

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

School Year

2024-25

Date of Board Approval

June 18, 2026

LEA Name

Ravenswood City School District

CDS Code:

41-68999-0000000

Link to the LCAP:

(optional)

www.ravenswoodschools.org/Choose-Ravenswood/Departments/Teaching-and-Learning/Compliance-and-Accountability/index.html

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

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.)

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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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. Each goal in our LCAP is supported by measurable outcomes that represent one or more of the State Priorities, demonstrating how the goals and actions support student outcomes, and sharing performance measure data.

The first four goals are considered "Broad Goals", and came from our district's existing 5 year Strategic Plan, developed in 2020-2021. Broad Goals are intended to be wide in scope, reflect district-wide priorities over the next 3 years, and be measured across a range of various metrics.

Broad Goal 1: Engage students with relevant, rigorous and standards-aligned instruction, supports and materials across all subjects

Broad Goal 2: Provide safe, joyful and productive learning environments with the proper social-emotional supports

Broad Goal 3: Recruit and retain highly effective and diverse team members

Broad Goal 4: Partner with families and the community to support the whole child

The next set of goals are considered "Focus Goals", and these were developed by looking at areas of need on the California Dashboard, as well as input from our educational partners through our community engagement processes. Focus Goals are intended to be narrow in scope, addressing specific areas of need that may benefit from a targeted approach for a specific time period (usually 1 year), and improvement will likely be measured with fewer metrics. Some focus goals may be continued for the full three-year LCAP cycle, while other focus goals may only be included for a single year.

Our LCAP development was comprehensive, with significant involvement from the community. It is through these processes that the goals and actions were identified and refined. Ravenswood sees the LCAP as a comprehensive plan for the district, and therefore the actions identified under each of our goals are funded through a variety of sources. Federal funding used at the district level has been integrated into our LCAP, in the same way that federal funding used at the site level is integrated into the relevant School Plan for Student Achievement (SPSA).

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.

Federal funding used at the district level has been integrated into the planning, development, monitoring, evaluation, and update cycle of the district LCAP, and districtwide budgeting processes. The services, actions, strategies, and programs funded federally are reviewed with staff, families, community members, and other interested parties.

Federal funding used at the site level is determined in collaboration with the combined School Site Council/English Learner Advisory Committees (SSC/ELACs), following a needs assessment, and an evaluation of the previous year's expenditures. In an effort to ensure that federal funding is aligned appropriately, all site goals (as outlined in their SPSA) are now closely aligned with the district's LCAP goals.

At different community meetings (Board meetings, DAC/DELAC, SSC/ELAC, Superintendent Office Hours etc.), the district informs the participants about the different funding sources available, and how they support and supplement activities and programs for different student groups. The feedback and input of participants is used for the future development of our activities and budgetary planning. The SPSA goals, actions, and services are revised annually

based on site, district, and state-reported data. Using data effectively, to make informed and strategic decisions, is a key goal for our school sites, district, and Board.

Federal expenditures from both the district and individual sites are reviewed regularly by programmatic instructional staff and business staff together, to ensure that funds are being used appropriately to enhance and support the initiatives in place, to ensure alignment with the LCAP, and to ensure full compliance with any and all programmatic or fiscal rules and guidelines.

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(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Ravenswood uses data which identifies the number of students eligible for a free or reduced price meals.

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) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here:

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ravenswood 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 over 90% "minority" students, as defined by the California ESSA State Plan. To identify disparities, the Director of Human Resources gathers the data on teacher credentialing and experience and shares it with the board of trustees each year. We also review teacher credentialing status statistics as part of our annual SARC, Strategic Plan, and LCAP review processes.

Quality instruction from the classroom teacher is one of the biggest factors in impacting student learning. As a district, turnover of effective teachers, teacher leaders, and administrators has been a barrier to making progress on district initiatives. It is also challenging to recruit staff for specialized positions. Due to the inequitable funding structure of California public schools, teachers can often make 25-30% higher salaries in nearby districts than in our district, serving a wealthier student body. As part of our development of both the Strategic Plan, and the LCAP, we engaged extensively with Ravenswood staff and our community. Each emphasized the importance of retaining high quality, hard-working staff, and paying our teachers equitably for the work they put in. At times in the recent past, we have seen some teacher openings go unfilled, or classes staffed by substitutes. We know that the student learning experience can be disrupted when this happens, and is a product of our highly inequitable system. Hard-to-staff areas are present district-wide, across varying grade levels and content areas in all of our schools. Since recruiting and retaining high quality teachers is

specifically one of our major Strategic Plan priorities and LCAP broad goals, we update stakeholders on our progress annually, and invite them to participate in the process for giving feedback and planning future improvement activities, through stakeholder engagement meetings, focus groups, and forms or surveys.

We will continue and establish partnerships with organizations to help increase our access to teacher recruitment pipelines for hard-to-staff areas, so that our students can always have their classes staffed by qualified teachers. Some of these partnerships also provide opportunities for mentorship and growth, to improve teacher effectiveness.

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.

