

# 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:

*(optional)*

[Provide link.]

### 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

*In the following pages, ONLY complete the sections for the corresponding programs.*

# 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.

Our LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds is reflected in our LCAP goals:

Goal 1: All students will receive high quality instruction in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and other California State Standards (ELD, Music, Art, Social Studies, PE) from highly qualified, trained, and professionally supported teachers.

Goal 2: All students, Pre-K through 8th grade, will have equitable access to programs, supports, and services as needed to respond to student behavioral, social emotional, and academic needs.

Goal 3: Integrate technology into all subject areas to increase student achievement and engagement with 21st century skills and better prepare students for their future career choices.

Goal 4: Ensure a smooth transition to high school for all students by developing systems and programs that monitor student progress towards social, behavior, attendance, and reaching academic goals.

Goal 5: Development and maintenance of warm, safe, and dry facilities to improve student experience and performance.

## 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.

Many programs and support services have been put in place to close the achievement gap in Ravenswood as aligned to our LCAP goals using federal funds and state and local funds, including, but not limited to:

Integrated and designated English Language Development

Professional development and coaching for teachers

Teacher collaboration by grade and/or content

AVID membership

Extended day learning

Summer learning

Parent engagement activities

Student access to supplemental programs

High school transition support

Continued special education services provided to students with IEPs

# 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.

## 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.

# 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:**

Our LEA 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 near 100% minority students.

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. "Teachers on Special Assignment" (TOSAs) provide coaching to inexperienced teachers. Effective and experienced teachers are encouraged to share their knowledge and wisdom with their peers, especially through collaboration meetings.

## **Teacher Credentialing (See table below)**

### ***Emergency Permits: 0-13%***

Ravenswood Middle School has the highest percentage of emergency permits and thus the highest percentage of teachers considered ineffective. The potential effects that this disparity might have on student achievement is monitored throughout the year, and if needed, additional support is offered to these teachers. Monitoring occurs both through the tracking of student achievement and progress of student achievement on subject-matter, grade-level and standardized testing, as well as regular, 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 that come up and work towards better instructional and student-focused practices.

### ***Intern Credentials: 0-6%, Preliminary Credentials: 10-40%, Clear Credentials: 50-85%***

Ravenswood Middle School has the highest percentage of teachers with intern credentials. Willow Oaks School has the lowest percentage of teachers holding a Clear Credential, at 50%. They also have the highest percentage of teachers with a Preliminary Credential, at 40%. It is currently considered one of the higher performing schools in the district based on student academic achievement. Teachers with Preliminary Credentials are offered the opportunity to enrol in the LEA's induction program "Teacher Induction Partnerships for Success (TIPS)" to assist them in clearing their credential. This year 100% of our teachers with a preliminary credential are participating in TIPS.

From the data table, it is clear that Willow Oaks School has the most inexperienced teachers in the district with 31% of teachers with 0-2 years experience. Ravenswood Middle School, Belle Haven Elementary, and Costano School also have a significant percentage of inexperienced teachers (0-2 years experience), with 29%, 20%, and 19% respectively. Site-Specific Support is targeted to schools with less experienced teachers in order to minimize the effect of any disparities that result in low-income students and minority students being taught at higher rates than other students by inexperienced, or ineffective teachers.

Willow Oaks School, Belle Haven Elementary, and Costano School teachers receive intensive support from Coaches in multiple subjects, through one-on-one coaching, and grade level collaborations. Collaboration provides a support system for developing standards-aligned



lesson-planning practices. Our grade level collaboration teams are encouraged to bring videos of their classroom practices to reflect on. This helps all teachers reflect on what they can do to improve, and to share ideas with others. Less experienced teachers are able to learn from more experienced colleagues by analyzing a video together. These schools also provide opportunities for teachers to observe their colleagues in action. Guided observations with a focus on specific practices have been found to be most effective, allowing teachers to highlight specific practices with alignment to goals.

Ravenswood Middle School has two vice principals, one with a specific focus on instruction (which includes structuring collaboration, reviewing lesson plans and observing classroom lessons), while the other has a specific focus on PBIS and student wellbeing. A Literacy Coach, who also serves as an induction coach, provides coaching to teachers (particularly those identified through inexperience, under credentialing, or through site-admin walk-throughs), and is able to support and facilitate content specific collaboration and professional development for ELA/SS. RMS has also identified “Teacher Leaders” for Science, and Math, who facilitate and lead content specific collaboration and professional development. The Teacher Leaders, and the Literacy Coach have the opportunity to attend professional development outside the district in their content area, and offer additional after-school planning support on an opt-in basis.

