LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Redwood City School District

CDS Code: 41-69005-6044531

School Year: 2022-23

LEA contact information:

Liz Wolfe, Assistant Superintendent, Ed Services
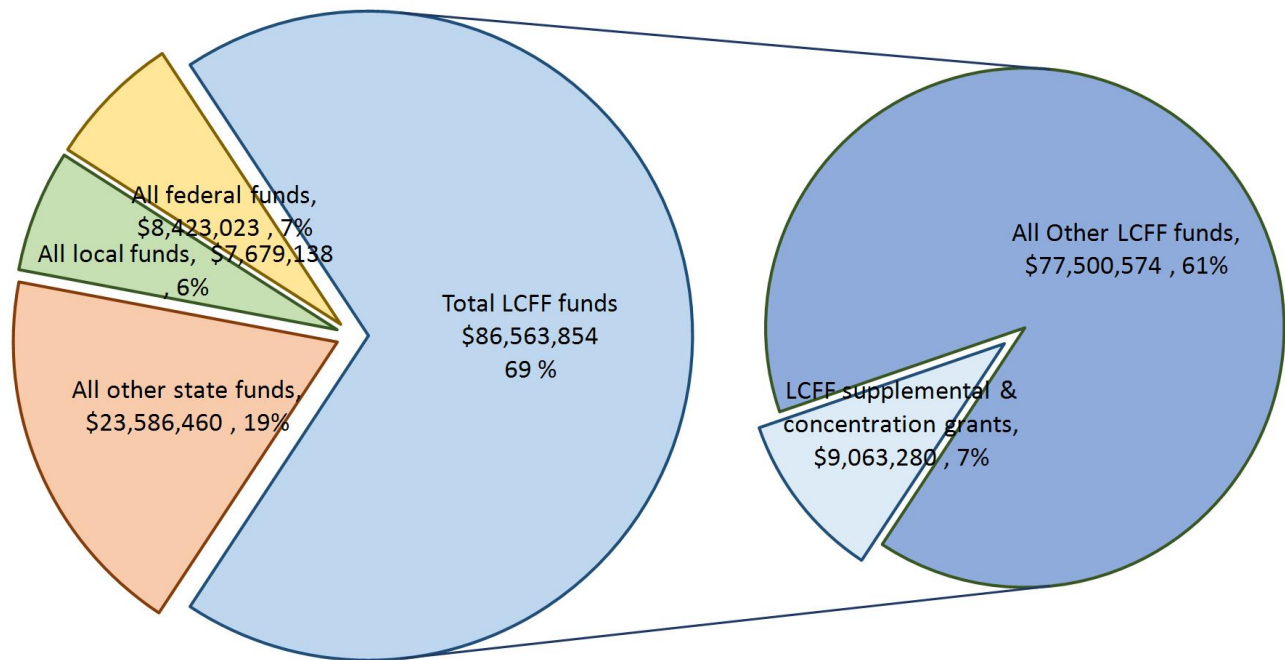
Rick Edson, Chief Business Official

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(650) 482-2232

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $8,423,023 , 7%

All local funds, $7,679,138 , 6%

All other state funds, $23,586,460 , 19%

Total LCFF funds $86,563,854 69 %

All Other LCFF funds, $77,500,574 , 61%

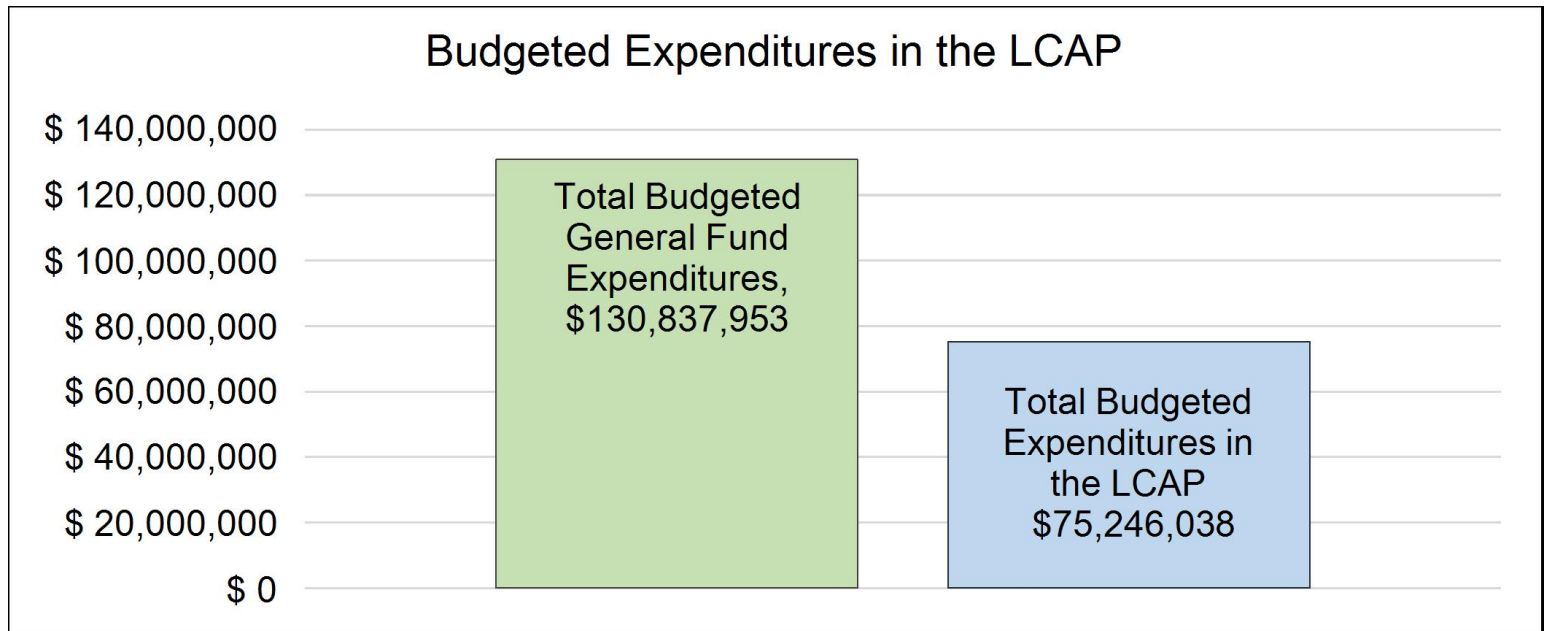LCFF supplemental & concentration grants, $9,063,280 , 7%

This chart shows the total general purpose revenue Redwood City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Redwood City School District is $126,252,475, of which $86,563,854 is Local Control Funding Formula (LCFF), $23,586,460 is other

state funds, $7,679,138 is local funds, and $8,423,023 is federal funds. Of the $86,563,854 in LCFF Funds, $9,063,280 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $130,837,953

Total Budgeted Expenditures in the LCAP $75,246,038

This chart provides a quick summary of how much Redwood City School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Redwood City School District plans to spend $130,837,953 for the 2022-23 school year. Of that amount, $75,246,038 is tied to actions/services in the LCAP and $55,591,915 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund expenditures that are not included in the LCAP are those that pertains to the general administrative and operating costs of the district such as utilities, salaries and benefits of district personnel such as payroll and accounting, human resources, technology, data processing, maintenance and custodial services. Contracted services such as audit, legal, and other non-instructional related services are also excluded. In addition, COVID-19 relief funding received by the District through the CARES Act, CRRSA Act and ARP Act that were planned to be spent in addressing health and safety concerns such as purchase of personal protective equipment (PPEs) are not included in the LCAP. Another significant portion of the General Fund expenditures that are not shown in the LCAP are those relating to the Special Education program. Expenditures are mainly driven by the specific needs of the students as outlined in their Individualized Education Plans (IEP). It is the IEP that lays out the special education instruction, supports, appropriate placement and other services a student needs to thrive in school. The total district budget for the special education program is approximately $26.2 million for the 2022-23 fiscal year.
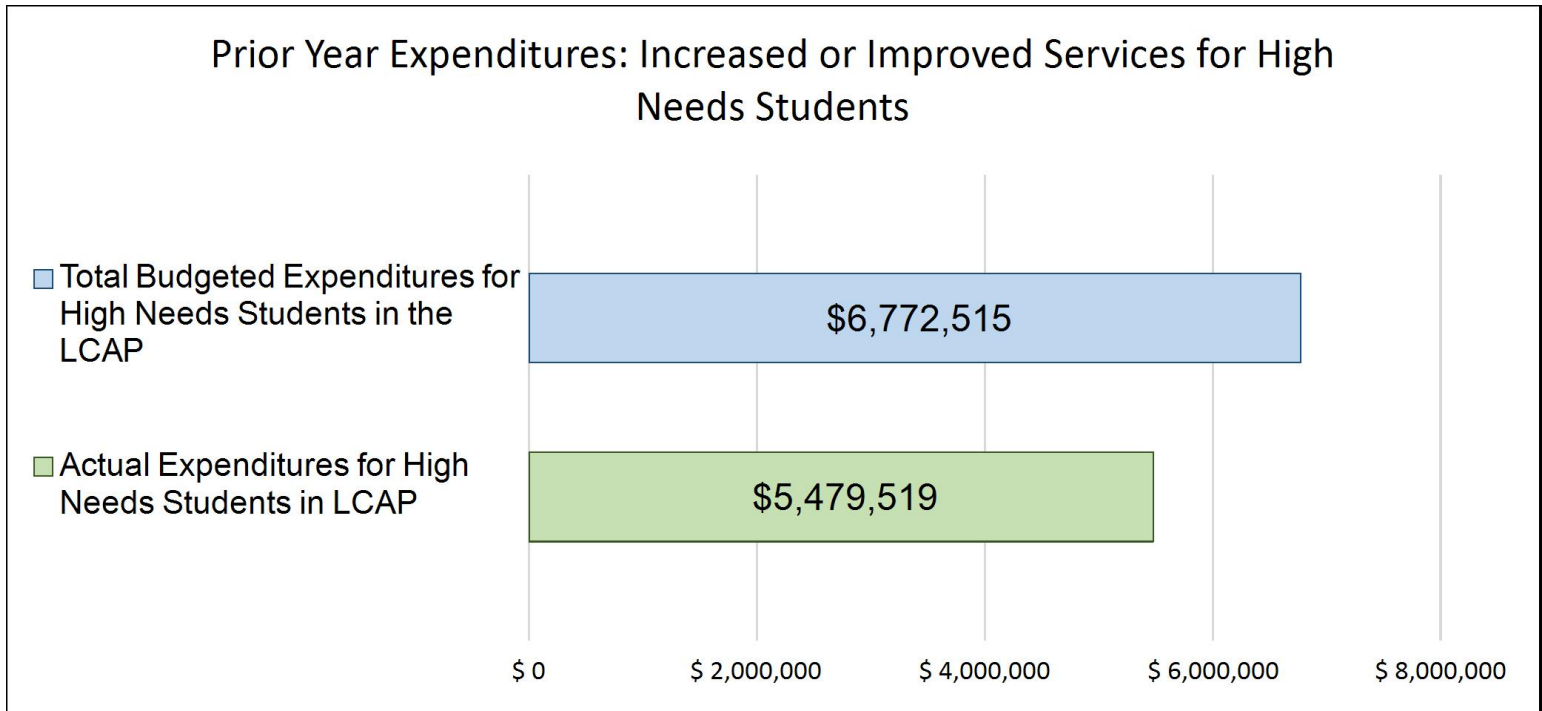
Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Redwood City School District is projecting it will receive $9,063,280 based on the enrollment of foster youth, English learner, and low-income students. Redwood City School District must describe how it intends to