Analysis of Data

The distribution of ineffective, inexperienced, or out-of-field teachers at each school site each year working with low-income and minority students is identified in the data listed below, according to the CDE's definitions for the purposes of collecting equity data under ESSA Section 1112(b)(2). We have three elementary schools serving Transitional Kindergarten through 5th grades (two use a Structured English Immersion model, one uses a Dual-Language Immersion model), and one middle school serving 6th through 8th graders in a Structured English Immersion model, (with a Dual-Language Immersion track for some students).

In reviewing the teacher assignment data for each site, it can be observed that our rates of inexperienced teachers are highest at our middle school. This matches our experience and prior years' data with our middle school positions being the most difficult to staff. Over time, we have also observed that the middle school grades also have a higher turnover rate compared with TK-5 teachers.

The out-of-field percentages for all four schools are for emergency EL authorizations, emergency bilingual permits, waivers, and local assignment options. Cesar Chavez Middle School also has the highest percentage of out-of-field assignments of the four schools, as we use the Local Assignment Option to allow teachers to teach elective classes. According to our historical data, we have found that BCLAD teachers (required for Spanish language instruction) are also very difficult positions to staff. We continually work on developing partnerships with various organizations, including teacher preparation programs at local universities to improve our pipeline of middle school and BCLAD teacher candidates, particularly single subject candidates which are difficult to recruit for the middle school grades.

The potential effects that these disparities might have on student achievement is monitored throughout the year, and if needed, additional support is offered to these teachers. Monitoring occurs through the tracking of student achievement and progress of student achievement on subject-matter, grade-level and standardized testing, as well as through 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 to work towards better instructional and student-focused practices. A Collaboration Structure provides a support system for developing standards-aligned lesson-planning practices. This helps all teachers reflect on what they can do to improve, and to share ideas with others, with less experienced teachers able to learn from their more experienced colleagues.

Data for 2024-25

Belle Haven Elementary - 60.67% EL, 86.79% Low Income, 94.94% Minority, 1 of 26 (4%) "Ineffective" Teachers, 1 of 26 (4%) "Inexperienced" Teachers, 0 of 26 (0%) "Out-Of-Field" Teachers
Costano School of the Arts - 45.40% EL, 81.60% Low Income, 97.70% Minority, 2 of 28 (7%) "Ineffective" Teachers, 2 of 28 (7%) "Inexperienced" Teachers, 1 of 28 (4%) "Out-Of-Field" Teachers
Los Robles Ronald McNair - 73.79% EL, 81.95% Low Income, 99.59% Minority, 0 of 16 (0%) "Ineffective" Teachers, 1 of 16 (6%) "Inexperienced" Teachers, 1 of 16 (6%) "Out-Of-Field" Teachers
Cesar Chavez Middle School - 55.92% EL, 80.19% Low Income, 98.64% Minority, 3 of 41 (7%) "Ineffective" Teachers, 8 of 41 (20%) "Inexperienced" Teachers, 4 of 41 (17%) "Out-Of-Field" Teachers

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

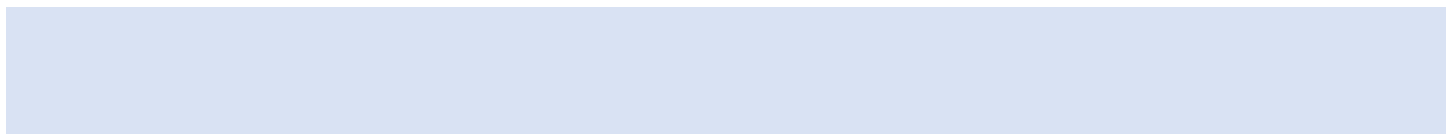
Term	Definition
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Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.



To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans

3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aligning Parent Engagement with the LCAP Process:

Ravenswood is constantly working to involve everyone in regular and ongoing communication with the community, specifically when relating to developing district and school site plans. We know that family involvement plays a key role in helping students succeed in school and in building a sense of pride in the school community. We have provided opportunities for all people throughout the wider Ravenswood community (including teachers, union leaders, parents, family members, community members, central office staff, and students) to provide feedback and input to the various district and school site plans, including the different stimulus funding plans, our annual budget approach and strategy, our multi-year strategic plan, SPSAs, and of course the LCAP. We want to ensure that the goals and actions are decided with community input, with a focus on ways we can make meaningful impacts for our students. Annually, we hold a series of engagement opportunities for all interested parties to support the progress monitoring of the existing goals and actions, evaluate the effectiveness, and provide input and suggestions on plans for the upcoming year. In the future we hope to leverage these to be more comprehensive opportunities for our families and staff to work side-by-side to engage in co-creation and co-decision-making.

LEA Parent and Family Engagement Policy joint development, and distribution:

Families and staff work together to develop and agree on the LEA parent and family engagement policy during some of the first DAC/DELAC meetings of the school year. Families have the opportunity to review the drafted parent and family engagement policy in order to evaluate its content and effectiveness. Once input has been received, the Board approves

the plan, and it is then distributed to all families via our newsletter, and parentsquare. Hard copies of the policy are also available at the school or district office on request.