One of our outside partners, “Instruction Partners”, provides structure for regular classroom walk-throughs, using the lens of the “instructional core” which includes rigorous standard-aligned content, teacher actions, and student actions. They also provide professional development to ELA and Math teachers, as well as instructional leadership consultation.

<b><u>Teacher Credentialing</u></b>	<b>Total</b>	<b>Emergency Permits</b>		<b>Intern Credentials</b>		<b>Preliminary Credentials</b>		<b>Clear Credentials</b>	
<b>Belle Haven</b>	20	1	5%	0	0%	2	10%	17	85%
<b>Brentwood</b>	23	0	0%	1	4%	6	26%	16	70%
<b>Costano</b>	16	1	6%	0	0%	5	31%	10	63%
<b>Los Robles</b>	12	1	8%	0	0%	3	25%	8	67%

<b>Ravenswood MS</b>	31	4	13%	2	6%	7	23%	18	58%
<b>Willow Oaks</b>	20	1	5%	1	5%	8	40%	10	50%

<b><i>Teacher Experience</i></b>	<b>Total</b>	<b>0-2 years</b>		<b>3-5 years</b>		<b>6-10 years</b>		<b>11+ years</b>	
<b>Belle Haven</b>	20	4	20%	0	0%	5	25%	11	55%
<b>Brentwood</b>	23	4	17%	0	0%	10	43%	9	39%
<b>Costano</b>	16	3	19%	4	25%	2	12%	7	44%
<b>Los Robles</b>	12	2	16%	2	16%	2	16%	6	50%
<b>Ravenswood MS</b>	31	9	29%	6	19%	4	13%	12	39%
<b>Willow Oaks</b>	20	6	31%	2	10%	3	16%	9	42%

## **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).

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

Ravenswood’s local governing board will adopt and implement a policy on parent and family engagement, and each of our schools will receive feedback from staff, parents, and students regarding the school plan for use of Title I funds. The School Site Council and English Learner Advisory Council at each school site will be critical bodies of feedback and verification of these plans, as will the District Advisory Council and District English Learner Advisory Council at the district level, for the district plan.

Parents and families are a critical stakeholder group in our district. Parents and families are engaged in our LCAP process and the development of LEA and site level Parent and Family Engagement policies through DAC/DELAC meetings, SSC/ELAC meetings, “cafecito” or “parent-teacher club” meetings with their principals, and online surveys. Parents and families also have the opportunity to

engage in our district's Strategic Planning process as connected to our short-term and long-term plans for the district. Each stakeholder is involved at both the outset of the plan and in the review process over the year, through a number of local meetings. Parents give feedback by reviewing the LCAP Annual Update on actions and services for the current year, and giving input on planning for next year. Information about all meetings and district policies is distributed to parents and students in both English and Spanish. The District offers Spanish translation services at all parent events, meetings, teacher conferences, and all Board meetings, as almost 60% of students and their families are Spanish-speaking.

Each school holds parent and family engagement meetings and events throughout the year to 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 parent education topics addressed at each SSC/ELAC meeting, as well as specialized evening events. For example, sites hold an annual "Literacy Night" where staff members run stations for parents targeted at strategies for working with students to understand their reading level and provide resources to work with them at home in specific grade levels. Another biannual site evening event is "Parent University" where staff members and community partners run workshops for parents on additional topics including information on High School Transition, Technology Tools for use at home, Digital Citizenship, and Career Pathways.

Staff receive training through site staff meetings and collaboration meetings regarding how to effectively communicate and engage with parents and families through the SST process to help to reduce chronic absenteeism in students and increase student achievement. 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.

Making participation in our schools accessible to parents of diverse backgrounds is of utmost importance to us. In addition to providing written materials in both English and Spanish, translation is always provided for meetings and events. For Individualized Education Plan (IEP) meetings for parents of students with disabilities, we have a representative of the organization Parents Helping Parents (PHP) present as a support. We prioritize accommodating parent needs in coordinating

meeting times and location, and parents are encouraged to contact staff if any additional needs are present.

