

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Prompt 2: A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required:

There are several actions, initiatives and expenditures that Ravenswood has identified as significantly supporting our foster youth, English Learner and low-income students but are unable to be listed here because "enrollment" cannot be listed as a justification for expenditures. With a large concentration of students who fall into these categories investing in a series of small initiatives using LCFF funding rather than the entirety of the school district would be irresponsible as there are a smaller number of students who are not unduplicated pupils than those who are. We need to strategically and carefully close opportunity gaps with the funding available to us. This means that wherever possible restricted funds are use to their maximum intended impact with LCFF predominantly funding the operational cost of the district.

The total LCFF funds for the LEA-wide and Schoolwide actions described in Prompt 1 total to \$2,723,144.95, and contribute to meeting the required percentage (43.96%) to increase services. Additionally we are allocating \$300,000.00 LCFF funds for the limited actions described below. The combined total of LEA-wide, Schoolwide, and Limited actions is \$3,023,144.95, which alongside the "Planned Percentage" of 25.51%, identifies how services to support foster youth, English Learners, and low-income students are planned to be increased or improved by the required percentage.

As you can see below, for limited actions where there is a planned percentage to improve services, calculations were usually derived from the assumed hourly rate of each staff person involved, multiplied by the estimated number of hours they would spend on that action over the course of a year.

Limited Actions - Goal 1

- ELD Assessment (Limited to English Learners) - The Planned Percentage was calculated by assuming a couple of hours per month of existing staff time for ELD/Reading specialists, Literacy Coaches, Principals, and other Instructional leaders.
- EL Data Review (Limited to English Learners) - The Planned Percentage was calculated by assuming a couple of hours per month of existing staff time for all general classroom teachers, ELD specialists, Literacy Coaches, Principals, and other Instructional leaders.

Limited Actions - Goal 2

- PD on Restorative Practices (Limited to English Learners, Foster Youth, Low Income Students) - The Planned Percentage was calculated by assuming 10 hours of existing staff time per person for all classroom staff, both certificated and classified, and also School Administrators.
- Transportation (Limited to Low Income Students) - This is the only "Limited Action" that has a cost associated with it, so a Planned Percentage is not required.

Limited Actions - Goal 4

- PD about Partnership with Families (Limited to English Learners, Low Income Students) - The Planned Percentage was calculated by assuming 10 hours of existing staff time per person for all classroom staff, both certificated and classified, and also School Administrators.
- Continue and Evaluate Ongoing Partnerships (Limited to English Learners, Foster Youth, Low Income Students) - The Planned Percentage was calculated by assuming a couple of hours per month of existing staff

time for Coordinators (Family, Outreach, Strategic Projects, and Compliance), Teaching & Learning leadership staff, and Chief Strategy Officer.

Limited Actions - Goal 7

- Processes and Procedures for Data Review, and Reclassification (Limited to English Learners) - The Planned Percentage was calculated by assuming 20 hours of existing staff time per person for all general classroom teachers, ILT members, ELD/Reading Specialists, and the Data & Assessment Coordinator.
- ELD Instruction (Limited to English Learners) - The Planned Percentage was calculated by assuming 150 hours of existing staff time per teacher for all general education classroom teachers, and 85% of salary for ELD specialist teachers.
- Professional Development - Supporting English Learners (Limited to English Learners)- The Planned Percentage was calculated by assuming 11 hours of existing staff time per person for all general classroom teachers, ELD specialists, Literacy Coaches, Principals, and other Instructional leaders.

Foster Youth:

Limited Action - Goal 2

- PD on Restorative Practices

Limited Action - Goal 4

- Continue and Evaluate Ongoing Partnerships

The actions in Goal 2 and Goal 4 support the needs of foster youth students through services and programs specific to social emotional well being, physical activity, and culturally responsive practices, all of which contribute to a safe and healthy school environment. They also work towards supporting staff to connect and communicate with our students' families, including family arrangements that are non-dominant or non-traditional, as well as ensuring that our partnerships support the values and needs of our community.

English Learners:

Limited Actions - Goal 1

- ELD Assessment
- EL Data Review

Limited Action - Goal 2

- PD on Restorative Practices

Limited Actions - Goal 4

- PD about Partnership with Families
- Continue and Evaluate Ongoing Partnerships

Limited Actions - Goal 7

- Processes and Procedures for Data Review, and Reclassification
- ELD Instruction
- Professional Development - Supporting English Learners

A significant percentage of our students are emerging bilinguals, multilingual learners, or state-identified "English Learners", so we are responsible for supporting them to learn English. Our most recent CA Dashboard data has shown that while 46% of our ELs are progressing in their English skills, 29% of ELs maintained their level within the same EL progress indicator level as the previous year, and 24% declined. Our goal is for all English Learners to progress in their English skill development, and to increase the number of students who are reclassifying as fluent English proficient, particularly before they become Long Term English Learners (LTELs). Through the actions in Goal 1 that specifically serve English Learners, we aim to increase the quality of English Language Development instruction that ELs at all levels receive in their classrooms, in order to progress in their English language learning towards reclassification as fluent English proficient. Through professional development, teachers can learn best practices for serving English learners at different levels, and use assessments with regular data review to monitor student progress. We also have teachers who work with Newcomers and early English Learners in targeted groups. These teachers have supplemental curricular resources specific to supporting the needs of these English Learners.