increase or improve services for high needs students in the LCAP. Redwood City School District plans to spend $12,077,661 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP: $6,772,515

Actual Expenditures for High Needs Students in LCAP: $5,479,519

(Horizontal bar chart with x-axis ranging from $0 to $8,000,000 in increments of $2,000,000.)

This chart compares what Redwood City School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Redwood City School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Redwood City School District's LCAP budgeted $6,772,515 for planned actions to increase or improve services for high needs students. Redwood City School District actually spent $5,479,519 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $-1,292,996 had the following impact on Redwood City School District's ability to increase or improve services for high needs students:

Several actions and services included in the 2021-22 LCAP goals were not implemented due to statewide challenges and difficulties in recruiting and hiring qualified staff during the pandemic. Reading specialists for the upper grades, instructional assistant positions and elective teacher positions went unfilled for most of the school year. While Professional Development opportunities were offered to staff, many after school inservices were not widely attended, and with the shortage of substitutes, release time for teacher training was not possible, so the amount set aside for professional development trainings and stipends for teachers was not fully expended.

All unspent Local Control Funding Formula (LCFF) Supplemental & Concentration Grant funds received by the Redwood City School District from the 2021-22 fiscal year have been carried over into the 2022-23 school year to be spent on increasing and improving services for high needs students.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Redwood City School District	Liz Wolfe Assistant Superintendent, Ed Services	lwolfe@rcsdk8.net (650) 482-2255

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

On January 25, 2022, Redwood City School District (RCSD) Local Control and Accountability Plan (LCAP) educational partners were brought together to review metrics, actions and services, and mid-year expenditures, listed in the 2021-22 LCAP. These educational partners represented a large component of the Redwood City School District's (RCSD) LCAP standing committee. The educational partners consisted of certificated and classified district staff, Board members, and community members who were familiar with the goals, actions and services, and proposed expenditures for this current school year.

In addition to reviewing and analyzing the mid-year metrics and expenditures to date, the educational partners made recommendations for the increased funds provided through the Budget Act of 2021 that had not been previously included in the 2021-22 LCAP. The additional funds that were received by the RCSD totaled $397,351. Recommendations were also made related to the unspent funds for actions and services listed in the 2021-22 LCAP. Several actions and services have not been implemented due to challenges in hiring staff and in providing planned professional development. Recommendations from the educational partners for the uses for the available funding can be found in the next section.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

In addition to the additional funding mentioned above ($397,351), the RCSD has a carryover of $688,925 in supplemental/concentration

funding from the prior year. While the intent of this funding is to increase the number of staff who provide direct services to school sites with greater than 55% unduplicated students, the RCSD, similar to the rest of the state of California, faces significant challenges in recruiting and hiring staff members during the pandemic. In the 2022-23 school year, this funding will be used to provide additional certificated and classified staff to maintain lower class size, and provide for effective small group and individualized instruction. The schools with greater than 55% unduplicated pupils are: Adelante Selby, Garfield, Henry Ford, Hoover, Kennedy, McKinley, Roosevelt and Taft. Due to restrictions in available classroom space at the school sites, the following options are being considered to increase the number of staff at these sites:

- 1 to 2 additional reading teachers who would be shared across the grade levels to provide small group reading
- Additional teaching staff who would "push in" to each grade level during reading and/or math time to work in partnership with the classroom teacher in providing small group, differentiated instruction
- Instructional assistants for each grade level to assist in small group instruction and provide tutoring before and/or after school

Additional supplemental/concentration funding would be added to this amount in order to provide these services at each of the target school sites. Current rates of unduplicated pupils (low income/English Learners and/or Foster youth) at each site are:

Adelante Selby: 68%
Clifford: 46%
Garfield: 94%
Henry Ford: 67%
Hoover: 95%
Kennedy. 58%
McKinley: 83%
North Star: 8%
Orion: 39%
Roosevelt: 68%
Roy Cloud: 14%
Taft: 93%

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The RCSD engaged their educational partners in the allocation of Elementary and Secondary School Emergency Relief (ESSER) federal funds intended to support recovery from the pandemic and the impacts of distance learning that took place in the 2020-21 school year.

On September 28, 2021, educational partners were invited to provide input into these federal funds and ensure alignment with the expenditures and the goals and priorities of the 2021-22 LCAP. The standing LCAP committee was invited to attend the input session, and representatives from certificated and classified district staff, community members, and board members attended the input session. Partners were provided with an overview of the allowable uses of the ESSER funds, and worked with a spreadsheet that aligned the proposed ESSER expenditures with the federal priorities (e.g. PPE gear and with LCAP goals, actions and services). Educational partners were given opportunities to make recommendations for the remaining ESSER funds, and as a result of their feedback, funds were dedicated to additional tutoring for students and teacher training in inclusive practices.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

In October of 2021, the RCSD School Board approved the ESSER III Expenditure plan. The plan was then approved by the San Mateo County Office of Education in December of 2021. The total funds received by RCSD with this grant were $10,225, 980. Out of that amount, $1,1844,301 was allocated for Strategies for Continuous and Safe In-Person Learning. The majority of the funds, $8,043,072, was allocated for lost instructional time. The remaining funds of $338,607 were allocated, as mentioned previously for additional tutoring and professional development for staff.

Successes in implementation:
In the area of implementing strategies for continuous and safe-in-person learning, the RCSD has been very successful in maintaining facilities and upgrading HVAC and air filtration systems in each classroom to ensure that all schools provide a safe environment. PPE gear continues to be made readily available to all staff and students. The additional staff (nurses and the Director of Covid Response) hired to oversee testing, monitoring, compliance with health protocols and notifications to staff and families have been successful in providing important and timely information to all RCSD families and staff, especially given the surge in COVID cases county, state and nationwide, and the constantly changing guidance from OSHA, the CDC, and the CDPH.

In regards to the use of the ESSER funds to address the impact of lost instructional time:

- The RCSD has been largely successful in providing additional staff members to teach PE and Advanced Math (one advanced Math teaching position remains unfilled) at the K-8 school sites.
- The Independent Study program is fully staffed with a highly qualified teacher at each grade level, TK-8.
- A very successful summer school enrichment program was provided in July of 2021, that served more than 800 students at three sites (Taft, Hoover, and Roosevelt).
- iReady online assessments in reading and math were implemented, and the data was studied to determine areas of need for professional development for staff and for small group and individualized instruction.

- Technology tools were purchased and used to provide differentiated instruction and background building for students with missing skills or content knowledge in order to be successful in grade level instruction.
- Tutoring, provided by classroom teachers to selected students after school, will begin in February. More than 60 teachers have expressed interest in providing one to two hours of tutoring after school hours.

One area of expenditure that we believe has had great impact on students, staff and families during this challenging school year is the implementation of the Mental Health Counseling program at each school site, funded by ESSER funds. Each school site has a mental health counselor who works with children on a daily basis in support of their social and emotional needs. This program is supported by a collaboration with Stanford University and the Gardner Center who bring their expertise to support the development of the Mental Health framework, making this a signature practice of the Redwood City School District.

Challenges with implementation:
With the difficulty in recruitment of new staff, several teaching positions remain unfilled: Accelerated Math for Roosevelt and Garfield schools, MTSS Teachers on Special Assignment (Garfield, Roosevelt, and Kennedy schools). Providing professional development in Universal Design for Learning has not begun, and with the challenges in providing professional development after school, will begin in August of 2022.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The RCSD has worked to align federal and state fiscal resources received in the 2021-22 school year to support the district's overarching organizational plan, the LCAP. As evident in the attachment, state and federal resources have been allocated to each goal, and throughout the appropriate actions and services, as delineated in the attachment titled "2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report". State (LCFF, Supplemental/Concentration and Expanded Learning Opportunities (ELO), local and federal (ESSER) funds have been used to support the LCAP goals:

Goal 1: By June of 2024, every student in the RCSD will receive high quality, grade level instruction and appropriate social-emotional supports designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

Goal 2: By June of 2024, each English Learner (EL) student will progress by a minimum of one level on the ELPAC each school year, with every EL student meeting the criteria for reclassification within 5 years of enrollment in the RCSD.

Goal 3: By June of 2024, each RCSD student will make at least one year's growth in ELA and Math, for each year of enrollment in the RCSD. Students currently scoring more than 1 year below grade level in ELA and/or Math will make 1.5 years of growth each year in order to accelerate progress and close the opportunity gap.

The 2021-22 LCAP Actions & Services Mid-Year Report was used with the educational partners in the January 25 meeting to demonstrate that every effort has been made to bring the funding sources together in one articulated plan, the LCAP, and that in beginning to plan for unspent funds for this and the next school year, that the goals in the LCAP will continue to guide decision making and priority sites.