The LEA fosters parent involvement and provides assistance to parents in understanding and supporting their child's education, to improve academic achievement:

Ravenswood district staff support each school in holding parent and family engagement meetings and events throughout the year. We also established Outreach Coordinators at each site, as a first contact for many parents when looking for resources or support, as well as to help facilitate site engagement events, and are implementing a parent ambassador program to encourage families to engage with school activities at a deeper level. The different engagement events can 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 also parent education topics addressed at SSC/ELAC meetings. For example, some sites have held "Literacy Nights" where staff members run stations for parents targeted on strategies for working with students to understand their current reading level and provide resources to work with students at home in specific grade levels. Another site-based 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.

Additionally, every Monday that is a school-day, the District hosts family workshops on a range of topics - including but not limited to how to use technology platforms to access information on student progress and how to support students when there are assignments online. District staff and local non-profit organizations also use this time to present information to families, and are available to answer questions or continue the discussion where possible.

The District also uses the parentsquare app, social media, flyers, email and USPS to connect with families to exchange best practices and ideas to support children. Ravenswood will also provide support for other parent involvement activities that may be requested by our community.

Training staff on communicating and working with parents:

Staff receive training through site staff meetings, collaboration meetings, and support from our dedicated Outreach and Engagement Coordinators, regarding how to effectively communicate and engage with parents and families. These strategies are implemented across all aspects of a family's educational experience, especially as we continue to develop our systems and processes to help reduce chronic absenteeism in students and increase student achievement. We are constantly iterating and improving what we do as a district. 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.

Ensure that information is provided in a language and format that parents can understand, allowing opportunities for informed participation by families:

Making participation in our schools accessible to parents of diverse backgrounds is of utmost importance to us. Wherever possible we provide information to our families and community in flyers or a slide-deck/presentation format, instead of using the required federal, state, or county templates. In addition to providing written materials in both English and Spanish, translation is provided for meetings and events. We prioritize accommodating parent needs in coordinating meeting times and location, and parents are encouraged to contact staff if any additional needs are present.

District supports parent involvement in the development of the CSI Plan:

We currently have no schools that are identified as Comprehensive Support and Improvement.

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:

Schoolwide Program - The purpose of a schoolwide program (SWP) is to improve academic achievement of all students, particularly the lowest-achieving students, through the improvement of the entire educational program of the school. A school operating a SWP must conduct a comprehensive needs assessment to help the school understand the subjects and skills for which teaching and learning need to be improved, and identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards. A school operating a SWP must annually evaluate the implementation of, and results achieved by, the SWP, using data from the State's annual assessments and other indicators of academic achievement; determine whether the SWP has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the SWP.

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students, and is consistent with the Ravenswood City School District LCAP. California Education Code 64001 and the Every Student Succeeds Act (ESSA) requires schools that receive federal funds through ConApp to consolidate all school planning requirements into the SPSA. In order to realign the SPSA to ESSA and the LCAP, the CDE provided an updated SPSA template in January 2020 which assists schools in meeting the content requirements for consolidating all school plans. Each school site SPSA is also consistent with the approved district LCAP Federal Addendum. Each school used the first year of the LCAP as a starting point in developing their SPSA. Schools also have the opportunity to add site-specific goal descriptions based on feedback and discussion from parents, families, and staff through SSC/ELAC meetings.

Some examples of 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, effective English Language Development instruction and a focus on English Learner student reclassification, developing strong partnerships with families, Positive Behavior Interventions and Supports (PBIS), and access to comprehensive social-emotional learning resources.

Additional Targeted Support and Improvement - ESSA requires that states determine which schools are eligible for Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI), based on student group performance. Districts with schools that meet the criteria for ATSI must collaborate with educational partners to locally develop and implement an ATSI plan to improve student outcomes. The SPSA, and the Local Control and Accountability Plan (LCAP) will be used to meet ATSI planning requirements. This plan will address ways to improve our school and student outcomes for all students, especially those identified below, based on a needs assessment and identifying our resource inequities.

Based on data from the 2022 California School Dashboard, the following Ravenswood schools were identified for each of the specified student subgroups:

Los Robles-Ronald McNair Academy - English Learner, Hispanic, Homeless, Socioeconomically Disadvantaged students

Belle Haven Elementary - English Learner, Hispanic, Homeless, Socioeconomically Disadvantaged, Pacific Islander, Students with Disabilities

Costano School of the Arts - English Learner, Hispanic, Homeless, Socioeconomically Disadvantaged, Pacific Islander, Students with Disabilities, Black/African American students

Cesar Chavez Ravenswood Middle School - English Learner, Hispanic, Homeless, Socioeconomically Disadvantaged, Pacific Islander, Students with Disabilities, Black/African American students

Targeted Support - Not Applicable

Neglected or Delinquent - Not Applicable

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, which helps to reduce food insecurity for our housing insecure students and families. Additionally, Ravenswood provides transportation to all students, with almost 100% of our Title I, Part A Homeless Education Reservation contributing towards 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), 1112(b)(10), 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 participates in a P3 Alignment collaborative called the Big Lift Collaborative, with local preschool and other early childhood education service providers in the community. Through this collaborative, the district strives to form relationships with local preschools and service providers, 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.

