

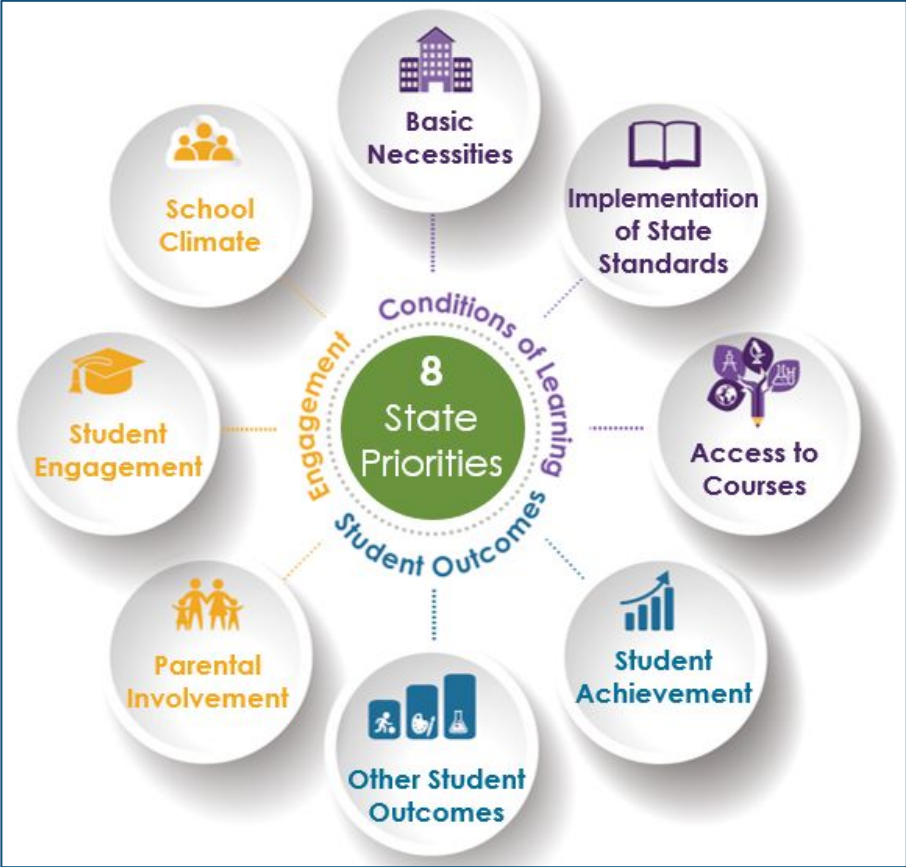


RAVENSWOOD
CITY SCHOOL DISTRICT

Local Indicators

June 2022 Report

State Priority Areas



Indicators by State Priority Area

The following table shows each priority area and its corresponding state and/or local indicator:

Priority Area	State Indicator	Local Indicator
Basic Services or Basic Condition at schools (Priority 1)		Basics Conditions at School
Implementation of State Academic Standards (Priority 2)		Implementation of State Academic Standards
Parent Involvement and Family Engagement (Priority 3)		Parent Engagement
Student Achievement (Priority 4)	Academic Indicator English Learner Indicator	
Student Engagement (Priority 5)	Chronic Absence Indicator Graduation Rate Indicator	
School Climate (Priority 6)	Suspension Rate Indicator	Local Climate Survey
Access to a Broad Course of Study (Priority 7)	College/Career Indicator	Access to a Broad Course of Study
Outcomes in a Broad Course of Study (Priority 8)	College/Career Indicator	

State Indicators are reported using state-level data through the California Dashboard. Today we are reporting on the Local Indicators

Priority 01

Basic Conditions at School





Appropriately Assigned Teachers

Misassignments of teachers of English Learners = 5.2%

Teacher misassignments = 1.9%

Vacant teacher positions = 0%



Access to Curriculum

Number of students without access to their own copies of standards aligned instructional materials for use at school and at home = 0%



Safe, Clean and Functional School Facilities

Number of identified instances where facilities do not meet the “good repair” standard = 61

Identified instances were repaired or scheduled for repair as part of the assessment process

Priority 02

Implementation of State Academic Standards



Progress in providing *professional learning* for teaching to the adopted academic standards and curriculum frameworks identified below:

	<i>Exploration and Research Phase</i>	<i>Beginning Development</i>	<i>Initial Implementation</i>	<i>Full Implementation</i>	<i>Full implementation and Sustainability</i>
ELA - <i>Common Core State Standards</i>		✓			
ELD (<i>Aligned to ELA Standards</i>)		✓			
Mathematics - <i>Common Core State Standards</i>				✓	
Next Generation Science Standards				✓	
History-Social Science	✓				

22-23 is an adoption year for ELA and ELD TK-5, and 6-8 had an ELA pilot this year

First adoption year in 19 - 20. This school year is our first uninterrupted year.

