

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

LEA name:

Ravenswood City School District

CDS code:

416899900000000

Link to the LCAP:

(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA programs
with LEA plan requirements; not all
ESSA programs.)*

Title I, Part A
Title II, Part A
Title III, Part A

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

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the

LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

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

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

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

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

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

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

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

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

Integrated and designated English Language Development

Professional development and coaching for teachers

Teacher collaboration by grade and/or content

AVID membership

Extended day learning

Summer learning

Parent engagement activities

Student access to supplemental programs

High school transition support

Continued special education services provided to students with IEPs

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 <i>(as applicable)</i>

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our LEA does not have any disparities in quality or experience of teachers for low-income and minority students. All of our schools are Title I schools and have similar staffing demographics. We will prepare the Title 1 Comparability report to ensure our students are served equitably across school sites.

Parent and Family Engagement

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

Describe how the LEA will carry out its responsibility under Section 1111(d).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

as will the District Advisory Council and District English Learner Advisory Council at the district level, for the district plan.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SWP: Since all our schools are Title 1 schools, our LEA implements schoolwide programs to enhance the educational program provided to all students. These programs include, but are not limited to, the adoption and implementation of CA Common Core and NGSS-aligned instructional materials for teachers and students, literacy intervention instruction for struggling readers, a high quality summer program for extended learning, English Language Development materials and instruction, Positive Behavior Interventions and Supports, and Newcomer students supports.

TAS: N/A

Neglected or delinquent: N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success

of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ravenswood has a policy to ensure homeless students and families are not segregated or stigmatized, and a dispute resolution process.

Ravenswood has implemented several services to help support our homeless students and families. Ravenswood collaborates with a local food bank to distribute food at two of our campuses each month, which provides food to homeless students and families when they are in need. Additionally, Ravenswood provides uniforms and transportation to all homeless students and installed washers and dryers at all school sites for the exclusive use of homeless students and families.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Ravenswood City School District convenes a P3 Alignment Collaborative called the Ready School Teams/Big Lift Collaborative to meet monthly with local preschool and other early childhood education service providers. Through this collaborative, the district strives to form relationships with local preschools, align curriculum and practices, and help make students' transition to our district for TK or Kindergarten as smooth as possible. We also provide Special Education assessment and services for preschool aged children, who then become students in our district and continue the services as detailed in their IEPs.

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 has a High School Transition Coordinator to ensure a smooth transition for our middle school students to high school. Our students attend the Sequoia Union High School District for high school, so our Curriculum & Instruction department and our Ravenswood Middle School leadership staff collaborate with district and school staff to align our practices. Our High School Transition Coordinator also works directly with a High School Transition Counselor, who meets regularly with our 8th graders individually and in small groups to support them in the transition to high school.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ravenswood City School District will provide professional development, facilitated by teacher leaders and supported by Curriculum & Instruction department, to deepen teacher and administrator understanding of the CCSS and NGSS, and analyze common formative assessments to inform instruction, including:

- Provide induction support for 1st and 2nd year teachers to clear their credential through professional development workshops, induction activity completion, and coaching
- TK-5 teachers will receive training and support on the adopted curriculum for their grade span, and accompanying instructional practices: Balanced Literacy and Units of Study in Reading and Writing, Investigations Math Curriculum, and Next Generation Science Standards.
- 6-8 teachers will receive training and support on the adopted curriculum for their grade span, Summit Learning platform & curricula, and accompanying instructional practices

Teachers will collaborate consistently with their grade level and/or content area team to plan instruction, analyze student data, and address student concerns. Teacher collaboration across grade level and/or content areas provides time to share best instructional practices, and analyze student data.

The district will also build instructional leadership capacity through Instructional Coaching and Facilitator Training for administrators, instructional coaches, and teacher leaders.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ravenswood City School District uses a continuous improvement process to elicit feedback from stakeholders to inform our plans for professional development each school year, including teachers, administrators, coaches, Curriculum & Instruction staff, and other staff. We request feedback at the end of each professional development session offered for facilitators to review and inform their next steps. We also track student growth data for key instructional initiatives linked to specific multi-year PD initiatives, to identify impact on student achievement.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Professional development provided includes:

- Provide induction support for 1st and 2nd year teachers to clear their credential through professional development workshops, induction activity completion, and coaching
- TK-5 teachers will receive training and support on the adopted curriculum for their grade span, and accompanying instructional practices: Balanced Literacy and Units of Study in Reading and Writing, Investigations Math Curriculum, and Next Generation Science Standards.
- 6-8 teachers will receive training and support on the adopted curriculum for their grade span, Summit Learning platform & curricula, and accompanying instructional practices

Teachers will collaborate consistently with their grade level and/or content area team to plan instruction, analyze student data, and address student concerns. Teacher collaboration across grade level and/or content areas provides time to share best instructional practices, look at student data, and address concerns about English Learners. Action steps from

teacher collaboration will address concerns about specific students and data trends related to instructional practices, better supporting our English Learners. Additionally, Ravenswood City School District will provide induction support for 1st and 2nd year teachers to clear their credential through professional development workshops,

induction activity completion, and coaching. Ravenswood City School District will build instructional leadership capacity in the district through Instructional Coaching and Facilitator Training for administrators and teacher leaders.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Ravenswood City School district will provide student access to content through integrated ELD and development of English acquisition through designated ELD based on the assessed

students' English language proficiency. Ravenswood City School district will identify supplemental material needs for English Learners and provide training to site administrators to support teachers in monitoring the progress of English Learners through data analysis and ongoing collaboration.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Formative assessments for English Language Development are incorporated as part of the ELA and ELD (designated and integrated) curriculum. Support for using the assessments will be built into the ongoing Literacy Professional Development series. For TK-5 grades, designated ELD centers will be used to develop oral language in English daily for 30 minutes. Homogeneous groups will be formed based on students' language production seen on the Oral Language Records (formative assessment) and the Oral Language Continuum (rubric). Administrators will receive district support to hold teachers accountable for daily designated ELD. For 6-8 grades, students will receive Integrated ELD and Designated ELD through StudySync curriculum.

English Learners will be assessed on their oral language ability in English. Long Term

English Learners (LTELs) will be identified and current data will be used to alter the composition of ELD classes and/or groups to ensure students receive the most relevant instruction.

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

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