4: Family Engagement

8: Sense of Belonging

Key Actions

Highlights

Social Emotional and Behavior Supports

- Counseling [CASSY, StarVista]
- Ravenswood Wellness Partners

Attendance

- Communication
- Root causes
- Mindset shift from punitive to partnership

Engagement and Partnerships

- Weekly parent workshops
- Community Meetings with the Superintendent Monthly
- Site Based Family Events
- Site Based Performances

Anti Racist Commitment

- DEI coordinator
- Using an antiracist lens in analysis of practices
- Working with qualitative data in addition to quantitative



22-23 Focus Areas

Social Emotional and Behavior Supports

- Involve our counseling team in the MTSS process

Attendance

- Further the work around mindset shifts,
- Reaching out early to families with support
- Track information (quantitative and qualitative) to identify trends

Suspension

- Trauma Informed and Restorative Practices

Engagement and Partnerships

- More in person or hybrid events
- Identify ways to make the 'formal' comfortable, such as SSC meetings involving educational games for parents and students

Anti Racist Commitment

- Constant use of an antiracist lens in analysis of practices
- Analysis and implementation of qualitative information
 - Empathy interviews, Informal Conversations
- Identify the best ways to communicate with underrepresented families

5: Reading Goals for Students with Disabilities

6: Middle-School Mathematics

7: Reclassifying English Learners

Key Actions

Highlights

Exiting State Mandate

- Exit CCEIS [Comprehensive Coordinated Early Intervening Services]

Reading Goals for Students with Disabilities

- System to track progress in reading based on IEP goals
- Implementation of Science of Reading based program

Middle-School Mathematics

- Partnered with SMCOE around the Standards for Mathematical Practice
 - Making sense of problems and persevere in solving them
 - Construct viable arguments & critique the reasoning of others

Reclassifying English Learners

- Reclassified 66% of "Level 4" Multilingual Learners
- SpEd developed a process where IEP teams reflect on the students proficiency in English and make an individualized recommendation - piloted 21-22 for 8th graders

22-23 Focus Areas

Reading Goals for Students with Disabilities

- Standardize tracking system across all sites
- Additional training opportunities for Science of Reading based program across all school sites

Middle-School Mathematics

- Identify how we progress monitor for "perseverance"
 - Making sense of problems and persevere in solving them
 - Construct viable arguments & critique the reasoning of others

Reclassifying English Learners

- Identify and overcome barriers for Multilingual Learner reclassification
- The Special Education department developed a process by which IEP teams will reflect on the students proficiency in English and make an individualized recommendation - extending to additional grade levels in 22-23



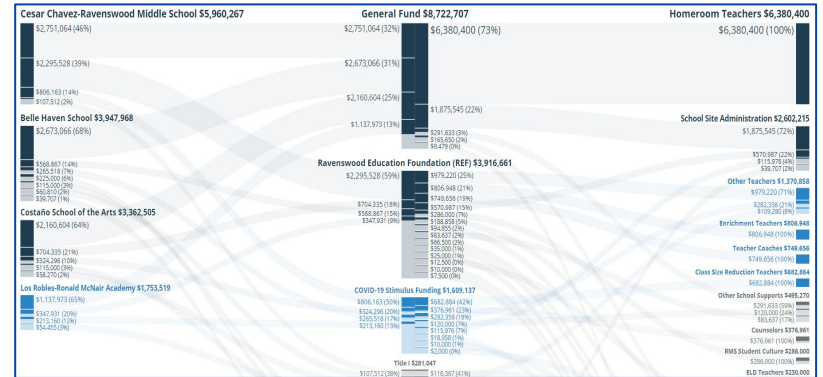
Metrics and Expenditures



Certain data points and metrics are reported publicly through the CA Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.

Local Assessments were used and analyzed in lieu of traditional satellite or macro view of data. Instead grade level teams in partnership with site leaders reviewed student data across domains to make the best instructional decisions for each individual student.

This year we have also begun to work more closely with “street” data, including a focus on authentic conversations and engagement with families.



Planned LCAP expenditures are aligned with the district’s Budget development. The Business Office monitors all district expenditures throughout the year, and presents this information at regular intervals.

Thank you!

Ravenswood City School District empowers every student to fully engage critically and creatively in their education with the skills and mindsets necessary to successfully fulfill their unique potential.