## **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:**

SWP: Since all our schools are Title 1 schools, our LEA implements Parents and families are a critical stakeholder group in our district. Parents and families are engaged in our LCAP process and the development of LEA and site level Parent and Family Engagement policies through DAC/DELAC meetings, SSC/ELAC meetings, "cafecito" or "parent-teacher club" meetings with their principals, and online surveys. Parents and families also have the opportunity to engage in our district's Strategic Planning process as connected to our short-term and long-term plans for the district. Each stakeholder is involved at both the outset of the plan and in the review process over the year, through a number of local meetings. Parents give feedback by reviewing the LCAP Annual Update on actions and services for the current year, and giving input on planning for next year. Information about all meetings and district policies is distributed to parents and students in both English and Spanish. The District offers Spanish translation services at all parent events, meetings, teacher conferences, and all Board meetings, as almost 60% of students and their families are Spanish-speaking.

Each school holds parent and family engagement meetings and events throughout the year to 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 parent education topics addressed at each SSC/ELAC meeting, as well as specialized evening events. For example, sites hold an annual "Literacy Night" where staff members run stations for parents targeted at strategies for working with students to understand their reading level and provide resources to work with them at home in specific grade levels. Another biannual site evening event is "Parent University" where staff members and community partners run workshops for parents on additional topics including information on High School Transition, Technology Tools for use at home, Digital Citizenship, and Career Pathways.

Staff receive training through site staff meetings and collaboration meetings regarding how to effectively communicate and engage with parents and families through the SST process to help to reduce chronic absenteeism in students and increase student achievement. 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.

Making participation in our schools accessible to parents of diverse backgrounds is of utmost importance to us. In addition to providing written materials in both English and Spanish, translation is always provided for meetings and events. For Individualized Education Plan (IEP) meetings for parents of students with disabilities, we have a representative of the organization Parents Helping Parents (PHP) present as a support. We prioritize accommodating parent needs in coordinating meeting times and location, and parents are encouraged to contact staff if any additional needs are present. programs to enhance the educational program provided to all students. These programs include, but are not limited to, the adoption and implementation of CA Common Core and NGSS-aligned instructional materials for teachers and students, literacy intervention instruction for struggling readers, a high quality summer program for extended learning, English Language Development materials and instruction, Positive Behavior Interventions and Supports, and Newcomer students supports.

TAS: N/A

Neglected or delinquent: N/A

## **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 at two of our campuses each month, which provides food to homeless students and families when they are in need. Additionally, Ravenswood provides uniforms and transportation to all homeless students and installed washers and dryers at all school sites for the exclusive use of homeless students and families.

Specifically, we use almost 100% of our Title I, Part A Homeless Education Reservation to fund 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 convenes a P3 Alignment Collaborative called the Ready School Teams/Big Lift Collaborative to meet monthly with local preschool and other early childhood education service providers. Through this collaborative, the district strives to form relationships with local preschools, 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.

Our LEA has a High School Transition Coordinator to ensure a smooth transition for our middle school students to high school. Our students attend the Sequoia Union High School District for high school, so our Curriculum & Instruction department and our Ravenswood Middle School leadership staff collaborate with district and school staff to align our practices. Our High School Transition Coordinator also works directly with a High School Transition Counselor, who meets 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:**

Our LEA also uses Title I Part A funds to support our school library programs at all six schools. We use Title I to partially fund the Library Instructional Media Specialist (LIMS) role. The two LIMS work across schools to staff the libraries every week, with tasks including assisting, instructing and directing teachers and students in the use of library physical and digital resources, maintaining the library collection, attending training with the San Mateo County Office of Education Certificated Librarian, and aligning the use the library materials with grade level curriculum maps in the core content areas.

## **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 professional development (PD), to deepen staff understanding of the CCSS and NGSS, and analyze common formative assessments to inform instruction. PD for teachers in core content areas and curricula occurs throughout the school year, from two dedicated days before school starts, an additional two days across Fall and Winter, every other Wednesday afternoon (during early release for students), optional after-school sessions, and also during Teacher Collaboration time which happens twice a week. For all PD received during



contract time, the PD calendar is developed centrally by the Ravenswood Curriculum & Instruction Department, with input from key stakeholders at the site and district level. PD specific days are conducted at the district level facilitated by district leaders and consultants as applicable. Wednesday PD is conducted at the site level facilitated by administrators and instructional coaches. Site and District PD topics are aligned to key areas of improvement, as indicated by student data and classroom walkthroughs.

