



2026-27 Local Performance Indicator Self-Reflection

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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-2024	120.7	61.1%	3.0%	3.9%	27.2%	3.9%	0.9%	0.0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	38

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards		2			
History-Social Science		2			

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards		2			
History-Social Science		2			

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education		2				
Health Education Content Standards		2				
Physical Education Model Content Standards			3			
Visual and Performing Arts				4		
World Language		2				

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Ravenswood has built consistent infrastructure for family engagement through structures like Promise Walks, ParentSquare communications, and site-based staff including Spanish Translator/Interpreters and Outreach Coordinators at each school (who are supported by the district Family & Community Engagement Coordinator.) Families have multiple access points to connect with school staff through site-level events, district-level listening sessions, and translated communications. Staff and administrators have participated in professional learning focused on culturally responsive family engagement and Outreach Coordinators are part of a monthly Professional Learning Community facilitated by district leadership. Some examples of opportunities for relationship building include "Family Art Nights", "Cena con el Director", "Cafecito" events with our Education Services department, "Safe Routes to School" partnership with SMCOE, "Promise in Action" literacy workshops, and our "SSC/ELAC" and "DAC/DELAC" meetings. We have continued our Promise Walk structures this year where we invite families to do classroom observations alongside school/district staff, review site-based data, and share their feedback and experiences. We also partner with organizations like Innovate to develop parent leadership skills through Parent Leadership Academy cohorts.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Our primary focus area of improvement is on reaching families and individuals who do not yet actively participate in the various structures for family engagement that we have in place. While we have seen significant growth in the

uptake and participation rates for our school and district events, we want to ensure that the families we reach are representative of our community across various dimensions. We also want to encourage participation from families who have not historically participated. A continued focus on professional learning for staff will be an important part of this improvement.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Throughout our LCAP engagement and Local Indicator self-reflection processes this year, we have worked to focus on hearing from families who are traditionally underrepresented. In particular, our Outreach Coordinators and Family and Community Engagement Coordinator continue to reach out to families who are struggling, checking in with them regularly, and in some cases specific staff have even made home visits. One way to improve the engagement of our families is by eliminating barriers that limit our families from attending school-wide events, so by identifying those barriers and addressing them, we will likely improve the engagement of underrepresented families. We also want to hold space for events where they can share their own experiences and learn from each other. It's also important that all school staff notice and identify students and families who need any sort of additional support. We are working at increasing the presence of school staff at after school events such as middle school sports games, and music concerts. By simply increasing the presence of staff in situations where families are already attending and supporting their children, we can increase the interactions and contact points that staff and families have. This allows for more authentic conversations and with more opportunities for relationship building. We also want to encourage and build the capacities of parents to create groups to support each other, leading to stronger relationships between school staff and the families. This year, we have begun a new Parent Navigator program whereby parent leaders are conducting focus groups, interviews, and surveys with other families in their school communities to understand the experiences and challenges that they face. This is work we will continue to build on in the future.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in 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.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Some examples of events or opportunities for partnership building include "Cafecito", "Promise in Action" literacy workshops, "SSC/ELAC" or "DAC/DELAC" meetings with our families as community leaders, and Promise Walks. We have increasingly been sharing student outcome data with our as part of these events, including school-level data and individual student-level data (which is always paired with resources and guides on how to interpret the data and support academic growth outside of the classroom.) One example of this was the district's inaugural "Community Stepback" event held in January to review our mid-year student outcome data with families and work in focus groups to develop action plans in response to the data. Conferences are still held three times per year, and it is a great opportunity for teachers and families to work together to develop and monitor the plans and actions to support their students. We have found that increased text/ParentSquare communication between families and teachers often leads to increased attendance at these conferences. In some cases, families do not feel confident in approaching the teacher about an issue or to request support, but they have spoken with the site Outreach Coordinator, who has been able to provide assistance in bridging any communication or comfort barriers. We also try to ensure that families have sufficient resources at home to support student learning, such as through our partnership with organizations like the Boys & Girls Club of the Peninsula (BGCP), East Palo Alto Tennis & Tutoring (EPATT), and City Year. All of these community partners support our students and families through offerings such as tutoring, homework time and space, and social-emotional support.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Educational partner input indicates that while families receive information about their children's progress, there is room to grow in how consistently and accessibly that information is communicated. Families have expressed wanting clearer guidance on how to support learning at home and more timely, two-way communication with teachers and staff about their child's specific needs. A key focus area is strengthening the connection between family engagement and instructional support: ensuring that families of English Learners, students performing below grade level, and students with high absenteeism are active partners in goal-setting and progress monitoring, not just recipients of updates.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