Recommendations for expenditures for the remaining months in the 2021-22 school year include: supporting the physical set up of the additional Community Schools and Family Centers that have been added this year, purchase of additional reading materials to support English Learners in small group instruction, and additional support of after school programs and electives.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:
- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Redwood City School District	Liz Wolfe, Assistant Superintendent, Ed Services Rick Edson, Chief Business Official	lwolfe@rcsdk8.net (650) 482-2255 (650) 482-2232

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

For more than 100 years, the Redwood City School District (RCSD) has educated Pre-School through 8th grade students in Redwood City and portions of San Carlos, Menlo Park, Atherton, and Woodside. The area has continued to change and the school district's demographics are different than even five years ago. Today, we serve 6,400 TK-8th grade students and 220 pre-school students, including 52% participating in Free and Reduced Lunch, 34% who qualify as English Learners, .86% Homeless students, and .06% Foster Youth students.

RCSD offers a variety of school options to parents of PreK-8 grade students. All schools provide students with a rigorous academic program based on a common instructional framework, but each school has its own unique emphasis, classroom approach, and personality. RCSD offers families a mix of neighborhood schools and "schools of choice" to meet the needs of our students. In RCSD classrooms, learning is interactive, and teachers rove the classroom providing feedback as students explore and discover. The District is embracing 21st Century learning, and has built strong relationships with local technology companies who are providing training in the latest technologies that help students learn.

Besides its commitment to high academic standards, the District also strives to meet students' developmental needs -- intellectual, physical, mental, and social-emotional -- through a wide variety of programs offered during and after the school day. During the 2019-20 school year, the district implemented the Multi-Tiered System of Support (MTSS), which offers an integrated whole-child approach to support all students academically, emotionally, and socially. MTSS is an integrated, comprehensive framework that focuses on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

In the last decade, RCSD has experienced a decline of student enrollment due to families moving out of the Bay Area because of high cost of living and three charter schools that operate within the district's attendance zone. The loss of 3,000 students to date forced the school district

in 2018 to restructure the organization with the moving of programs and consolidation of schools, which resulted in the district reducing the operations of its facilities from 16 to 12 school sites. This result in fewer students means reduced funding from both state and federal funds.

A year into the restructure of the organization, the COVID-19 Pandemic brought about many more challenges to the RCSD community. Throughout the COVID-19 pandemic, RCSD prioritized safe learning and working environment for students and employees. During the 2020-21 academic year, RCSD took an active role in COVID-19 testing and vaccine administration.This year, unlike any other, the District had to adapt, change, pivot, and completely recreate school for our students. RCSD distributed digital devices to every student in the district. Dedicated faculty and staff collaborated on creating and implementing a Full Distance Learning Model. Their commitment to helping students navigate the challenges of remote learning was demonstrated in myriad ways. For example, faculty learned new ways to engage students through app-based online learning tools, provided regular social-emotional support, and delivered hands-on math manipulatives to families. Staff provided weekly meal kit distribution, learning pod cohorts, and on-campus learning hubs to support our most high-need and impacted student subgroups including homeless, socio-economically disadvantaged, and Special Education program participants. Next, our in-person Pilot Program in November 2020 paved the way for launching our Hybrid Learning Model in January 2021 enabling some students to return to in-person learning. Pioneering faculty shared their teaching experiences with COVID protocols in place with colleagues. This sharing of best practices empowered all faculty to return for in-person teaching and learning in April 2021. At the close of the academic year 2020-21, 4098 (62% of the total student population) students were engaged in in-person learning.

Providing students with the technology devices and internet access proved to be only one small part of the larger equity challenges that arose during Distance Learning. The district took advantage of its partnership with the National Urban Alliance (NUA), a national non-profit, to embrace a path toward equity consciousness and affirmed the collective responsibility to dismantle barriers and create inclusive and supportive environments for all learners. The partnership with NUA began three years ago to address the opportunity gaps observed amongst students, schools, and community. It was evident that not all students were offered the same opportunities and access to rigorous and enriching resources. In November of 2020, the Board of Trustees adopted an Equity Policy and directed district leadership to form a committee to help develop the administrative regulations, which were approved in March of 2021. This work inspired the School Board to review the district's mission and vision, which was finalized in May 2021 as follows:

Our Mission
RCSD creates a safe and supportive, inspirational and rigorous, joyful and inclusive environment for all learners

Our Vision
RCSD will be a thriving, dynamic, innovative, and nurturing community where each student realizes their unique gifts and strengths to achieve high intellectual performances for personal and academic success

Our Values
RCSD has a collective responsibility to achieve our vision through a commitment to these values

Innovation

To analyze systemic practices, including racial biases, through an equity consciousness lens that dismantle barriers to student learning and emotional well being.

Student Voice
To encourage students' bravery, voice and leadership.

Equity
To instill passion in learning emphasizing student strengths and gifts for all learners: all abilities, all ethnicities and cultural identities, LGBTQ + youth, and multilingual learners

Engagement
To offer opportunities and access to joyful, rigorous, and enriching instruction and resources

Partnerships
To build family and community partnerships for student success

Equity Board Policy
Adopted November 2020

The Governing Board believes that the diversity that exists among the district's community of students, staff, parents/guardians, and community members is integral to the district's vision, mission, and goals. Addressing the needs of the most marginalized learners requires recognition of the inherent value of diversity and acknowledgement that educational excellence requires a commitment to equity in the opportunities provided to students and the resulting outcomes.

In order to eradicate institutional bias of any kind, including implicit or unintentional biases and prejudices that affect student achievement, and to eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations, the district shall proactively identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate opportunity achievement gaps, and impede equal access to opportunities for all students.

The Board shall make decisions with a deliberate awareness of impediments to learning faced by students of color and/or diverse cultural, linguistic, or socio-economic backgrounds. To ensure that equity is the intentional result of district decisions, the Board shall consider whether its decisions address the needs of students from racial, ethnic, and indigent communities and remedy the inequities that such communities experienced in the context of a history of exclusion, discrimination, and segregation. Board decisions shall not rely on biased or stereotypical assumptions about any particular group of students.

The Board and the Superintendent or designee shall develop and implement policies and strategies to promote equity in district programs and activities, through measures such as the following:

1. Routinely assessing student needs based on data disaggregated by race, ethnicity, and socio-economic and cultural backgrounds in order to enable equity-focused policy, planning, and resource development decisions
(cf. 0400 - Comprehensive Plans)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 6162.5 - Student Assessment)

2. Analyzing expenditures and allocating financial and human resources in a manner that provides all students with equitable access to district programs, support services, and opportunities for success and promotes equity and inclusion in the district. Such resources include access to high-quality administrators, teachers, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.

3. Enabling and encouraging students to enroll in, participate in, and complete curricular and extracurricular courses, advanced college preparation programs, and other student activities

4. Building a positive school climate that promotes student engagement, safety, and academic and other supports for students

5. Adopting curriculum and instructional materials that accurately reflect the diversity among student groups

6. Providing and/or collaborating with local agencies and community groups to ensure the availability of necessary support services for students in need

The Board shall regularly monitor the intent and impact of district policies and decisions in order to safeguard against disproportionate or unintentional impact on access to district programs and achievement goals for specific student populations in need of services.

MTSS
The California Department of Education's (CDE) definition of Multi-Tiered System of Support (MTSS) provides a basis for understanding how RCSD educators can work together to ensure equitable access and opportunity for all students to achieve the Common Core State Standards (CCSS). MTSS includes Response to Instruction and Intervention (RtI2) as well as additional, distinct philosophies, and concepts. In RCSD, MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' intellectual, mental and physical, and social-emotional development and success. RCSD provides numerous systems of support, during and after the school day. These include support for Special Education, Title I, Title III, support services for English Learners, American-Indian students, and those in gifted and talented programs. MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

Besides its commitment to high academic standards, the District also strives to meet students' developmental needs -- intellectual, physical, mental, and social-emotional -- through a wide variety of programs offered during and after the school day.

Dual Language Immersion and World Language Programs:
Redwood City School District's (RCSD) has two TK-8 Dual Language Immersion Programs: Spanish and Mandarin. Each site brings together Spanish-speaking or Mandarin-speaking students and English-speaking students and families for the opportunity of a promising future of being bilingual, biliterate, and academically enriched. The student populations are composed of 50% Spanish-speaking or Mandarin-speaking students and 50% English-speaking students. Our immersion schools have high expectations for students. They are expected to show high levels of proficiency in two languages by the time they exit 5th grade. RCSD's Dual Language Immersion Program in Spanish is housed at Adelante Selby Spanish Immersion School and Dual Language Immersion Program in Mandarin is housed at Orion Alternative Mandarin Immersion School. Both programs feed into Kennedy Middle School, which houses the 6-8 grades for both Mandarin and Spanish Immersion.

Neighborhood Schools:
RCSD operates seven neighborhood schools--Clifford, Garfield, Henry Ford, Hoover, Roosevelt, Roy Cloud, and Taft. Our neighborhood schools offer academic rigor, a culture of parental involvement, student diversity, and a strong sense of community through student and family connections and friendships. All RCSD families are assigned to one of the seven neighborhood schools.

Community Schools:
RCSD has expanded its Community Schools to seven sites: Adelante Selby (TK-5), Garfield (K-8), Hoover (TK-8), Kennedy (6-8), McKinley Institute of Technology (6-8), Roosevelt (K-8) and Taft (K-5). Community School is a model focused on achieving educational success and developing the social, emotional, and physical well-being of students, families, and the community. Community schools provide multiple services through intentional partnerships to provide opportunities, optimize impact, and address identified needs at an individual and community level. These schools close any service gaps that can act as barriers to learning while proactively offering initiatives as part of learning through the whole-child lens. Community School faculty and staff attend to equitable practices and are culturally aware. Community School Site Administration adopts shared leadership, effective coordination, and collective responsibility as the principles for student success. Opportunities and services are integrated into the fabric of daily life in school and into the landscape of the school community.

Schools of Choice:
While the district assigns families to one of its seven neighborhood schools, all students have the choice to transfer to any other program or school including five specialized programs--Adelante Selby Spanish Immersion School, the Mandarin Immersion Program, McKinley Institute of Technology (MIT), North Star Academy, or Orion Alternative Elementary School.