Our data demonstrates a clear need to improve outcomes for English Learners. Through prioritization exercises throughout our community engagement process, and disaggregated data analysis, this became focused on looking into why English Learners who score Level 4 on the ELPAC have not been reclassified yet. We wanted to inquire into why these students have not been reclassified as English proficient, and what we can do to address those barriers. We have made huge successes in this area already!

Through the actions identified in Goal 7, we aim to increase the number of English Learners who are reclassifying as fluent English proficient each year. Our actions specify how we will employ regular data review processes at all levels in the district to identify which students are eligible for reclassification, and how to support those who are still on their way. We also want to specifically identify supports and resources for students who are approaching the criteria for reclassification ("ELD Instruction"), as well as provide sufficient professional development and support for educators. Our efforts to clarify and improve both the data review, data analysis, and reclassification processes and procedures will assist all English Learners, as staff become more adept at recognizing where students are on their journey and providing targeted support as needed. We expect to see an increase in reclassification for ELs, as well as an increase in the number of students growing at least one ELPI each year.

While these actions are specifically targeted on supporting the needs of English learners who have scored Level 4 on the ELPAC, we hope that our efforts to clarify and improve both the data review, data analysis, and reclassification processes and procedures will assist all English Learners, as staff become more adept at recognizing where students are on their journey and providing targeted support as needed. We expect to see an increase in reclassifications from students who have previously scored Level 4 on the ELPAC, as well as an increase in the percentage of all English Learners who are eligible for reclassification. Due to the refined processes, we also expect that teachers and site administrators know throughout the year which students are close to meeting the requirements, and by the end of the year which students are likely to be eligible for reclassification, pending the return of ELPAC results in the Summer.

The actions in Goal 2 also support the needs of English Learners through services and programs specific to social emotional well being, physical activity, and culturally responsive practices, all of which contribute to a safe and healthy school environment. The actions in Goal 4 both work towards supporting staff to connect and communicate with families of English Learners, as well as ensuring that our partnerships support the values and needs of our community.

Low Income Students:

Limited Actions - Goal 2

- PD on Restorative Practices
- Transportation

Limited Actions - Goal 4

- PD about Partnership with Families
- Continue and Evaluate Ongoing Partnerships

Over 92% of our students are considered "Low Income", so all of the goals and actions in our LCAP benefit our Low Income students and work towards the improved success and student achievement of Low Income students. Low Income students do not have the same outside-of-school opportunities that students from higher income families have. As a result of this inequity, it is important that Ravenswood offers high quality opportunities for all students, and work to close the opportunity gap that is systemic in the education system today. For example, access to technology is also a barrier that Ravenswood can help to address for low-income students. Students today are expected to access the curriculum and resources online and in digital formats both at school, and at home when needed. The need for continued access, as highlighted by the pandemic and long-term distance learning, demonstrates that students must not be prevented from achieving success purely due to lack of access to foundational technology.

The actions in Goal 2 support the needs of low income students through services and programs specific to social emotional well being, physical activity, and culturally responsive practices, all of which contribute to a safe and healthy school environment. We also commit to connecting families with resources they may need in order to be safe, and to support not just the student, but the entire family. Ensuring consistent and reliable access to transportation for students from low income families is also critical, particularly as attendance is often highlighted as a challenging situation for many of our low income students. The actions in Goal 4 work towards supporting staff to connect and communicate with families of low income students, as well as ensuring that our partnerships support the values and needs of our community.

Many of our students are in traditionally underserved groups (low income students, foster youth, "English Learners") put at a significant disadvantage by a decades-old unequal public education system. The parents of many of our students did not attend school in the U.S. or did not achieve an education level beyond high school. We always need to prioritize forming relationships with families, to ensure all parents and guardians feel welcome at school, know how to most effectively communicate with their child's teacher, and feel confident helping their child be successful at school. We also need to recognize and respect the funds of knowledge our families bring to our district community so they can be seen as a valuable resource in their children's education even though they themselves may not have had extensive positive experience with the U.S. education system.

Due to the demographics of our district, we also work with many community partners who want to help our students and their families either in academics or other social services, such as hands-on science experiences, after school programming, tutoring support, food or clothing provisions, counseling services, and at-home technology support. We do our best to direct these resources towards our families, and have the responsibility to ensure the partnerships we engage in support our families, are forms of effective and ethical service, and align to our district's values and strategic priorities.

By supporting staff to connect and communicate with families of low income students, English Learners, and Foster Youth, as well as ensuring that our partnerships support the values and needs of our community, our

students can receive an education that attends to the whole child and supports their future success. Teachers and school staff will have many opportunities throughout the year to contact and communicate with families of unduplicated students. We will ensure staff are supported to contact even hard-to-reach families, work towards building positive relationships, and track survey results of parents and students over time to monitor connectedness with school and relationships with staff. As we reflect on our community partnerships using our evaluation tool, we will determine whether these partnerships have been effective for students based on a variety of measures and depending on the goals of the partnership. When partnerships prove to be beneficial for students and families, and aligned to district priorities and values, we will continue them, with the results of the evaluation process informing the planning and budgeting for the following year.