When students and families are not aware of the resources and support available to them, it is extremely difficult for them to request these services. As a district, we are working on ensuring that all families, especially those whose voices and experiences are typically underrepresented, are fully aware of all options. Beginning in SY26-27, we will begin sharing student outcome data directly with families via physical mail so that this information is pushed out to families (rather than available for families to come seek out.) The district will also track whether engagement efforts are reaching the families most in need of support, using participation data disaggregated by student group to assess reach and adjust strategies accordingly.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in 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.	4
12. Rate the LEA's progress in 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.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

We have been working on building staff skills in building strong relationships with families and students, and also working on developing the capacities and skills of families. We have seen increasing participation from families in decision-making, as well as the emergence of several parent leaders at each site who have demonstrated proactive initiative in conducting family outreach and advocacy. To increase accessibility, we focus on providing materials and holding meetings in both English and Spanish, and providing hybrid options or childcare options for in-person events where possible. We have also found it useful to go outside of the traditional "meeting" format, to gather input through conversations and at times when families are already interacting with school staff (such as at pick-up and drop-off times).

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

We would love to receive more input from families, and we are continuing to build our two-way communication channels to demonstrate that we hear and respond to the requests and suggestions of our families and students. We want to increase family participation in our decision-making processes and opportunities, and also add additional opportunities through multiple different methods of information gathering.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Ravenswood is intentionally expanding how and where it seeks input from families who are least represented in traditional engagement formats. This means moving input-gathering into community spaces and trusted settings, rather than relying solely on formal meetings or surveys that require families to come to the district. The district will ensure input opportunities are available in families' home languages, with sufficient context for families to meaningfully engage. Collected input will continue to be synthesized and shared back with families in plain language, so they can see how their perspectives shaped district decisions.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

This is a locally created survey for students, co-created by school sites and the district which is administered 2 times per year, and designed to be longitudinal over time and across grade spans. This looks at 6 areas of school climate measures including sense of belonging, supportive relationships, school safety, academic engagement, and perseverance. The survey results are able to be disaggregated by student disability status/type, home language, English Learner status, race/ethnicity, gender, grade level, and teacher/homeroom. These are all reviewed by our district and site leaders to better understand student experience on campus and address school wide, student-group specific, classroom-specific, or districtwide issues and trends.

The following data reflects results from the Spring 2026 end-of-year student survey. It should be noted that approximately 50% of middle school students completed the survey, compared to over 70% of elementary students.

Overall, 54% of students responded positively to questions focused on sense of belonging, which has been a local focus for the last 3 years. There is little to no variation in the disaggregated results for students of different EL status' or gender, from the overall result. Students with Disabilities reported positive responds 4pp above school average. Student ethnicity groups reporting below school average includes Caucasian (-7pp), Pacific Hawaiian or Other Pacific (-5pp), and Black/African American students (-4pp). In terms of grade level spans, the elementary grades typically have slightly higher positive responses to this question than middle school students.

Overall, 64% of students felt safe all or most of the time at school, which has been especially important based on feedback from the middle school. These overall results have been consistent and stable for the past couple of survey administration rounds. There is little to no variation in the disaggregated results for students of different EL status' or Student with Disabilities, from the overall result. Female students were also 9 percentage points lower than the result for male students. Student ethnicity groups reporting below school average includes Black/African American students (-6pp), Pacific Hawaiian or Other Pacific (-5pp). Disaggregated results show 6th reporting 28pp below the overall average, while 7th grade students were 23pp below and 8th grade students were 3pp below the overall average.