District demographics
As of March, 2022 in the 2021-22 school year, there were 6558 TK - 8th grade students, 3400 students receiving free and reduced lunch (low income), 121 homeless youth and 2,182 English Learners.

The percentage of unduplicated students (free/reduced meal program, EL, homeless and foster youth) at each site is as follows:
Adelante Selby: 66%
Clifford: 46%
Garfield: 94%

Henry Ford: 66%
Hoover: 94%
Kennedy: 58%
MIT: 83%
North Star: 8%
Orion: 37%
Roosevelt: 68%
Roy Cloud: 13%
Taft: 71%

The numbers of students with disabilities at each site is as follows:
Adelante Selby - 82
Clifford - 150
Garfield - 82
Ford - 90
Hoover - 108
Orion - 73
Kennedy - 120
MIT - 71
North Star - 35
Roosevelt - 116
Roy Cloud - 82
Taft - 50
Preschool - 95

Despite the challenges our school district has faced in recent years, RCSD is an organization that always puts students first. Led by its School Board and Superintendent and inspired by its new mission and vision, the district will continue to persevere collaborating with its supportive community to create a safe and supportive, inspirational and rigorous, joyful and inclusive environment for all learners.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The Redwood City School District is proud of advancements made in a number of areas as defined by metrics and assessments listed below. Without recent California School Dashboard data, the district relies on local data collected through surveys and assessments.

The annual Climate Survey is facilitated by an independent organization, Panorama Education, and administered to students in grades 3-8. The questions were drawn from an archive of research-based questions developed by Panorama in broad thematic areas that include Academic Care, Cultural Awareness, Family Engagement, School Climate, and School Safety.

In the 2021-22 Spring administration of the Panorama Climate survey, the total number of surveyed students by grade level group and general findings are as follows:

3rd-5th grades: 1,542 students took the survey

- Very positive responses in all measures compared to District's average
- Very high positive response in all measures from Native Hawaiian/Other Pacific Islanders group compared to District's average
- High level of measurement from Asian, Native Hawaiian/Other Pacific Islander and White student groups in School Safety

6th-8th grades: 1,686 students took the survey

- Very positive responses in all measures compared to District's average
- Positive responses from SWD, Asian group and Male students in all majority of measures
- Very positive responses from all student ethnicity groups in Diversity and Inclusion measure

The LEA is proud of RCSD's success in using the results of Panorama surveys to identify school sites that need additional support. Site administrators will receive continuing guidance on how to engage underrepresented families through the use of district communication tools, parent education workshops, and Spanish-language translators who will provide oral and written translation at public events including school site functions, IEPs, School Board meetings, and parent-teacher conferences.

In addition to the Panorama survey, the Family Centers at our Community Schools (Adelante Selby, Garfield, Hoover, Kennedy, MIT, Roosevelt and Taft) administered a survey in 2021-22. 389 surveys were collected, including 42 surveys from newcomer families. The results from this survey are as follows:

In response to:
The Family Center was helpful in responding to my questions and concerns: Strongly agree: 93.95%
After my visit, I feel like I have a plan in place to address my concerns/needs: Strongly agree: 84.73%
I am comfortable reaching out to the Family Center for additional support and/or answers to my questions: Strongly agree: 93.66%
As a result of my visit/conversation, I feel like I can better support my child's learning (attendance, academic, social-emotional): Strongly agree: 85.30%

Newcomer family responses:
The Family Center was helpful in responding to my questions and concerns: Strongly agree: 100%
After my visit, I feel like I have a plan in place to address my concerns/needs: Strongly agree: 95.24%

I am comfortable reaching out to the Family Center for additional support and/or answers to my questions: Strongly agree: 100%
After my visit, I have a better understanding of how the education system works in the United States: Strongly agree: 100%
After my visit, I better understand my child's emotions and how to get social-emotional services: Strongly agree 95.24%

While 2022 CAASPP data is not available at this time, local 2021-2022 data shows:

- suspensions went down significantly for Student with Disability group compared to the pre-pandemic year (2018-19)

For the 2021-2022 school year, RCSD continued to use i-Ready, a comprehensive data-driven program, which empowered district administration and site leaders with tools to assess student learning in reading and mathematics and resources to help all students succeed throughout the 2021-22 academic year. Local i-Ready assessment data from academic year 2021-22 indicated academic growth in reading and mathematics for most student subgroups, and significant academic growth during the school year is indicated for Native American and African American students in particular. Also, i-Ready data demonstrated significant growth during the academic year for Kindergartner students who were given the test.

Using 2020-2021 and 2021-2022 of Spring i-Ready local data shows:

Reading K-8:

- 2021-2022 i-Ready Reading data indicates that 54% of our students achieved at least 1 year of i-Ready annual typical growth
- Significant growth in achieving On or Above Grade Level placement during the school year for students in grades 1st, 2nd, 3rd, 7th and 8th
- Percentage of students performing on or above grade level increase by 1 % from 20-21 to 21-22 SY

Math K-8:

- 2021-2022 i-Ready Math data indicates that 51% of our students achieved at least 1 year of i-Ready annual typical growth
- Good growth in achieving On or Above Grade Level placement during the school year for students in all grade levels and Economically Disadvantaged group
- Percentage of students performing below grade level increase by 1 % from 20-21 to 21-22 SY

Educational partners provided input regarding the strengths seen in local data. The following comments, also found in the Engaging Educational Partners section of this LCAP, were made at the April 2022 LCAP meeting:

Goal 3:
Successes:

- i-Ready results indicate strong reading growth for those who were initially 3+ grades below moving to 1 or fewer grade levels below. This was especially true among the English Learners and Socioeconomically disadvantaged students (not so much amongst students with disabilities)
- Resultados favorables en los estudiantes. Han mejorado este ciclo escolar a pesar de que estuvieron en educación a distancia el año pasado. El curriculum que se está utilizando muestra que está funcionando.

The RCSD plans to build on these successes by continuing the support of the Community Schools, staffing each site with reading specialists and instructional assistants to work with students in small groups, providing after school 1-1 and small group tutoring opportunities, and providing additional supports in mental health, behavior supports and restorative practices.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2022 California Dashboard is not available at this time. The last Dashboard was published online in 2019. The 2019 California Dashboard highlights specific areas of need, based on the LCAP template requirements:
- Chronic absenteeism rates were rated "orange", for all students.
- While "all" students scored "green" in English Language Arts (ELA), African American students and students with disabilities scored in the "orange".
- "All" students scored "green" in Mathematics, however, African American students, English Learners and students with disabilities scored in the "orange".

Further examination of the 2019 California Dashboard:
Student performance in mathematics is an area that needs significant improvement in RCSD, for key student subgroups, based on a review of 2019 Dashboard and 2020-21 local data. Dashboard Data indicates that while Hispanic, Pacific Islander, and Socioeconomically Disadvantaged students had gained an average of 6.7 points in mathematics achievement since 2018, they remained in the "Yellow" tier at an average of 42.8 points below the standard. African American students and English Learners maintained performance level in the "Orange" tier, 66 points below the standard compared to 2018. While Students with Disabilities gained 8 points compared to 2018, they remained in the "Orange" tier and averaged 110 points below the standard. Local iReady mathematics assessment data from academic year 2020-21 demonstrates that 63% of Special Education; 60% of English Learners; 46% of Hispanic students; 42% of African American students; 32% of Pacific Island students; and 31% of Native American students are two or more grade levels behind.

Student performance in English Language Arts (ELA) is another area that needs significant improvement in RCSD, for key student subgroups, based on a review of 2019 Dashboard and 2021-21 local data. Dashboard data indicates that while English Learners, Hispanic Students, and Students with Disabilities had gained an average of 8 points over 2018, these subgroups remained in the "Yellow" tier at an average of 35.2 points below the standard. While Students with Disabilities gained 8 performance points over 2018, they remained 86.3

points below the standard in the "Orange" tier. African American Students math performance declined by 12 points compared to 2018 and they were 45 points below the standard in the "Orange" tier.

Steps taken to address these discrepancies in math include: providing two district Math Teachers on Special Assignment (TOSAs) to work directly with teachers in implementing equity-based, student centered, math instruction, establishing Math Equity Lead Learner structures for teachers to develop leadership across the district and at their sites in inclusive, bias-free math instruction, beginning a math curriculum pilot to ensure the highest quality materials will be used across the district, and after school tutoring, provided by classroom teachers to their own students.

Steps taken to address these discrepancies in ELA include: providing three district TOSAs dedicated to language arts, bilingual and multilingual development who work directly with teachers in providing professional development, sample lesson plans, model lessons, lesson study design and an analysis of student work, to ensure teachers are equipped with a variety of strategies to meet the needs of their students. Reading specialists were provided to each site and after school tutoring was provided by classroom teachers to their own students. Additional instructional assistants were added to high priority sites.

Using local data for 2020-2021 and 2021-2022 data
- Chronic Absenteeism went up significantly district wide as well as for all student groups (EL, Foster Youth, SED, SWD) compared to last year (2020-21) as well as pre-pandemic year (2018-19).
- Attendance also went down district wide and for all student groups (EL, Foster Youth, SED, SWD) compared to last year (2020-21) as well as pre-pandemic year (2018-19).
- Suspension went up significantly for Foster Youth student group (14.29%) compared to 2018-19 (0%) and 2020-21 (0%)

Using 2020-2021 and 2021-2022 of i-Ready local data, the following areas have been identified as some areas of focus:

Reading K-8:
- 48% of RCSD students did not meet i-Ready annual typical growth
- 2021-2022 i-Ready Reading data indicates that 53% of EL, 51% of SWD and 48% of Economically disadvantaged students did not meet their i-Ready annual typical growth.
- 2021-2022 i-Ready Reading assessment also demonstrates that that 53% of English Learners; 58% of SWD; 40% of Economically Disadvantaged students; 39% of Hispanic students; 31% of Native American and Pacific Islander students; and 24% of African American students are two or more grade levels behind.
- Percentage of students performing below grade level decreases by 1% from 20-21 (55%) to 21-22 (54%)

Math K-8:
- 49% of RCSD students did not meet i-Ready annual typical growth
- 2021-2022 I-Ready Math data indicates that 56% of English Learner, 52% of SWD and 53% of Economically disadvantaged students did not meet their I-Ready annual typical growth

- 2021-2022 I-Ready Math assessment demonstrates that that 45% of English Learners; 62% of SWD; 36% of Economically Disadvantaged students; 35% of Hispanic students; 27% of Native American and Pacific Islander students; and 30% of African American students are two or more grade levels behind.
- Percentage of students performing below grade level decrease]s by 2 % from 20-21 (62%) to 21-22 (60%)

2022 CAASPP data is not available at this time.

In addition to what has been written above, to address student needs in mathematics and ELA performance, RCSD has begun a program that hires RCSD teachers to provide 1:1 and small group supplementary instruction in Language Arts and mathematics.