This year we are focusing on rigorous grade-level, standards-aligned instruction with district core curricula in ELA and math. In addition, the Instructional Coaching team offers half-year after-school PD series on specific supplemental topics such as, small group reading intervention, and ELD. Teachers collaborate consistently 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 outside resources to support the social and emotional wellbeing of students where they learn techniques to help understand when/how to refer children who are affected by trauma, at risk of mental illness, and have any form of disability. This PD also helps 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.

Our LEA partners with three organizations to provide additional PD for district and site leaders. "New Leaders" works with district leaders, principals, vice-principals, and coaches. This includes a two-day launch and five full days of PD throughout the year, as well as monthly 1:1 coaching sessions. The training centers on the 'Transformative Leadership Framework' (TLF), focusing on data driven instruction, leadership and equity. We also have an ongoing partnership (seven years) with the "New Teacher Center", who support ongoing training and 1:1 mentoring directly to instructional coaches. Our coaches are trained in how to coach a teacher with specific protocols including backwards planning and analysis of student work. They also engage in learning walks to calibrate on our district-wide lens for instructional improvement and coaching conversations. "Instruction Partners" works closely with Curriculum & Instruction, principals and coaches to gather data at three walkthroughs throughout the year, focusing on ELA and Math practices, observing for presence of the instructional core. Instruction Partners compiles and shares walkthrough data with leaders and provides support for action planning around collaboration, PD, and lesson planning.

The district creates a professional growth pathway in the following ways:

Some classified staff have taken the opportunity to earn their teaching credential through a fully funded partnership with Study.com; Hosting local university students, and intern teachers in classrooms to explore the teaching profession and earn credentials; Induction support for first and second year teachers to clear their credential; Opt-in speciality after-school PD for teachers to earn units towards advancement on salary schedule; Grow leadership skills through the Teacher Leader role; Attend professional development workshops and conferences outside of the district; Instructional Coaching positions for expert veteran teachers to move out of the classroom; Make available opportunities to enter into preliminary administrative credential program with the County Office of Education.

We use a Continuous Improvement approach in our PD planning. In order to measure impact of PD, staff are asked to fill out a short survey after each session. Responses are reviewed by facilitators, compared across school sites/grade levels, to ensure that each session meets the needs. Facilitators then use survey feedback to inform planning of future sessions. We also use classroom walkthroughs to find trends of instructional strengths and needs. Instruction Partners works with us to determine a score for each classroom in alignment to standard and student mastery. Based on these observations, we establish short- and long-term instructional goals, and align PD accordingly.

## **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:**

All of our schools are school-wide Title I schools, with 90-95% students who qualify for free or reduced lunch. We are committed to providing support and education to all students, including prioritizing those with the most need. The current methodology for distributing funding amongst LEA

schools, is the “weighted student characteristics” approach. This provides more base funding to schools that have higher populations of children counted under Section 1124(c), specifically students from low-income households, as well as students classified as homeless under the McKinney-Vento Act, and other high-risk populations such as ELs, immigrants and students requiring Special Education services. While this methodology does not directly link to low-performing status as indicated in the California Schools Dashboard, it does allow us to prioritize funding for student groups who are at-risk and who are considered most likely to be low-performing.

All of the district’s elementary schools have student populations with over 92% socioeconomically disadvantaged students (as indicated on the California Schools Dashboard), and our middle school falls just under that at 89.9%. A significant portion of our Title II, Part A allocation is used to fund after-school professional development across all sites, therefore all school sites benefit from these offerings. As all of our schools have high populations of at-risk students, we offer these sessions to all teachers. Topics are prioritized to help teachers better understand and educate these at-risk student groups, such as Reading Intervention strategies for in-class tier 2, reading instruction for struggling readers, and differentiation strategies for English Language Development. We target these professional development offerings to teachers who demonstrate a need for this learning through their student data, years of experience, and classroom observations. We also offer teachers the opportunity to attend PD workshops outside of the district, and support and target teachers across school sites based on topic or content area, as well as need of training for either newer teachers or differentiation of training for more veteran teachers.