Overall, 71% of students said they felt engaged all or most of the time in their classes. Previously this was one of our lowest overall category result, now has become one of our highest due schools developing goals and actions to address this. English Learner students reported engagement levels 4pp above the average, while Students with Disabilities were 4pp below the average. Student ethnicity groups reporting below school average includes Caucasian (-4pp), and Black/AA students (-3pp). In terms of grade level spans, the elementary grades have significantly higher positive responses to this question than middle school students.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

We have learnt that on average our students with disabilities, and our English Learner students are feeling engaged at school, have supportive relationships, and feel a sense of belonging. On average our female students less engaged, less safe, and have fewer supportive relationships than male students. Our elementary schools feel more positively towards school than middle school students. There are still significant racial/ethnic disparities districtwide with regard to school climate, belonging, safety, and educational engagement. There are also significant differences when looking at survey results between school sites and/or between different teachers/homerooms, that allowed our site leadership teams to take action at their schools. This also highlights and identifies how critical specific personnel are towards improving the overall school environment and experience.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on an analysis of the local data, we have made improvements that focus on school safety, student belonging, and developing supportive relationships, and are working towards making additional improvements for the upcoming year. As a district we continue to focus on school safety inside classrooms, hallways, and outside on the playgrounds and school grounds, including providing before and after school supervision. Following the analysis of local survey data, conversations were held with teachers about specific survey results to understand and modify their classroom environments as needed, to better serve our student's needs. Especially at our middle school, there is a focus on celebrating heritage months as community events (Black History Month, AAPI Month), and Costano also held an AAPI Art Night. We also have a Black Student Union, Poly Club (Polynesian), and other student clubs or associations to provide more opportunities for students to connect with each other. One of our major goals is to improve Tier 1 instruction for all students, across all classrooms, all teachers, and all schools, supported by our coaches and professional development opportunities, in an effort to improve student engagement. Using our initiative "Universal Tier 2 Time" (UT2T), we are also focusing on improving Tier 2 instruction, with data driven student groups that are adjusted over the year as needed, based on student specific data. This provides more students with better access to relevant skills and content. English Learner students and those who need foundational English language support will also be provided with additional assistance to allow for better access and engagement to the classroom content.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Ravenswood is a TK-8 district, where over 90% of our students are unduplicated. All schools participate in the "Title I Schoolwide Program", and all students receive the same enrollment in courses and same access to content area instruction, as tracked by the master schedule. On a daily basis, all students have the opportunity to access grade-appropriate curriculum, with the relevant interventions and supports provided as needed. By using the master schedule alongside planning for intervention and additional supports, we can ensure that students participating in pull-out intervention are not missing significant amounts of core content area instruction, and also ensure that they continue to have sufficient opportunities to participate in enrichment activities and classes.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Overall, students are enrolled in a broad course of study across school sites, grade levels, and subgroups. We have found that school sites are equal in their ability to offer students a broad course of study including both core content area instruction, and enrichment/elective activities and classes. We do not see an underrepresentation of any student subgroups or unduplicated student groups in any particular elective or enrichment option - all students have access to all elective options. We find that students with disabilities need further support to access the course of studies (across subjects) at the same level as other students. Each student who is identified as having a disability based on the IEP process has particular supports listed in their IEP based on the specific needs of the student. These services are personalized and targeted support for these students to assess a broad course of study.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Due to the systematic racism present within the education system and society that our students must rail against each day, there are a number of external barriers that can limit access to a broad course of study for all students. These barriers include Institutional Racism, Poverty, Housing Insecurity, Transportation Insecurity, Food Insecurity, Student or Family Trauma, and Parent Education Levels. There are also a number of internal barriers that Ravenswood is attempting to address through the actions described in the LCAP, which was developed with significant community engagement and feedback. This includes providing appropriate training and professional development to staff, continuing to work on dismantling unconscious biases and move towards anti-racist actions, improving student attendance and English proficiency levels, and help students accelerate their learning.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Ravenswood continually considers the integration and alignment of multi-year Strategic Plans (currently in the re-development phase) and LCAP alongside other school and district level plans. They all include many strategies, goals, and actions which will address some observations, barriers, and improvement areas mentioned above.

Examples:

- We emphasize ongoing PD and coaching for staff, complemented by upcoming curriculum pilots/adoption and training to ensure that students are provided with high quality instruction and curriculum materials. We commit to providing training for staff on unconscious biases, culturally relevant practices, inclusive classrooms, and partnering with families, to support our intention to address many of the internal barriers identified.
- We have identified strategies to target the growth and improvement of English proficiency levels and increase the number of students who reclassify after scoring highly on the ELPAC, and work towards improving the outcomes of student identified as Long-Term English Learners or "At-Risk" of becoming LTELs.
- We have dedicated staff such as Outreach Coordinators, Student Culture Coordinators, Instructional Coaches, and Coordination of Services Teams at every site to support both staff-facing and student-facing initiatives.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome					

Coordinating Instruction	1	2	3	4	5
data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					