At Cesar Chavez Ravenswood Middle School we have Academic Counselors and a TOSA (Teacher on Special Assignment) whose roles involve helping to facilitate a smooth transition to high school for our students. We are located within the Sequoia Union High School District, so district-level staff and site-leadership staff from both Ravenswood and Sequoia collaborate with a focus on aligning our practices. Our academic counselors meet 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 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 I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Ravenswood City School District provides regular professional development (PD) for teachers, principals, and other school staff. If we focus our adult learning on building strong and effective teams (such as ILT and PLCs) that use data and standards to plan for instruction that is engaging, meaningful and affirming; support our teachers growth through choice based professional learning Community of Practice experiences; and focus on providing one another feedback on our educator practices, we will see growth for our students in their academic, social/emotional skills, and wellbeing. Some regular, ongoing goals are focused on deepening staff understanding of the CCSS and NGSS, implementing standards-aligned instruction, and analyzing common formative assessments to inform instruction.

Opportunities for professional learning occur throughout the school year - with at least 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 about twice a week on average. We also encourage teachers to attend summer learning opportunities. Most sessions are conducted at the site-level, usually facilitated by administrators and instructional coaches. Topics are aligned to key areas of improvement at both the site level and across the district, as indicated by student data and classroom walkthroughs.

Teachers regularly collaborate 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 external providers, to support the social and emotional wellbeing of students, and work towards being anti-racist in every aspect of the educational experience. Some of these sessions focus on understanding and supporting children who are affected by trauma, at risk of mental illness, or have any form of disability, including when to refer them to the services that can better meet their needs. This type of training can also help 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.

Ravenswood partners with various organizations to provide additional professional learning for district and site leaders, including those that support the learning and performance of executive leaders of the California Professional Standards for Education Leaders (CPSEL). This is inclusive of looking at data driven instruction, diversity equity and inclusion in our schools and classroom. We also have an ongoing partnership with "The Unwound Mind" who support ongoing training and 1:1 mentoring directly to instructional coaches as well as support to our site administration on the launch of our new evaluation system. Through this process our leaders will use the California Standards for the Teaching Profession (CSTPs) to anchor their support for teachers. Our coaches are trained in how to coach a teacher with specific strategies. District and site administrators also have the opportunity to participate in the San Mateo County Office of Education's Preliminary Administrative Services Credential Program and the Clear Administrative Services Credential Program if they want to earn their preliminary administrative credential, or clear it. District and site leaders have been offered the

opportunity to participate in the Stanford-Sequoia Collaborative for Leadership, a leadership support structure offered through the Stanford Graduate School of Education in partnership with nearby districts.

Ravenswood creates and supports professional growth pathways by providing opportunities for classified staff to earn their teacher credential (through a partnership with Alder Graduate School of Education), staff to attend workshops and conferences outside of the district, and educators to enter into a preliminary administrative credential program (with the County Office of Education). First and second year teachers are provided with induction support to clear their credential. In partnership with local universities, we have hosted student teachers, and also supported intern teachers in classrooms as they explore the teaching profession and earn their credentials. More experienced teachers are able to grow their leadership skills through site instructional leadership teams, or move into an instructional coaching position.

We use a Continuous Improvement approach in our planning, to establish and align the professional learning opportunities to our short- and long-term instructional goals. Classroom walkthroughs and listening campaigns are utilized by instructional leadership staff to find trends of instructional strengths and needs. In order to measure the impact of our learning sessions, staff are regularly asked to fill out a short survey. Responses are reviewed by the facilitators and compared across school sites/grade levels, to ensure that the sessions and workshops meet the needs of participants. Facilitators also use survey feedback to inform planning of future sessions.

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).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ravenswood's process to determine how Title II, Part A funds are used is primarily based on both student achievement data, and staff feedback relating to instructional support and needs. All of our schools are considered "high-needs" schools using different metrics, which makes prioritization within our budgeting process a challenge. All of the district's schools have student populations with over 90% socioeconomically disadvantaged students (as indicated on the California Schools Dashboard).

Title II, Part A funds are typically budgeted at the district level (integrated with LCAP processes), and only distributed directly to schools for authorized activities on an as-needed basis, as reflected in their SPSA. The proposed activities, their estimated expenditure amount, and funding sources, are aligned with our master budget. This alignment between the LCAP, SPSAs, and the district master budget ensures that priority funding is used strategically, and adequate to support high-needs schools.

Meaningful consultation to determine the appropriate apportionment of funding is integrated with our LCAP planning, development, monitoring, evaluation, and update process. Participants are encouraged to attend multiple events and meetings, to see how their feedback and input influences district plans. This regular cycle of continuous improvement also ensures that we continue to evaluate how priority funding contributes to positive outcomes for our schools. We also consider the sustainability of activities supported by priority funding, which is why we invest in improving teacher effectiveness, and retaining effective teachers.