Willow Oaks and Belle Haven School both have ATSI status, indicating that not only does the school itself have low-performing indicators on the California Schools Dashboard, but that a student group on its own, also shows low-performance. In order to address the needs of the teachers and students at these sites, we hold site action planning meetings with the principal and instructional coach teams after each round of formal and informal classroom walkthroughs to discuss instructional practice as aligned to grade level standards, feedback to teachers, ongoing support for teachers through PD and coaching, and resources needed to execute the plan.

Ravenswood Middle School has been identified to have the greatest concentration of inexperienced teachers in the district, as well as the lowest ELA and Math student achievement according to state

measures. Allocating resources accordingly will allow us to provide these teachers with the most support. Ravenswood Middle School has two vice-principals which allows for more leadership development, as well as feedback to teachers. The vice-principals increase the administrative team's ability to give individual feedback and support to teachers. Ravenswood Middle School has greater support for harnessing the power of outside partners through the 49ers Academy, and a greater level of social and emotional support for students who have access to both a guidance counsellor and a social worker.

## **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 stakeholders to inform our plans for professional development each school year, including teachers, administrators, coaches, Curriculum & Instruction staff, and other 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 Curriculum & Instruction team consults with key stakeholders such as district administrators, site administrators, coaches, and teacher leaders through facilitated meetings and a formal teacher PD survey to reflect on our instructional strengths and areas for improvement. We compare components of the adopted instructional framework in our district's Curriculum and Assessment Guide against observational data and student data. For student data, we review both state data such as ELA and Math CAASPP scores, and local assessments such as the Fountas & Pinnell Benchmark Assessment and the End of Year Investigations Math Benchmarks. We look at both end of year student achievement and growth data.

Our planning process is linked to our LCAP development. Through our LCAP Stakeholder Engagement process, certificated and classified staff, community partners, and parent stakeholders learn about our LCAP goals, and provide feedback through focus group conversations and a

comprehensive online feedback form on each goal and action/service. Our district leadership then review this feedback to update any actions and services as needed. We meet with leadership from our certificated and classified bargaining units each winter to shape the PD calendar for the year to come, and each unit leadership gets input from their members.

In review of our data last year, we noted areas for improvement in both ELA and Math. We decided to focus on rigorous grade level standard-aligned instruction in both subjects, with the Instructional Core as the measure for high quality instruction. Once the school year started, we partnered with Instruction Partners to begin a yearlong process of collecting classroom walkthrough data with a common tool, the Instructional Practices Guide (IPG) as a leading indicator to measure progress. We observed ELA and Math instruction in September in 75% of classrooms in each school, and scored them with the IPG on standard alignment and student mastery. This gave us a baseline of data that we analyzed to decide next steps for district level PD. We also reviewed it with principals to decide next steps for site level PD and coaching.

We engage in formal walkthroughs two additional times in the year, in December and in March, to collect data. We also conduct informal walkthroughs each month in order to create a continuous feedback loop where we are observing for implementation of content from PD and from specific teacher feedback or coaching. Our observation data then informs our ongoing PD, coaching, and collaborative planning activities. We meet with the instructional coach team a few times per month, and with principals once per month to review progress on the site action plan. We 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. Examples of partners are Instruction Partners, the New Teacher Center which provides training for our Instructional Coaches, Child Mind Institute which provides training on Trauma-Informed Practices to certificated and classified staff, and Teachers College Reading and Writing Project who is working with our dual immersion school this year on implementation of our reading and writing curriculum in a dual language model.

In addition to contract time PD activities, we offer opt-in after school PD series facilitated by our coaches, targeted to new teachers and to returning teachers who indicated topics of interest in the PD survey the previous year. Teachers are compensated for their time with Title II funds, and have

the opportunity to earn units for advancement on the salary schedule. We complement this PD that focuses on Tier I and in-classroom Tier 2 instruction with additional federally funded activities such as small group reading intervention instructed by our literacy specialists (funded by Title I), and our Newcomer program for English Learners who have recently arrived to the country (funded by Title III Immigrant). We also have an initiative funded by the Ravenswood Education Foundation, where teachers with at least 3 years in the district can apply for funding to attend an outside PD opportunity that is aligned to the district's goals. This allows for greater differentiation of PD opportunities.