In February of 2022, RCSD launched the After School Teacher Tutoring program to provide 1:1 and small group supplemental instruction to high need students in their respective classes. The program ran from February-May. 14 teachers and 51 students participated across 7 school sites. Over the course of three months, these 51 students received a total of 217 hours of tutoring. Data collected from this program indicates that the program contributed greatly not only in academic achievement but in the development of a more robust social and emotional connection between the participating teachers and students. The successful program will return in the first trimester of the 22-23 school year.

Additionally, RCSD has begun a two-year equity-focused elementary mathematics pilot and adoption committee to review district mathematics assessment data in conjunction with the new California mathematics framework. The committee is composed of teachers from across the district that will be representative all schools and grade levels. The RCSD staff development team will continue providing ongoing coaching and mentoring support to all teachers in implementing Common Core Mathematics.

Another area of improvement for RCSD, based on local Panorama school climate assessment data, is in fostering a sense of belonging and engagement for our students and families. Spring Panorama Climate Survey (grade 3-8) results show the following areas of need for improvement:

District - School Engagement scores are low across all grade levels
District - Favorable scores are low across all measures for Black or African American student group
Grade 5 – Low rates of favorable responses in all measures compared to the District average
Grades 3-5 - Support for EL students around school safety
Grade 6-8 - School Belonging and School Climate scores are lower among Female students
Grade 6-8 - School Belonging and Engagement scores are low at 38% and 26% respectively
Grade 6-8 - Teacher-Student Relationship and School Climate scores need some support for improvement
Grade 6-8 – Diversity and Inclusion score is significantly low (-14) among EL students
Grade 6-8 - Favorable scores are low across all measures for Native Hawaiian/Other Pacific Islander

To address these areas of need, in addition to the mental health counselors who were added to each site this year, there will be additional contracted services at the high priority sites to work with students and staff in the areas of engagement, school belonging and inclusion.

Professional development will be provided to staff at the beginning of the school year about inclusive and restorative justice practices, and the Multi-Tiered Systems of Support (MTSS) framework will be emphasized and more fully developed at each site. Additional trainings from the Supporting Inclusive Practices (SIP) statewide network and in equity-based reflection and practices from San Francisco Coalition for Essential Schools (SFCESS) will also address these findings.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The RCSD LCAP contains three goals:

Goal 1: Broad Goal: By June of 2024, every student in RCSD will receive high quality, grade level instruction and appropriate social-emotional supports designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered System of Supports (MTSS) framework.

Goal 2: Focus Goal: By June of 2024, each EL student will progress by a minimum of one level on the ELPAC each school year, with every EL student meeting the criteria for reclassification within 5 years of enrollment in the RCSD.

Goal 3: Focus Goal: By June of 2024, each RCSD student will make at least one year's growth in ELA and Math, for each year of enrollment in the RCSD. Students currently scoring more than 1 year below grade level in ELA and/or Math will make 1.5 years of growth each year in order to accelerate progress and close the opportunity gap.

The district commitment to these goals, and the supporting actions and services, is evident through the alignment of state and federal funding. The majority of the actions and services are multi-funded, to ensure that these will be multiyear activities and commitments to continuous improvement.

Each goal will be measured as described, and smaller, incremental measurements will be developed to test individual actions and services to see if the actions chosen are resulting in the planned improvement in outcomes. With the help of outside partners (Stanford University and the Gardner Center) the focus on data to inform our improvement efforts will be at the forefront of district, site, and classroom level conversations.

The actions and services for each goal, while primarily funded with LCFF funds, also reflect additional state and federal funds that have been received by the district. The purpose of representing the mutli-funded actions and services in this one plan is to provide our educational partners with a transparent look at the decisions that have been made to best support RCSD students through an equity lens. In 2020, the RCSD Board of Trustees developed a new Equity Policy, Vision and Administrative Regulations. Through this equity goal and vision, the district's commitment to unduplicated pupils is at the forefront of every plan and discussion. Our study of year end data highlights the continuing needs for these goals and this renewed focus on our English Learners, low income students, and foster youth. In addition, it is

clear we need to provide a more supportive, inclusive environment for our students with IEPs. Our SEPTAR (Special Education Parent Teacher Association of Redwood City) committee has been included in all of our educational partner meetings and MTSS planning sessions. They have advocated strongly for the inclusive environments and practices provided by the MTSS structure.

We have been encouraged by these opportunities for collaboration with our community, educational partners district staff, and students. We are confident that our theory of action will result in the improvements we desire to see in student outcomes: academic, behavioral, and social emotional.

Increased and improved services for our Unduplicated Pupils revolve around enhanced supports for these three components of a MTSS framework. Additional actions and services for next year include:

Academic outcomes: professional development for staff in inclusive practices and Universal Design for Learning lesson planning, increasing the number of reading specialists, increasing the number of instructional assistants for small group work, increasing the number of teachers who tutor their own students after hours, additional Teachers on Special Assignment (TOSAs) to focus on early childhood education, writing across the curriculum, STEAM and the support of newly hired staff.

Behavior outcomes: In collaboration with the Santa Clara Office of Education, support will be given to each site to establish positive behavior outcomes and data keeping. Behavior specialists will be contracted to support high needs sites, and the Director of Student Services will proactively support increased consistent attendance.

Social emotional: In addition to the site based mental health counselors, additional counseling services will be contracted for high needs sites. The Community Schools Coordinators will work closely with site administrators and staff to provide additional wrap around supports to families, with a particular emphasis on newcomer students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The LCAP Committee was comprised of District and site administrators, certificated and classified staff members and bargaining union representatives, parents, community members, including Spanish speaking District Advisory Council members, and two Board members. Students did not attend the educational partner meetings, but were reached out to separately in a session held only for students to provide feedback.

There were three LCAP educational partner sessions held on April 26, May 17 and May 31. At each of these meetings, all materials were provided in Spanish and there was simultaneous translation provided for the Spanish speaking participants. The format of the meeting was a combination of a presentation of information and breakout rooms for discussion, input, and feedback. Each breakout room had a facilitator who kept notes and reported back to the whole group. Notes were all kept on the agenda format and shared with all committee members.

Committee members were selected from all required groups. In addition, members of the State Preschool Parent Advisory Committee were invited in order to further plan and develop the alignment between our early childhood classrooms and the planning for intentional inclusion of our Special Day Class students beginning in the school year 2022-23.

Specific outreach to the San Mateo County Office of Education (SMCOE) Special Education Local Planning Area (SELPA) began at the process of writing the LCAP and continued throughout the entire process. SELPA Coordinators met bimonthly with the Assistant Superintendent of Ed Services to plan the MTSS roll out (Goal 1). In addition to the robust planning support, the SELPA Coordinators were an integral part of each presentation to the stakeholders. SELPA Coordinators brought their expertise in the MTSS framework to each discussion, and helped guide the development of Goal 1 for the LCAP. They were active members of each breakout session, and were instrumental in providing both background knowledge and implementation guidance to the stakeholders. The ongoing support of the SMCOE SELPA Coordinators has been written into the LCAP actions and services.

The final draft of the LCAP was taken to the LCAP Committee on May 31. All final questions were answered by the Superintendent in writing. The RCSD Board of Trustees held a public hearing to review the LCAP on June 22, and approved the LCAP on June 29.

The RCSD is very committed to the process of engaging educational partners in the discussion of goals, actions, and services that will improve outcomes for RCSD students, and end the predictability of these outcomes along race, ethnicity, language and socio-economic status. District leadership believes firmly that we are stronger together, and that people closest to the issues have important information and ideas to share. Every suggestion was taken into consideration, and where possible, was incorporated into the LCAP plans.

When the LCAP goals were established in the spring of 2021, the LCAP committee went through the proposed goals paying attention to the stated priorities. Each goal was analyzed for the inclusion of conditions of learning, pupil outcomes and engagement priorities. Comments made included:

Goal 1: By June of 2024, every student in RCSD will receive high quality, grade level instruction, and appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered System of Supports (MTSS) framework.
Pupil Outcomes considerations:
- A co-teaching model in which certificated Special Education and Multiple Subject or Single Subject teachers conduct simultaneous small group instruction would support inclusion.
- Ensuring all educators are certificated with appropriate training is essential. Careful assessment of case-by-case inclusion or separation for students receiving special education services is needed.
- Structures that explicitly create teams and relationship building activities between students and teachers is necessary.
- Support teachers with training in facilitating student social and emotional development and student well-being.
- Provide additional support to schools with larger percentages of teachers new to the profession.
- Provide teachers with reorganized schedules that support structures for ongoing collaboration time within grade levels, across grade levels, and between regular education and special education.
- Determine the training needs of each teacher and provide differentiated professional development.
- Partner seasoned teachers with newer teachers for mentor-protege relationships, beyond Induction, for designated collaboration time.

Engagement considerations: Student Voice/Student Council at all schools?
- Are family outreach results through family surveys used by all schools?
- Measuring student engagement through absenteeism seems similar to how general population health is measured through number of heart attacks - ideally, you'd intervene WAY before it gets to that point. Can the district use better data to measure "positive self-identity in relation to school"? There is research that shows belonging is a crucial prerequisite to engagement - if you are already working with Stanford, they have great research/measurement around this
- Family Math/Science (STEM) nights to build engagement/awareness of STEM pathways for under-represented minority students (build a pipeline to college-level STEM)
- Student STEM/STEAM/Creativity Expo (by site and/or district-wide) that supports student participation in the SMCOE STEM Fair; Art Expo; Solutionary Fair.
- Actively connect with families when a student has multiple absences. *Encourage that family holidays/vacations are aligned with the school calendar breaks.