A portion of our Title II, Part A allocation is typically 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

typically offer these sessions to all teachers. Topics are prioritized to help teachers better understand and educate these at-risk student groups, such as math practices for inquiry-based learning. A portion of our Title II, Part A funding is also used to bring in staff developers aligned to district areas of focus, for example literacy staff developers who work with elementary schools to model lessons, support collaborative planning, and reflect on best practices. We have also offered teachers the opportunity to attend PD workshops outside of the district, especially over the summer. PD opportunities that we support teachers in attending are often targeted to specific staff groups based on the topic or content area, as well as considering the specific training needs (eg. more structure and assistance for newer teachers, compared with differentiated information for more veteran teachers).

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:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Ravenswood City School District uses a continuous improvement process to elicit feedback from all members of our community to inform our plans for professional development each school year, including teachers, administrators, coaches, programmatic staff, and other supporting 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 Teaching and Learning team consults with key educational partners such as district administrators, site administrators, coaches, and teacher leaders to reflect on our instructional strengths and areas for improvement. Components of the adopted instructional framework in our district's Curriculum and Assessment Guide are compared against observational and student academic data. Student data typically includes traditional assessments such as the CAASPP (ELA and Math), CAST (Science), local assessments (eg. iReady), and increasingly includes qualitative and experiential data that is student-centered and asset based.

Our planning process is linked to our LCAP development. Through our LCAP Community Engagement process, our certificated and classified staff, community partners, and parents and family members learn about our LCAP goals and provide feedback. These opportunities include group conversations and online surveys. District leadership reviews all the feedback provided, as part of the annual update to the goals and actions. After hearing from their unit members, leadership from our certificated and classified bargaining units meet with district staff each winter to help shape the PD calendar for the year to come.

Regular, ongoing communication with the Ravenswood community has been integral to the decisions and plans developed by the district. Feedback and data collected throughout the various engagement and consultation opportunities have informed all planning documents at the various levels throughout the district and at school sites. There are multiple spaces and opportunities for anyone to provide feedback and input on the direction of these school and district plans, including instructional leadership and staff meetings, SELPA and SMCOE consultations, CSEA and RTA consultations, DAC/DELAC meetings, SSC/ELAC meetings at the school-sites, Board meetings, “Community in Action” office hours with the Superintendent, Newsletters, Surveys, and Parent-Teacher or Family-School communications.

Ravenswood’s district leadership staff engage in classroom visits throughout the year, in order to create a continuous feedback loop where we are observing the implementation of content from PD and from specific teacher feedback or coaching. Further, members of the district leadership team conduct listening campaigns designed to elicit frank, honest, and deep feedback from staff. Observational data then informs our ongoing PD, coaching, and collaborative planning activities. The instructional coaching team meets together and with principals regularly to review progress on the site action plan. All facilitators 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.

In addition to the PD provided during contracted hours, we offer opt-in after-school PD series’ which may be facilitated by Ravenswood staff such as coaches, or by contractors or partnering organizations. Teachers are compensated for their time with Title II funds, and for some of the sessions they are even able to use the opportunity to earn units for advancement on the salary schedule. We also have an initiative funded by the Ravenswood Education Foundation, where teachers can apply for financial support to attend an outside PD opportunity that is aligned to the district’s goals. This allows for an even 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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ravenswood City School District will provide professional development opportunities, facilitated by site administrators and supported by the Teaching and Learning department (and outside partners when applicable), 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. Additionally, TK-5 teachers receive training and support on the newly adopted FOSS science curriculum for their grade span, and accompanying instructional practices that support English learners. Both TK-5 and 6-8 teachers participate in training and receive support on literacy practices, English Language Development strategies, content-specific instructional strategies and analysis of student work, Social Emotional Learning, and Culturally Responsive Teaching.

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, look at student data, and address concerns about English Learners. Action steps from these teacher collaboration sessions will address concerns about specific students and data trends related to instructional practices, better supporting our English Learners. Additionally, Ravenswood City School District provides 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 regular Ravenswood Leadership professional development sessions focused on key district initiatives.

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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ravenswood City School District has continued to build on our districtwide Newcomer/ELD Program, increasing the number of specialist teachers to provide targeted intervention support to students at each of our structured English immersion school sites over the past few years. This was discussed with staff, parents and families, and the community through our LCAP processes, and integrated into our LCAP actions.

Students who arrive to our English instruction schools at any grade from another country with little to no English language are immediately immersed in an environment where they do not understand the language of their peers and teachers and often don't have experience with a similar school system. So, the Newcomer English class provided targeted support for their students where they can learn introductory English skills that are not part of the typical grade level curriculum. We expanded these classes to include all levels of English Language Development support, allowing us to serve all students who need this level of intervention, as spaces were previously very limited due to the capacity of each class.

Our initial Newcomer program was demonstrated to be effective, because students who received Newcomer English instruction improved their beginning English skills and learned the survivor vocabulary and sentence structures necessary to feel comfortable in the school environment. As our program was modified and expanded to support more EL students, we found that these students also demonstrated academic growth. These changes also allowed us to provide onsite Newcomer student support, providing opportunities for more students to have access to the program as there is no additional 'lost' time spent transporting students between sites via bus.