6-8 Grade pilot scheduled for 23 - 24

Progress in making *standards-aligned instructional materials* available in all classrooms where the subject is taught

	<i>Exploration and Research Phase</i>	<i>Beginning Development</i>	<i>Initial Implementation</i>	<i>Full Implementation</i>	<i>Full implementation and Sustainability</i>
ELA - <i>Common Core State Standards</i>				✓	
ELD (<i>Aligned to ELA Standards</i>)			✓		
Mathematics - <i>Common Core State Standards</i>				✓	
Next Generation Science Standards				✓	
History-Social Science	✓				

6-8 Grade pilot scheduled for 23 - 24

Progress in implementing policies/programs to *support staff in identifying areas where they can improve in delivering standards-aligned instruction*

	<i>Exploration and Research Phase</i>	<i>Beginning Development</i>	<i>Initial Implementation</i>	<i>Full Implementation</i>	<i>Full implementation and Sustainability</i>
ELA - Common Core State Standards			✓		
ELD (Aligned to ELA Standards)		✓			
Mathematics - Common Core State Standards			✓		
Next Generation Science Standards			✓		
History-Social Science	✓				

Progress in implementing the following academic standards adopted by the state board for all students

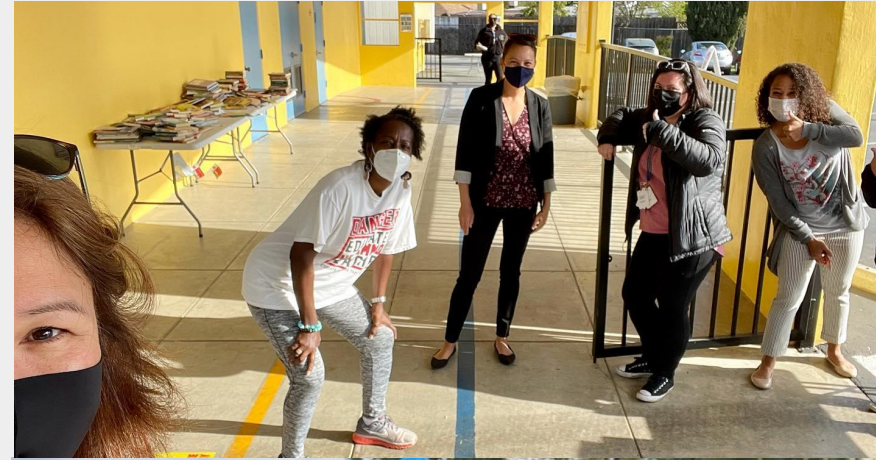
	<i>Exploration and Research Phase</i>	<i>Beginning Development</i>	<i>Initial Implementation</i>	<i>Full Implementation</i>	<i>Full implementation and Sustainability</i>
Career Technical Education		✓			
Health Education Content Standards	✓	<div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; display: inline-block;"> We partner with Health Connected for 5th and 7th grade </div>			
Physical Education Model Content Standards		✓			
Visual and Performing Arts			✓		
World Language	✓				

Success at engaging in the following activities with teachers and school administrators during the prior school year (July 2021 - June 2022)

	<i>Exploration and Research Phase</i>	<i>Beginning Development</i>	<i>Initial Implementation</i>	<i>Full Implementation</i>	<i>Full implementation and Sustainability</i>
Identifying the professional learning needs of groups of teachers or staff as a whole			✓		
Identifying the professional learning needs of individual teachers		✓			
Providing support for teachers on the standards they have not yet mastered			✓		

Priority 03

Parent Involvement and Family Engagement



Building Relationships between School Staff and Families

LEA's Progress in...	<i>Exploration and Research Phase</i>	<i>Beginning Development</i>	<i>Initial Implementation</i>	<i>Full Implementation</i>	<i>Full implementation and Sustainability</i>
Developing the capacity of all staff to build trusting and respectful relationships with families			✓		
Creating welcoming environments for all families in the community			✓		
Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children			✓		
Developing multiple opportunities for the LEA and schools sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families			✓		

Building Relationships between School Staff and Families

Strengths and progress:

- Family events like VAPA, Parent University and Student Performances
- Individual meetings with families - multiple modes (phone, in-person, and zoom)

Focus area(s) for improvement:

- Increase attendance at School Site Council meetings
- Connect with the families we don't see as often

How will we improve engagement of underrepresented families?