Conditions of Learning:
- Implementation of NGSS Science Curriculum; training for teachers in NGSS & Environmental Principles & Concepts

- Why do only some schools have gardens? Advocate for gardens at every site.
- Access to outdoor learning / field trips.
- Is site admin trained in coaching best practices?
- Integrated Units K-3 (formerly SEAL) being developed to reflect career & cultural connections.
- Professional Learning Communities for all disciplines / grades across the district.
- Districtwide virtual elective teachers will provide high quality, engaging electives that provide additional ways for students to interact and engage with school with special outreach to priority sites
- What about caps on middle school classes?

Goal 2: By June of 2024, each EL student will progress by a minimum of one level on the ELPAC each school year, with every EL student meeting the criteria for reclassification within 5 years of enrollment in the RCSD.
Pupil Outcomes:
- Ensure that Designated and Integrated ELD are prioritized during planning (in both ELA and math).
- Monitoring and feedback loops need to be short, targeted, and intentional in order to make them more effective.
- At the same time, we need to continue monitoring EL students over the course of their career at RCSD.
- A comprehensive assessment plan needs to emphasize speaking and listening in addition to reading and math. Consider newcomer support starting younger than third grade. Our data indicates that these students need the program, too.

Engagement:
- Include Ethnic Studies courses in K-8 grades in order to provide an authentic opportunity to read, write, and speak about students' own cultural backgrounds such that their identities are reflected in the curriculum.
- Support culturally sustaining pedagogy to support student sense of belonging and identity.

Conditions of Learning:
- D-ELD curriculum a must for K-8, not tied to ELA program.
- Provide Instructional Assistants who will support the newcomer students at: Kennedy, Hoover, Garfield, and Roosevelt schools.
- Provide support and training for teachers to create rubrics and evaluate reading, speaking, and writing from an EL lens.
- Solicit teacher input on ELD curriculum decision.

Goal 3: Every RCSD student will make at least one year's growth in ELA and Math, for each year of enrollment in the RCSD. Students currently scoring more than one year below grade level in ELA and/or Math will make 1.5 years of growth each year in order to accelerate progress and close the opportunity gap.
Pupil Outcomes:
- Training for assistive technology and accommodations to support student access to curriculum.

Engagement:
- Provide training (curricula & equity) to IAs. Culturally relevant and sustaining curriculum provided that supports student identity and belonging.

- Create math pathways to ensure that historically marginalized students have access to core and integrated math curriculum

Conditions of Learning:
- Adoption of new curriculum (esp. K-5 math) that addresses standards.
- Access to broad courses including science, art, and music. Access to ELA & Math curricular materials in Mandarin or other languages beyond Spanish.

District Advisory Council (DAC):
Members of the DAC attended the LCAP meetings that were held each month. All materials were translated in advance, simultaneous translation was provided on the large group zoom call, and each breakout room had a Spanish speaking facilitator. Many of their contributions were in support of the actions and services providing supports to children and families, identifying needs, and access to resources.

SELPA:
SELPA Coordinators from the SMCOE were an integral part of each of our educational partner sessions. They provided resources and guided the conversation around the MTSS framework as a way to operationalize equity for all students, including students with IEPs. Members from SEPTAR were also active participants in each meeting of the educational partners, and contributed fully in each breakout session. Their interests centered around the establishment of inclusive environments for all students, and in particular students with IEPs.

RCTA (certificated union representatives):
Representatives from the certificated union participated in each educational partner session. They expressed support for the goals, for the areas of focus, and for the addition of mental health and instructional staff at each site to better meet the identified needs of the students. They also expressed support for the planned professional development and teacher leadership opportunities.

CSEA (classified union representatives):
Representatives from the classified union participated in the educational partner sessions. The representatives showed strong interest in the addition in providing assistants to high needs school sites. CSEA reps also expressed interest in being included in the professional development being offered to the teachers in the areas of improving academics and social emotional support. They also would like to see additional support provided for homeless students and families and additional instructional assistants provided to sites with newcomer students.

Students:
In a special meeting with student leaders students asked for a special class for students to learn English, to not be pulled out of class, and hoped that Spanish would be offered as an elective. They also requested additional accelerated math class options at each school with middle grades. They had a lot to say about equity. They believe that funds should go to schools so that more services could be provided, like art therapy. They felt that students were putting too much stress on themselves, and that onsite counseling was needed with a place for students to "go" for help.

In the meetings held in the spring of 2022, the educational partners affirmed the work and findings of the 2021 LCAP development team, and added the following comments:

Goal 1:
Successes:
- Chronic absenteeism declined from kindergarten to 5th grade.

Needs:
- Kindergarten has the highest % rate of absenteeism.
- Large numbers of our students are in the chronic absenteeism category.
- Middle school suspension rate is much higher than the lower grades.
- Taft has the highest dropout rate.

Goal 2:
Needs:
- More EL training/knowledge of reclassification; working with ELs, ELs with disabilities; lack of resources and time for teachers; Newcomer Center

Goal 3:
Successes:
- i-Ready results indicate strong reading growth for those who were initially 3+ grades below moving to 1 or fewer grade levels below. This was especially true among the English Learners and Socioeconomically disadvantaged students (not so much amongst students with disabilities)
- Resultados favorables en los estudiantes. Han mejorado este ciclo escolar a pesar de que estuvieron en educación a distancia el año pasado. El curriculum que se está utilizando muestra que está funcionando.

Needs:
- Increased fidelity around students with disabilities taking the i-Ready diagnostics. (Perhaps we need additional PD for teachers to help with stamina-building tools, etc.)
- Something is working better for our EL students than for our SWD and Homeless / Foster students. We need to identify it and transfer.
- We need to celebrate that our EL students are demonstrating growth.
- Increased PD (and planning time) around expressly and intentionally incorporating SEL, reflection, and mediation into units
- Aunque vemos crecimiento académico vemos oportunidad de crecimiento específicamente en el grupo de aprendices del idioma inglés y matemáticas.

At our final educational partner engagement meeting, held May 31, the final recommendations were made:

Goal 1:
- provide more electives and enrichment opportunities at each site
- provide more supports to combat chronic absenteeism rates

Goal 2:
- ensure that resources are provided in primary languages other than Spanish, for families who speak a language other than English and Spanish

Goal 3:
- ensure that math manipulatives are provided for all grade levels, not just K-5
- consider adding reading specialists to support the upper grades
- consider adding after school sessions for students scoring two or more grades below grade level

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Goal 1:
In the spring of 2021, all groups supported the development of the chosen goals and the renewed commitment to the implementation of the MTSS framework. Members of the LCAP committee made suggestions regarding trainings in Universal Design for Learning (UDL), the inclusion of the SMCOE SELPA Coordinators and Kevin Schaeffer (Supporting Inclusive Practices) in ongoing professional development for staff, the focus on culturally responsive and anti-bias curriculum, additional hours for classified staff to support instruction and the inclusion of Gay Straight Alliance (GSA) teacher leaders/advisors at each site. The tiered academic and social emotional supports were identified and supported. The commitment to ongoing professional development for all staff, was affirmed at each meeting, by each educational partner group. Additional opportunities for leadership development were recommended. Outreach to students and families was also highly recommended by educational partners, aligned with the mental health and social emotional supports that are beginning next year at each school site.

There was consensus among all educational partners that more mental health counselors were needed across the district, and specifically located at sites with high percentages of unduplicated pupils.

Additional recommendations from spring 2022:
Keep:
- Mental Health Counselors
- Music teachers
- GSA stipends
- ELD summer school

- Parent outreach
- PE Teachers
- MTSS support
- TK aides
- Instructional Assistants (bilingual)

Change or add:
- Address Chronic Absenteeism; implement a system of monitoring attendance, expand transportation options to support getting kids to all schools
- Hire more special education teachers to co-teach in general ed classrooms to build on UDL practices and create a more inclusive environment
- Increase ESS at more sites vs. BHRS. (Students would have access to a therapist everyday on site if needed.)
- Focus resources on school sites with the highest number of unduplicated students
- Add training in restorative practices and focus on social emotional needs, behaviors
- Provide San Francisco Coalition for Essential Small Schools (SF-CESS) and National Urban Alliance (NUA) trainings
- Professional learning/development for teachers around teacher mindset and agency to leverage relationships, classroom environment, instruction for students
- Provide additional training in trauma-informed practices for classroom teachers to collaborate in the work of the Mental Health Counselors and ESS counselors
- Consider enrollment in a Therapy Dog program (this can help with SEL and also reading)
- Professional Learning Community (PLC) time built into district and site calendars to conduct short- and medium-term cycles of inquiry and act on findings

Goal 2:
In the spring of 2021, members of the DAC and site staff made recommendations in regards to the support of the English Learners: involving staff in the selection of ELD materials, providing transportation for newcomer students to their assigned schools, and outreach to families.

Additional recommendations from spring 2022:
- Keep Instructional Assistants (bilingual)

Change or add:
- Additional ELD/newcomer teachers/aids/coaches at sites that request them
- Add a broader ELD curriculum
- Add additional ELPAC testing specialists
- Add ELD training/coaching at all sites
- Provide a designated Family Liaison to support at each site vs. one for the whole district
- Restorative Justice and Trauma informed practice training at all sites.

- Add additional Counselor(s) (One Life, StarVista, etc) at multiple sites requested (Adelante Selby, Clifford, Roosevelt, Hoover, Garfield, Orion, Ford, MIT, Taft)

Goal 3:
In the spring of 2021, classified union representatives were not in agreement with the choice of adding new positions to each site, and preferred adding hours to existing staff to qualify as "full time" and be able to receive benefits. As this particular action is funded from the Expanded Learning Opportunities (ELO) grant, district administration believes that additional positions best meets the requirements of the ELO grant.

Additional recommendations from spring 2022:
Keep:
- Reading specialists at each site

Add or change:
- Provide intervention/enrichment for students (i.e., STEAM, etc.)