Almost all of our Newcomer students are Spanish speaking, so when they enroll at our dual immersion school, Los Robles-Ronald McNair Academy, and are placed in a class where a significant percentage of the day's instruction is in Spanish, and their teacher and peers speak Spanish, they have a notably different experience entering school, and any additional support for these students is able to be provided by the existing teachers, who are able to be supported as-needed by other teachers, the ELD specialists, or coaches across the district.

All Newcomer and early English Learner students benefit from instruction by the Newcomer/ELD Teachers which is demonstrated by growth in their English acquisition, as measured by local assessments and the English Language Proficiency Assessment for California (ELPAC). This action helps to provide high quality instruction to early English Learners because it is very specialized towards their needs.

Title III Programs and Activities

ESSA SECTIONS 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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Approximately 60% of students in our district are English Learners (EL), so every class in our district has a significant number of ELs. This distribution varies by school site, with one of the schools having an average of 47% ELs, while one of our schools has closer to 85% of their students identified as ELs. Strategies that are implemented for all students are critical to implement with a lens of language learning. We aim to have all students in the district 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 also recruit and retain

teachers with experience working with culturally and linguistically diverse pupils. Highly qualified teachers will provide supplemental support to our English Learners and access to differentiated content.

It was important to us that all staff, parents, families, and community members had a number of opportunities for input and feedback as we established key themes, drafted, and then refined our goals, metrics, and actions for the LCAP. At meetings and events District staff presented updates on the writing of the LCAP, identified how the input provided was included, and how the entire process connected with the budget development and alignment process that was ongoing throughout the school year. The planning and prioritization of federal funds for high-needs schools has been integrated into our larger LCAP planning, development, monitoring, and update processes. In order to ensure accessibility for all participants, we support flexible and inclusive consultation opportunities. This may include holding meetings or conferences at different times throughout the day or week, and by using a range of communication tools, including online surveys. The materials and resources used throughout any engagement processes should be adapted to be relevant to the specific audience. Wherever possible we provide information to our families and community in flyers or a slide-deck/presentation format, instead of using the required federal, state, or county templates. As part of our planning process we collaboratively review the past and current uses of funds, their effectiveness, any suggestions for improvement, and discuss any new uses that have been proposed. The sustainability of current and future uses is also considered as part of the discussions.

Ravenswood City School District provides student access to all content areas through integrated ELD, and development of English acquisition through designated ELD based on the assessed students' English language proficiency.

Integrated ELD is ELD instruction taught throughout the day and across disciplines, where teachers use content standards paired with the CA ELD Standards to make content accessible to English Learners, and to support their ELs' linguistic and academic progress. There are many strategies teachers can use to make content accessible to their English Learners and help ELs learn through English. The Guided Language Acquisition Development (GLAD) model, the Sheltered Instruction Observation Protocol (SIOP), and Specially Designed Academic Instruction in English (SDAIE), all offer many research-based strategies for students to grow their English language proficiency while learning through English.

Well-implemented Designated ELD is an effective language instructional program specifically designed to support the needs of English learners. Designated ELD is a protected time during the regular school day in which teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop the critical language that ELs need for content learning in English. This means that designated ELD should not be viewed as separate and isolated from ELA, science, social studies, mathematics, and other disciplines but rather as an opportunity during the regular school day to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas. During this protected time, ELs should be actively engaged in collaborative discussions where they build up their awareness about language and develop their skills and abilities to use language. Accordingly, during designated ELD, there is a strong emphasis on oral language development. Naturally, designated ELD instruction will also involve some level of reading and writing tasks as students learn to use English in new ways and develop their awareness of how English works in both spoken and written language. Long Term English Learners (LTELs) are identified, and current data is used to alter the composition of ELD classes and/or small groups to ensure that students receive the most relevant instruction for their needs.

Intervention is necessary to ensure that 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 are provided with varied and differentiated instruction within their zone of proximal development. With this support, students are 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.

We develop our language instructional education programs through review of professional research and documentation of best practices from resources throughout the state and EL professional community. For example, our staff members have engaged in training in the four major principles of the EL Roadmap through the statewide initiative EL RISE; and in recent years we have partnered with the San Mateo County Office of Education for consultation and professional development facilitation specific to serving our English Learners. We have also partnered with the Stanford Graduate School of Education through the Stanford Sequoia Collaborative Research Practice Partnership to participate in academic studies that inform us about the effectiveness of our services to ELs.

In order to implement these programs and activities, our administrative and teaching staff meet regularly around the relevant topics, and professional development opportunities are made available as needed. Recognizing that

professional learning and honing of instructional practice is a long-term practice, the district focuses on building staff buy-in of our need to focus on supports for English Learners, as well as providing training in strategies that can have a positive impact on our English Learners. We also strive to create inclusive, welcoming, and responsive school environments so our English Learners are attending school in an environment where their affective filter can be lowered, and they can experience trusting relationships that help them learn, and access academics.

Ravenswood City School district also supports site administrators in accessing training to help them support teachers in monitoring the progress of English Learners through data analysis and ongoing collaboration, further detailed in the section below (English Proficiency and Academic Achievement). Access to online blended learning programs also support English Learners' access to core content by providing diagnostic assessments, differentiated lesson materials, and an engaging platform. Using these programs also reinforces 21st century skills, which students need for success, and providing access during the school day is essential for reducing any barriers to access.