## **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, facilitated by teacher leaders and supported by the Curriculum & Instruction department, to deepen teacher and administrator understanding of the CCSS and NGSS, and analyze common formative assessments to inform instruction. English Language Development will be embedded in professional development around Common Core State Standards. Ravenswood City School District will provide professional development, facilitated by teacher leaders and supported by the Curriculum & Instruction department, to deepen teacher and administrator understanding of the CCSS and NGSS, and analyze common formative assessments to inform instruction.

Professional development provided includes:

- Provide induction support for 1st and 2nd year teachers to clear their credential through professional development workshops, induction activity completion, and coaching

- TK-5 teachers will receive training and support on the adopted curriculum for their grade span, and accompanying instructional practices: Balanced Literacy and Units of Study in Reading and Writing, Investigations Math Curriculum, and Next Generation Science Standards.
- 6-8 teachers will receive training and support on the adopted curriculum for their grade span, Summit Learning platform & curricula, and accompanying instructional practices

Teachers will collaborate consistently 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, look at student data, and address concerns about English Learners. Action steps from teacher collaboration will address concerns about specific students and data trends related to instructional practices, better supporting our English Learners. Additionally, Ravenswood City School District will provide induction support for 1st and 2nd year teachers to clear their credential through professional development workshops, induction activity completion, and coaching. Ravenswood City School District will build instructional leadership capacity in the district through Instructional Coaching and Facilitator Training for administrators and teacher leaders.

## **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 will provide a districtwide Newcomer Program to support English Learners, entering school from outside of the United States, in learning English. Newcomer students will have access to supplemental programs and tools to better prepare student understanding of cognitive skills and common core standards.

## **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:**

All students will be served by teachers who are appropriately assigned and fully credentialed in their subject areas. Ravenswood City School District will provide high quality instruction to our English Learners by recruiting and retaining highly qualified teachers. The quality of a student's teacher has a high impact on their educational experience and 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. To meet the needs of our English Learners, Ravenswood City School District will recruit and retain teachers with expertise working with culturally and linguistically diverse pupils. Highly qualified teachers will provide supplemental support to our English Learners and access to differentiated content.

Ravenswood City School district will provide student access to content through integrated ELD and development of English acquisition through designated ELD based on the assessed students' English language proficiency. Ravenswood City School district will identify supplemental material needs for English Learners and provide training to site administrators to support teachers in monitoring the progress of English Learners through data analysis and ongoing collaboration.

**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:**

Commensurate instructional materials to meet the needs of all students will be provided in all subject areas, including continued development of curriculum maps. English Learners need access to California standards-aligned instructional materials, across content areas, in order to make academic progress and growth. Developing curriculum maps provides opportunities to examine the special needs and supports of our English Learners, across content areas, and allows the implementation of differentiated instruction and supplemental support to meet those unique needs.

Formative assessments for English Language Development are incorporated as part of the ELA and ELD (designated and integrated) curriculum. Support for using the assessments will be built into the ongoing Literacy Professional Development series. For TK-5 grades, designated ELD centers will be used to develop oral language in English daily for 30 minutes. Homogeneous groups will be formed based on students' language production seen on the Oral Language Records (formative assessment) and the Oral Language Continuum (rubric). Administrators will receive district support to hold teachers accountable for daily designated ELD. For 6-8 grades, students will receive Integrated ELD and Designated ELD through StudySync curriculum. English Learners will be assessed on their oral language ability in English. Long Term English Learners (LTELs) will be identified and current data will be used to alter the composition of ELD classes and/or groups to ensure students receive the most relevant instruction.

Ravenswood City School District will identify intervention instruction, systems, and supports across content areas to aid students in their development toward the CCSS, when students do not meet grade level goals as determined by local assessment data. English Learners need assistance with achieving academic proficiency on district and state assessments as well as meeting ongoing grade level goals. Intervention is necessary to ensure 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, our English Learners will be provided varied and differentiated instruction within their zone of proximal development. With this support, students will be able to better access the curriculum and content area standards, therefore increasing their development in understanding grade level materials and improving on district and state assessments.