- Leverage our work with our Parent Outreach Coordinators
- Home visits based on the time that works best for our families
- Create spaces where staff and families can engage together (ie. playing learning games)

Building Partnerships for Student Outcomes

LEA's Progress in...	<i>Exploration and Research Phase</i>	<i>Beginning Development</i>	<i>Initial Implementation</i>	<i>Full Implementation</i>	<i>Full implementation and Sustainability</i>
Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families			✓		
Providing families with information and resources to support student learning and development in the home			✓		
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		✓			
Supporting families to understand and exercise their legal rights and advocate for their own students and all students			✓		

Building Partnerships for Student Outcomes

Strengths and progress:

- Student-led conferences at some sites
- Increased modes of communication between families and schools

Focus area(s) for improvement:

- Improve two-way communication and authentic conversations with families
- Increase the frequency of individualized communication

How will we improve engagement of underrepresented families?

- Use data to identify which families are underrepresented in communication, and analyze the specific needs of each individual family, so that we can partner meaningfully with them

Seeking Input for Decision-Making

LEA's Progress in...	<i>Exploration and Research Phase</i>	<i>Beginning Development</i>	<i>Initial Implementation</i>	<i>Full Implementation</i>	<i>Full implementation and Sustainability</i>
Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making		✓			
Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making		✓			
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		✓			
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		✓			

Seeking Input for Decision-Making

Strengths and progress:

- School-site Outreach coordinators are connecting with families
- Alternative methods for sharing surveys or requesting information (QR codes posted in front of schools, informally asking families about their needs and having conversations at pick up and drop off times)

Focus area(s) for improvement:

- Increase in authentic communication opportunities beyond formal meetings and surveys
- Closing the feedback loops, to show how input is used to make improvements

How will we improve engagement of underrepresented families?

- Identify which families are less present in decision making, conduct root cause analyses, and with greater understanding we can identify how community needs can be met

Priority 06

School Climate



California Healthy Kids Survey Results

Participation was limited - only a small percentage of students completed the survey this year

Adult and Peer Relationships

- 54% reported having caring adults at school
- 64% reported feeling close to people at/from school

Social and Emotional Health

- Last year 58% reported experiencing sadness/hopelessness
- This year 26% reported experiencing sadness/hopelessness

What do we have planned?

- Emphasis on building relationships
- Continued mental health supports

Priority 07

Access to a Broad
Course of Study



What local measures or tools are used to track the extent to which all students have access to a broad course of study?

- All schools run a “Title I Schoolwide Program” with over 90% of our students considered “unduplicated”.
- All students receive the same enrollment in courses and access to grade-appropriate content area instruction (with relevant interventions and supports provided as needed)
- Using a master schedule for each school site ensures that all students are accessing sufficient core content area instruction and participating in enrichment activities and classes.

Summarize the extent to which all students have access to a broad course of study

- Overall, students are enrolled in a broad course of study including core content instruction and enrichment/elective classes across school sites, grade levels, and subgroups.
- When we analyze data of student grades with a grade of "approaching or meeting standards" or letter grade "C" in a course as a proxy to indicate minimum student access to grade level content, we find that more of our students in TK-5 are accessing grade level content than our middle school students.
- Students with disabilities receive appropriate support based on their needs as indicated by their IEP.

What identified barriers prevent Ravenswood from providing access to a broad course of study for all students?

Ravenswood is attempting to directly address many of the identified barriers through the actions described in the 21-24 LCAP, which was developed with significant stakeholder feedback and engagement.

Internal to School

- Unconscious Bias / Racism
- Staffing Retention / Turnover and Uneven Training
- Student English Proficiency Levels
- Student Attendance
- Relationships between Students and Staff

External to School

- Institutional Racism
- Poverty / Low-income
- Housing, Transportation, or Food Insecurity
- Student and Family Trauma
- Parent Education Levels

In response, what actions will Ravenswood implement to ensure access to a broad course of study for all students?

Continued Integration, Alignment, and Implementation of our 5-yr Strategic Plan (developed 2019-2020) and 3-yr LCAP (developed 2020-2021) including:

- Ongoing, focused professional development, coaching and feedback for teachers, instructional leaders, and other staff
- Training for staff on unconscious biases, culturally relevant practices, inclusive classrooms, and partnering with families
- Recruiting and retaining highly qualified, credentialed staff
- Strategies to improve English Language Development instruction and increasing the number of students who reclassify after scoring highly on the ELPAC

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.