Goals and Actions

Goal

Goal #	Description
1	Broad Goal: By June of 2024, every student in the RCSD will receive high quality, grade level instruction and appropriate social-emotional supports designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

An explanation of why the LEA has developed this goal.

Priorities: 1, 2, 3, 5, 6, 7, 8
Targeted student groups: Unduplicated pupils (homeless, foster youth, low income, English Learners) and students with disabilities (SWD)

In addition to the 2019 California Dashboard results, our LCAP Committee's review of this year's available district data (iReady, Panorama, attendance) shows highly differentiated academic outcomes for students, based on race, ethnicity, socio-economic status and language spoken. Our English Learner students and our students with IEPs consistently show significantly lower achievement and higher levels of absenteeism and lack of engagement than the English only, non-Latinx counterparts. While our year-end climate survey showed more positive commonalities across student groups, there continues to be a lower sense of belonging for our Asian student groups. Yet, we have high achieving, successful students at all of our sites - students for whom our current system is working. In discussions about our system, and the varied results it is producing, the LCAP stakeholder committee affirmed the Multi-Tiered Systems of Support (MTSS) work that had begun in RCSD before the pandemic closed down our schools.

In addition to the LCAP Committee work, Special Education Local Plan Area (SELPA) Coordinators met with our District Office team to discuss findings in our Special Ed data. To support our reentry to the MTSS work, the SMCOE Coordinators held empathy interviews with site personnel, representing each school. The findings were reported to the District Office team and supported the need for a return to our systemic work of improvement - deep, thoughtful implementation of the MTSS framework. The SELPA Coordinators attended each LCAP Stakeholder Engagement Committee meeting to discuss and explain the MTSS framework to the large group, and to participate in the breakout sessions for deeper conversations and understandings.

With the implementation of the MTSS framework included as an LCAP goal, we believe that our focus will continue on the careful development of the tiers for instruction, behavior and social emotional supports. Planning this work as systemic, rather than as yearly new initiatives, will ensure that we will be able to put an end to the predictability of who is successful in our school system and who is not. This work, essentially connected with our Board's equity goal, is the work we need to do.

** CHKS items below in regards to School Climate are based on responses to the following prompts:
- Student Motivation Scale (level of agreement) I try hard to make sure that I am good at my schoolwork. I try hard at school because I am interested in my work. I work hard to try to understand new things at school. I am always trying to do better in my schoolwork.

School Connectedness: » I am happy to be at this school. » I feel like I am part of this school. » The teachers at this school treat students fairly. » I feel safe in my school.

in response to CHKS Pupil Engagement prompts:
Truancy and Absenteeism: Student: » During the past 12 months, about how many times did you skip school or cut classes? » In the past 30 days, did you miss school for any of the following reasons? Illness (feeling physically sick), including problems with breathing or your teeth; Felt very sad, hopeless, anxious, stressed, or angry; Didn't get enough sleep; Didn't feel safe at school; Had to work; Had to take care of or help a family member or friends; Wanted to spent time with friends out of school; Alcohol or drug use; Was behind in schoolwork or weren't prepared for a test or class assignment; Bored with or uninterested in school; Was suspended; Other Reason

*** Please note that in this goal, some items show "$0.00" as the corresponding cost. These are items for which the costs are included in other items, but have been listed as separate actions for transparency and accountability purposes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SARC: Properly Credentialed Teachers	2020-21 100%	2021-22. 100%			100%
SARC: Student access to instructional materials	2020-21 100%	2021-22. 100%			100%
SARC/FIT: Facilities in good repair	2020-21 100%	2021-22. 100%			100%
Local Indicator Self Reflection Tools	2020-21 MET	2021-22. MET			MET
California Healthy Kid Results: School Climate	2020-21 School Climate, Sense of Safety Student: » I feel safe in my school (level of agreement - 82% agreement).	Not applicable: We did not administer the CHKS this spring. We used the Panorama Survey questions.			School Climate: Sense of safety: 90%

School Climate: Safety of environment: > 95% |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School Climate, Safety of Environment, Bullying >90% favorable responses School Climate, School Connectedness <br				School Climate: School connectedness: 90% (Metric retired as we are incorporating these questions into Panorama Survey.)
California Healthy Kid Results: Pupil Engagement	2020-21 Priority: Pupil Engagement, Learning Motivation: 67% Priority: Pupil Engagement, Truancy and Absenteeism: 79%	Not applicable: We did not administer the CHKS this spring. We used the Panorama Survey questions.			Pupil Engagement: Learning motivation: 80% Pupil Engagement: Truancy and Absenteeism: 90% (Metric retired as we are incorporating these questions into Panorama Survey.)
Chronic Absenteeism rate	All 17.5% (2020-21) All 9.2% (2018-19) EL 25.8% (2020-21) EL.10.6% (2018-19) FY 0% (2020-21) FY. 0%. (2018-19)	All 30.20% (2021-22) EL 42.76% (2021-22) FY 57.14% (2021-22)			All. 5% EL 5% FY 0% SED. 5% SWD. 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SED (connected with EL) SWD 21.7% (2020-21) SWD 12.9% (2018-19)	SED 38.60% (2021-22) SWD 37.33% (2021-22)			
Attendance rate	All 94.4% (2020-21 All 95.8% (2018-19) EL 92.3 (2020-21) EL. 95.4% (2018-19) FY 100% (2020-21) FY 100% (2018-19) SED (connected with EL) SWD 92.8% (2020-21) SWD 94.8% (2018-19)	All 92% (2021-22) EL 90% (2021-22) FY 84% (2021-22) SED 91% (2021-22) SWD 91% (2021-22)			All. 97% EL: 97% FY: 100% SED: 97% SWD: 97%
Pupil Suspension rate	All 0.1% (2020-21) All 2.0% (2018-19) EL 0.1% (2020-21) EL 2.0% (2018-19 FY 0% (2020-21) FY 0% (2018-19)	All 1.79% (2021-22) EL 2.36% (2021-22) FY 14.29% (2021-22)			All: 1% EL: 1% FY: 0% SED: 1% SWD: 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SED (connected with EL) SWD 0.4% (2020-21) SWD 12.9% (2018-19)	SED 2.66% (2021-22) SWD 2.67% (2021-22)			
Pupil Expulsion rate	All 0% (2020-21) EL 0% (2020-21) FY 0% (2020-21) SED 0% (2020-21) SWD 0% (2020-21)	All 0% (2021-22) EL 0% (2021-22) FY 0% (2021-22) SED 0% (2021-22) SWD 0% (2021-22)			All 0% EL 0% FY 0% SED 0% SWD 0%
California Science Test	Grade 5: Met or exceeded: 34.72% (2018-19) Grade 8: Met or exceeded: 31.84% (2018-19)	Not available at this time			Grade 5: Met or exceeded: 50% Grade 8: Met or exceeded: 50%
Panorama Survey (replacing CHKS survey)	2021- 2022 Spring Grades 3-5: School Belonging = 62% School Climate = 62% School Engagement = 49% School Safety = 58% School Teacher-Student Relationships = 74% Grades 6-8:	Not applicable: This year's scores have been added to the baseline column			Grades 3-5: School Belonging = 75% School Climate = 75% School Engagement = 60% School Safety = 70% School Teacher-Student Relationships = 80% Grades 6-8: School Belonging = 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School Belonging = 38% School Climate = 46% School Engagement = 26% School Safety = 60% School Teacher-Student Relationships = 49%				School Climate = 55% School Engagement = 50% School Safety = 70% School Teacher-Student Relationships = 60%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Tier I: Personnel: All teaching staff, classified staff, site administrators	1. Highly qualified staff will provide grade level instruction and any necessary differentiated supports to each student in their classrooms 2. Site administrators will oversee, support, and coach teachers in providing a multi-tiered system of suppor	$46,473,076.00	No
1.2	Tier 1: Standards-based materials: all subject areas	1. Grade level, district adopted curriculum will be provided to every student, in each subject 2. Curriculum will be culturally relevant and anti-racist 3. Access to updated curated online materials (e.g. newsela, Nearpod libraries) will be provided 4. 2022-23 school year: pilot will take place for new math adoption 5. 2022-23 school year: SEL curriculum will be piloted and purchased for sites 6. Additional primary language materials will be purchased for expanding bilingual and language immersion grade levels	$1,134,826.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Tier 1: Facilities in good repair	1. All facilities will be maintained as per required standards	$9,024,810.00	No
1.4	Tier I: Professional Development (PD) and coaching for all staff	1. The Multi-Tiered System of Support (MTSS) framework, tiers and strategies will be implemented and all staff will receive training over the next three years in an articulated implementation plan. In the 2022-23 school year, the District wide Leadership Team and Site Based MTSS teams will work in collaboration to fully define and implement Tier 1 structures and supports in the areas of academics, social emotional supports and positive behavior interactions and guidelines. 2. August PD will be provided to all staff on inclusive practices, PBIS, SEL and curriculum planning. 3. Trainings will be provided by SFCESS in equity and anti-racist, equitable practices to selected sites. 4. Staff development Teachers on Special Assignment (TOSAs) will provide coaching, resources and curriculum in TK-8 grade subject areas, STEAM, and provide supports to new teachers 5. Coordinator of Curriculum will provide guidance to TOSAs, support teacher leadership initiatives, organize and support progress monitoring of students and the use of data to inform decision making and provide trainings in PLCs and lesson study. Staff will have opportunities for release time for planning, participation in book clubs, and stipends for after work hours. 6. Teacher leadership will be developed through Lead/Empowered learner structures in Literacy, Math, Science, and Technology Integration. 7. Opportunities to participate in book clubs focused on reading, math, science, SEL, grading and other topics will be provided and stipends will be offered to participating staff members.	$2,501,403.00	Yes
1.5	Tier 1: Provide additional staff to support K-8s in	1. Full time PE teachers will be provided at all K-8 sites to ensure access to regular PE instruction for unduplicated students.	$1,018,702.00	Yes