Ravenswood City School District will provide students with access to supplemental programs and tools to support educational goals and building 21st century skills, with programs such as Dreambox Learning, Common Sense Digital Citizenship lessons, and Raz-Kids for struggling readers. Ravenswood provides access to supplemental programs and tools in the form of technology and blended learning programs to support English Learners in making grade level growth, meeting educational goals, and building skills that will help them reach success in the following years. Access to online blended learning programs support English Learners access to core content by providing diagnostic assessments, differentiated lesson materials, and an engaging platform. It also reinforces 21st century skills, which students need for success. Many of our English Learners do not have access to technology at home, so providing access during the school day is essential for skill building.

# 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

All stakeholders are provided opportunities to be involved at each stage in LCAP and Strategic Planning processes through surveys and input meetings. Families, community-based organizations, and the public are invited to attend DAC/DELAC, District Board, SSC/ELAC, and “cafecito” meetings, and to complete surveys. Information is distributed to families and students in English and Spanish, and Spanish translation is offered at all parent events, conferences, and Board meetings, as almost 60% of students and families are Spanish-speaking.

The Needs Assessment involves a range of metrics (eg. Demographics, Achievement, C&I Program, Staffing, PD, Family Involvement, School Context, and Fiscal), looking at disparities and inequalities across various subgroups. Data collection methodology includes official records, surveys, observations, student work analysis, and small-group discussions. Ensuring we have sufficient data to make judgements about the status of each focus area, we can assess the distribution of skills and resources. These metrics are a valuable tool for evaluating strategies.

**Well-Rounded Education:** We aim to increase student learning quality in engineering and art. These funds will provide materials budgets for credentialed art teachers to implement their standards-aligned art curriculum, and begin integrating that curriculum with core content areas. One partnership that helps build our integrated art program is with the nationally recognized John F. Kennedy Center for the Arts. The Turnaround Arts School program allows us to provide students with greater opportunities to learn artistic strategies and processes, including the Habits of Mind. These strategies are also effective in teaching core curriculum concepts and skills, and help students to acquire 21st Century skills. When students learn these skills in an engaged and performance-based way, they are able to more easily use these skills in other areas of the curriculum. Students will attend an arts elective weekly, and we intend to see growth in our students' abilities to create, communicate, and collaborate. Our Makerspace program gives students access to engineering and design-centered learning. Title IV funds will be used to provide materials needed to fully support the program. Students explore critical thinking, problem solving and innovating skills in an iterative and engaging environment, skills that will help students flourish in the 21st Century future. "Tinkerer" teachers lead grade-appropriate lessons in computer science, engineering/design challenges, SEL lessons, robotics, etc.; collaborate with teachers to explore core curriculum topics (including NGSS) in greater depth; and complimentary hands-on and design-based activities. Students will develop flexibility of thought and adaptability, demonstrated through iterating concepts and designs. Formal student evaluations occur 3 times/year with elective teachers commenting on students' strengths, areas for improvement, and suggestions for at-home support/encouragement. Student achievement, progress growth data in core content areas (ELA, Math), engagement, and school climate data, will be used to evaluate effectiveness of the program in mid-year and end-of-year reviews.

**Safe and Healthy Students:** We support mental health counseling through our partnership with CASSY, as student mental wellbeing directly impacts learning. We want to increase the health and wellbeing especially for students identified for Tier 2 or 3 support. Title IV funds will allow us to provide a full-time qualified mental health counselor for each school site, serving students 1:1, and in small groups. Our student population has a range of counseling and mental health needs, including effects of growing up in poverty, and trauma related to family or immigration experiences. We believe counselling will improve student wellbeing, and have positive effects on student behavior in all aspects of school life. The program will be evaluated by implementation data (eg. number of students and groups, session frequencies), and student behavior surveys completed by classroom teachers.

Effective Use of Technology: Title IV funds will help bridge the digital divide by providing greater 1:1 student access to technology, as well as maintain and restore our existing equipment. LEA/LCAP goals include promoting and teaching the effective use of technology so that students leave with the 21st Century skills needed to be successful in high school, college, future careers, and life. We currently provide 1:1 laptop access in grades 3-8, and aim to increase consistent early access to technology by providing 1:1 access to chromebooks for 2nd grade students. Effectiveness of this program will be determined through a combination of usage data (eg. high levels of student use), and aggregated progress data (indicated on Report Cards under “technology operations and concepts” and “digital citizenship”).