Consistent with the purposes of Title III, and to supplement the core program, we also have four teachers who provide targeted English Language Development support to our English Learner students across our elementary schools and our middle school. A number of years ago, we only had one EL specialist teacher providing Newcomer support to both 3rd through 5th grade, and 6th through 8th grade students. Recognizing the value of this role in supporting specialized needs of English Learners as a supplement to our core program, we now have four teachers who provide support not only to Newcomer students, but also to English Learners needing extra support with language learning. The specific funding sources utilized are aligned with our district planning and budgeting processes for strategic use of targeted funds.

Ravenswood evaluates the implementation of our programs and activities annually as part of our LEA plan review, and also periodically throughout the year at the site and classroom level through inquiry cycles. Site administrators will have the opportunity to deepen understanding of classroom strategies that will better support ELs with language development. They will then analyze the needs of our multilingual students based on student data and observational data in their school. They will select focus instructional strategies for their school, facilitate PD or collaboration for their teachers around the strategies, and observe instruction and get feedback from teachers to learn about implementation of the strategies. As site administrators work with teachers around EL strategies and progress monitoring, they will collect formal and informal data, which can include local assessment data, formative assessment data, language-related observational data connected to the four domains, or student interviews. As a district, we are interested in expanding the types of data we use to evaluate the effectiveness of programs, including using more qualitative data through focus groups, empathy interviews, or surveys of students, staff, and parents. It is important to us to get feedback on how programs are being implemented from the stakeholders who are closest to the work.

English Proficiency and Academic Achievement

ESSA SECTIONS 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.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ravenswood uses the alignment and approval of the School Plan for Student Achievement (SPSA) to ensure each school is assisting English learners in achieving English proficiency, and meeting the challenging state academic standards. The SPSA outlines all site goals and actions to raise the academic performance of all students. Each school

uses the Ravenswood City School District LCAP as a starting point in developing their SPSA for each year, which assists schools to remain consistent and aligned with district goals and initiatives.

One of Ravenswood's Focus Goals for the 2021-2022 LCAP was centered around increasing and improving English learner reclassification (Focus Goal 3: By June 2022, 50% of our students who are English Learners at Level 4 on the ELPAC will be reclassified). There were many reasons why this goal was identified, including:

A significant percentage of our students are emerging bilinguals, or English Learners, so we are responsible for supporting them to learn English and become fluent English proficient. Our most recent CA Dashboard data has shown that while 46% of our ELs are progressing in their English skills, 29% of ELs maintained the same EL progress indicator level as the previous year, and 24% declined in levels.

We received a lot of feedback from various community members, staff, families, and other interested parties about the status of English learners at Ravenswood and considered a number of EL typologies or student groups to target. Collaboratively, it was determined that it would be most effective for us to emphasize the importance of reclassifying students from "English Learner" to "English Proficient", particularly in the elementary school years, as proficiency in English is critical to measures of student success throughout the educational lifespan of a student in the USA. We also want to focus on accelerating student growth in English language proficiency across all four domains (listening, speaking, reading, writing) through strong English Language Development (ELD) programs, interventions, and supports. Our data demonstrated a clear need to improve outcomes for English Learners. Through prioritization exercises 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 want 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). This has become even more important with the extensive impact that the COVID-19 pandemic has had in exacerbating the inequities evident in the education system. There was a significantly lower rate of reclassification in 20-21, and we wanted to ensure that all English learners have access to the resources, supports, and opportunities they need to succeed, and to demonstrate their proficiency in English language acquisition.

Our Year 1 outcomes and analysis for this goal show that we have succeeded, with 58% of our EL students who scored Level 4 being reclassified in 2021-22. In Year 2, we increased this success, with at least 84% of students who scored an Overall ELPAC Level 4 being reclassified in 2022-23. While we are looking at ways that we can ensure that this type of success is maintained over multiple years, we are proud to celebrate the successes that have been achieved. While this goal, and its associated actions were specifically targeted on supporting the needs of English learners who have scored Level 4 on the ELPAC, it was our hope that our efforts to clarify and improve both the data review, data analysis, and reclassification processes and procedures would assist all English Learners, as staff become more adept at recognizing where students are on their journey and providing targeted support as needed. We have also made progress in this area, with 49% of English Learner students "making progress towards English Proficiency", as assessed by the ELPAC and reported on the 2022 CA Dashboard.

Again, we will continue to work on these targets, and the actions that we implement to achieve them. We expect to continue 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. As our processes are refined, 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.

Ravenswood is developing clear and consistent processes, supporting the regular review of student data, at all levels in the district. These data review processes will aid in collecting assessment data and other information about our EL students, to use language development as a lens when looking at any source of student data. Using these data tracking tools and processes, will increase teacher and administrator access to student data, making it easier to see "at a glance" how all students, especially English learners, are progressing across different domains and content areas, and review the interventions being implemented. During regular grade level collaboration meetings, teams collaborate around instruction, intervention and data. When reviewing instructional practices, interventions, assessments, and other topics, teachers and staff are able to have class lists in-hand, to identify student names, areas of concern, potential interventions or support strategies, EL Scores and other pertinent information. By monitoring this data regularly, sites are able to hold themselves accountable to their achievement and progress goals for English learners, as well as share aggregated information with their community and SSC//ELAC. Having student data collected and readily available also makes it easy for district staff to see how sites are doing, and provide specific support as needed.

Professional development of site administrators also supports the implementation of our district professional development plan concerning English Learners. The knowledge and reflections gained by district leaders helps to bring the relevant information and strategies for implementing the four strategies of the EL Roadmap to teachers and other staff in our district. Having a consistent yearlong focus on ELD and supporting English Learners, aligned to the four principles of the EL Roadmap, is key for building teacher investment in and understanding of the needs to ELs and how to meet them in the classroom, as well as the ongoing data review to monitor student progress.

Title III, Part A funds are typically budgeted and planned for at the district level, as they are integrated with our LCAP processes. This also ensures that we are able to prioritize the funding for high-needs across the district, specific to our English Learners. Our LCAP processes involve significant input and feedback from a diverse range of interested peoples, with extensive effort put forth by the district to engage with our community around our goals, actions, and expenditures for the upcoming years. As part of these planning processes, past and current uses of Title III funds, their effectiveness, any suggestions for improvement, and any proposed new uses are discussed. If there are any concerns or questions raised that district staff are not able to answer immediately, we will spend time developing a measured and accurate response with concrete explanations and plans, to fully address these concerns or questions. The proposed activities, their estimated expenditure amount, and funding sources, are all aligned with our master budget, ensuring that funding is prioritized effectively, and used strategically.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

100% of funds were transferred out of Title IV, Part A.

All families, staff, and community members are provided opportunities to be involved throughout the LCAP and Strategic Planning processes via surveys and input meetings. Families, staff, 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 at least 60% of our students and families are Spanish-speaking.

A "Needs Assessment" is a tool and a process that helps staff and families identify a school's strengths, and areas for improvement. It helps to give a "point-in-time" snapshot of what the school and local context is like. Every year, as part of developing the different school and district plans (LCAP, SPSA, Budget), we identify strengths and areas for improvement. The Needs Assessment involves a range of metrics (eg. Demographics, Achievement, Teaching Quality and Diversity, School Leadership, Rigorous Content, Instructional Time, Student Supports, Family Involvement, Local Context, and Fiscal), looking at disparities and inequalities across various subgroups, and across schools. 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 science & engineering, and art. These funds 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 regularly, 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 allow us to provide the 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 learn to develop flexibility of thought and adaptability, demonstrated through iterating concepts and designs. Student evaluations occur 3 times a 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, is used to evaluate effectiveness of the program. In recent years we have also partnered with the San Mateo County Office of Education (SMCOE) to have teachers participate in the Environmental Solutionary Teacher Fellowship (ESTF) where teachers attend training during the summer and throughout the year on connections between science topics and environmental issues, and develop a cross-disciplinary unit to teach with their students.

Safe and Healthy Students:

Our student demographics challenge "typical" school discipline systems and practices, which have traditionally been employed to oppress students of color. Students who are not from the dominant culture are often seen as not successful in school because their behavior does not reflect the hegemonic cultural expectations. So at Ravenswood, we aim to build school cultures that are culturally responsive and relevant, trauma-informed, actively empowering students. Feedback from our community both during the development of the Strategic Plan, and the LCAP, emphasized that building trusting relationships, and partnering with staff, students, families, and the community is a critical part of this work. When asked to give input on how to improve student academic outcomes and attendance, community members and families also consistently say that fostering positive relationships with peers and staff and having safe and healthy learning environments contribute directly to ensuring students want to come to school, feel welcomed, and are able to learn. We have put significant effort into ensuring the accessibility of mental health services for students, families, and staff, by establishing, developing, and expanding our Partnerships with local services. Another example of our efforts in this area is the training that staff received from our PBIS coordinator on the Community Resilience Model (CRM). This training helps to create trauma-informed and resiliency-focused school communities that share a common understanding of the impact of trauma and chronic stress on the nervous system. By knowing how resiliency can be reestablished or increased using the CRM skills-based approach and strategies, staff are able to apply trauma informed strategies to support students. The PBIS Coordinator works with school teams to assist with implementation of tiered systems and supports towards a positive school culture and climate. The PBIS coordinator will continue to support the MTSS framework that drives selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving outcomes for all students. The implementation of these systems and supports, with a focus on moving towards a positive school culture and climate to make learning environments more joyful for students, will be supported by Title IV funding.

Effective Use of Technology:

Access to technology is a barrier that Ravenswood can 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 as needed. The need for continued access, 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 foundation technology. Ravenswood provides students with access to appropriate technology so they can access curriculum and instructional resources in digital formats in school and at home when required. Increased access to technology will help students develop the essential skills that students in the 21st century need to be successful, which are applicable across all grade levels and content areas, and much needed for future years in education and in the workplace. Title IV funding will support our efforts in this area. We will know students are being successful with their technology use both by the access provided through the number of devices accessed in school and at home, and through classroom based measures such as use of digital programs and typing skill.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022