Action #	Title	Description	Total Funds	Contributing
	providing a full curriculum, with an outreach to unduplicated pupils.	2. Elective teachers, both virtual and in-person, will be added to schools with high numbers of unduplicated pupils to provide access to enrichment and provide teachers with guided planning time.		
1.6	Tier 1: Provide lower class size in grades at high priority schools by providing instructional assistants	1. Class size in K - 2 will be maintained at 25:1. 2. Instructional assistants will be provided at selected sites to push into classrooms and work with small groups of students in ELD, Math and Literacy 3. Additional instructional assistants will be provided to high needs sites	$871,685.00	Yes
1.7	Tier 1: Support for the Transitional Kindergarten (TK) program	1. Instructional assistants will be provided to each TK classroom to work with students needing additional supports: 5 classrooms	$110,000.00	Yes
1.8	Tier 1: Social-emotional (SEL) supports	1. Stipends for GSA (Gender and Sexuality Alliance) teacher leads/advisors will be provided to each site. 2. Collaboration with Stanford University/Gardner Center will continue to develop and ensure a system of SEL supports for staff, students and families 3. Training in Restorative Practices will be provided districtwide to priority sites, in preparation for a district roll out. This will be multi-funded with Sequoia Health Care and County Public Health funding. 4. Additional resources needed for supporting positive classrooms environments will be purchased	$110,000.00	Yes
1.9		Action not going forward	$0.00	

Action #	Title	Description	Total Funds	Contributing
1.10	Tier 1: Positive Behavioral Interventions and Supports (PBIS)	1. Training and support will be provided by the Santa Clara County Office of Education to each site and to the MTSS Coordinators for Tier I PBIS strategies	$10,000.00	Yes
1.11	Tier 1: Student Services and outreach to families experiencing chronic absenteeism	1. The Director of Student Services will monitor attendance, absenteeism, suspensions and expulsions and provide outreach to students and their families, with particular outreach to families of unduplicated pupils. 2. A 1.0 Bilingual Administrative Assistant will provide specific outreach to families of homeless students and provide necessary clothing, school supplies and bus passes students facing temporary or long term homelessness. 3. The Student Services department carefully oversees student attendance issues. As shown in the data, chronic absenteeism rates increased this year. Early in the year, students were asked to stay home if they had been "close contacts". While this changed over time, we also saw the rise in COVID cases. Many families were also reluctant to sent their children to school. Students also received "excused" absences for mental health (MBH) issues (nightmares, feelings of anxiety). The Student Services department provided extensive outreach to families in the forms of letters and phone calls. The SARB process was proactive and designed to assist families by identifying barriers to school attendance and finding solutions like developing a home schedule, providing transportation services or connecting the families to other services. In addition, the Student Services department and the school attendance liaisons (office staff) reach out to families of absent students. 4. As part of Tier 1 services, MTSS TOSAs at the school sites reach out to families of students who are absent. Tier II services involve Site Admin, MTSS TOSA, and the Mental Health Counselors, if needed.	$167,973.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Tier 1: Family Outreach	1. Parent participation and inclusion in school decision making will be emphasized and training will be provided, with particular outreach to families of unduplicated pupils. 2. Spanish speaking parent training in school-based and leadership topics requested will be provided by Familias Unidas	$65,000.00	Yes
1.13	Tier 1: General Ed and Special Ed connections and inclusive practices	1. The RCSD MTSS leadership team, in collaboration with the SMCOE, SIP and SELPA Coordinators, will develop a plan of implementation and training to focus on awareness and sensitivity to the learning, behavioral, and social emotional needs of students with IEPs. 2. Beginning with the school year 2022-23, SDC preschools will be located at 3 elementary sites (Taft, Hoover and Roosevelt). Training for state preschool staff in inclusive practices will take place, and SDC preschool students will be included with state preschool students at designated times throughout the day. Over time, the practice will increase to include SDC preschools students in state preschool in-class activities, setting the groundwork for inclusive practices as the students move up the grade levels.	$10,000.00	No
1.14	Tier II: Extending learning time	1. Summer school will be provided each summer that is designed to engage students in investigative science projects, while simultaneously developing and enhancing language, reading and math skills. Unduplicated students are prioritized for enrollment. 2. After school tutoring opportunities will be offered at sites by classroom teachers who will work with their own students. Teachers may choose to do 1-1 tutoring or with small groups. Unduplicated students will be prioritized for tutoring.	$950,238.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	Tier II: Provide additional staff at sites for supplementary small group instruction in reading	1. Reading specialists will be provided at each K-2 site. These specialists will provide direct service to small groups of students in addition to coaching classroom teachers in guided reading strategies. 2. Additional .5 or 1.0 reading specialists will be provided at high needs sites: Adelante Selby, Garfield, Henry Ford	$1,560,000.00	Yes
1.16	Tier II: Community School wrap around service supports for families	1. Adelante Selby, Garfield, Hoover, Rosevelt, MIT and Taft are designated as Community Schools. Each site has a full time Community School Coordinator and Administrative Assistant paid for by the LCAP. Community School is a model and a holistic approach focused on achieving educational success and developing the social, emotional, intellectual and physical well-being of our students in an effort to close the equity and opportunity gap that arise in our communities. Our community schools: • use proven strategies and culturally responsive practices • serve as a hub for the community by providing multiple services accessible through our site Family Centers and our Community School Coordinators - mental health, safety net services, food distributions, extended learning programs and various other resources through intentional partnerships to provide opportunities, optimize impact, and address identified needs at an individual and community level to address the barriers to learning. 2. Contributions from sites will be covered by the LCAP.	$1,352,841.00	Yes
1.17		Action not going forward	$0.00	

Action #	Title	Description	Total Funds	Contributing
1.18	Tier II: Site-based Mental Health supports	1. Full time Mental Health Therapists have been added to each school site to provide support principally directed towards unduplicated students. 2. Full time School Psychologists are currently located at each site whose services are principally directed towards unduplicated students. 3. An additional .5 psychologist will be provided to Garfield School. 4. Additional Mental Health support will be provided by OneLife, based on additional needs at each site. 5. The position of Lead Mental Health Counselor has been established to manage site personnel, coordinate services and collect and report data.	$4,801,864.00	Yes
1.19		Action not going foward	$0.00	
1.20	Tier III: Homeless students	1. Director of Student Services will identify: • families at risk of currently facing homelessness through the annual housing questionnaire. • Homeless families training for staff. 2. LifeMoves will provide: • outreach to families who are at risk of being homeless to assist them by referring them to community services available. • case management services to proactively identify families who are at risk of becoming homeless, currently are homeless or are in the process of housing stability and continue to need assistance. 3. Transportation will be provided to homeless students to their schools of choice. 4. Additional assistance is provided to families experiencing homelessness: rent assistance, gift cards, travel and auto costs	$37,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.21	Tier III: Behavior specialists	Additional supports for intensive behavior needs will be added to high priority sites through contracted services.	$768,000.00	Yes
1.22	MTSS System monitoring	1. MTSS Teachers on Special Assignment (TOSAs) will be located at every site, and work together with site administrators to support the tiered levels of academic, emotional and behavioral supports, provide data for discussions by site based MTSS teams and teacher PLCs, and collaborate districtwide to problem solve implementation issues as needed. Their role is to coordinate MTSS implementation, the collection of data, facilitate SSTs and 504 plan writing, and ensure the appropriate access to services for students and their families, and align supports that cultivate growth for the whole child and family. Site based MTSS teams meet regularly to discuss and ensure implementation of selected components of the MTSS framework, according to planned implementation phases 2. Through the student referral system, student data and family requests, MTSS Site TOSAs will support the review of individual, small group and community needs through the Screen Team to determine appropriate interventions, and timelines for progress monitoring as defined by the district MTSS team being implemented by the site 3. Training will be provided by the SMCOE and SELPA Coordinators to the MTSS Coordinators further develop the MTSS purpose and process districtwide. The MTSS team will reflect and revise site processes to align the needs of the students with Tier I, Tier II and Tier III supports, and the development of these tiered supports. 4. A Coordinator of Assessment and Accountability has been hired to collect, monitor, and analyze data to determine 1. A Coordinator of Assessment and Accountability will be hired to collect, monitor, and analyze data to determine efficacy of actions and services and provide data for schools, teachers. The Coordinator of Assessment and Accountability will work closely with the MTSS TOSAs at each site to ensure the fidelity and appropriate scope of the student data. 5. The iReady assessment will be used to progress monitor students learning in language arts and math in both English and Spanish.	$2,002,182.00	Yes

Action #	Title	Description	Total Funds	Contributing
		6. A universal screener will be selected that will be used regularly by students, teachers and families to ascertain strengths and needs of student and staff well being (Panorama Survey) 7. The Ed Services Department Secretary will support the collection of data, monitoring of expenditures, process purchase orders, stipends, etc.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were some substantive differences in the planned actions and actual implementation of these actions due to some circumstances beyond our control: the continued reality of working during pandemic surges and the difficulty in hiring staff. Along with hiring challenges, staff were reluctant to attend meetings or professional development (PD) offered after school hours. In the past, meetings and PD could take place during release time provided during the school day. This year however, there was a significant reduction in substitute teachers available to release teachers for training, and those that were available were needed to stand in for teachers suffering from COVID themselves. Our Staff Development team, while working nonstop to provide lessons, sub plans, work with new teachers or substitutes without classroom experience, were also called upon to sub in classes and to serve in the role of district ELPAC testers. This kept them from being able to provide much of the planned PD and coaching that would support our goals.

Given the challenges, we continued with the implementation of our MTSS re-boot. We held monthly MTSS District Leadership Team (DLT) meetings were participants were divided into 3 subcommittees (Academic, SEL and PBIS) and shown corresponding district data to "interrogate" and develop problems of practice to work on in the coming school year.

MTSS Site Coordinators, supported by the Coordinator, Inclusive Education, Erica Ng, from the San Mateo County Office of Education, worked with our Director of Community Schools and Partnerships, to develop districtwide common language, definitions, site presentations and protocols for implementation of our MTSS program.

Mental Health was an area of focus, with the hiring of Mental Health Counselors (MHCs) at each site. The MHCs also met monthly with our lead Mental Health Counselor as a team to align practices, discuss cases and programatic development. Also under the guidance of our district Mental Health Counselor Lead, each site Mental Health Counselor met one on one for clinical skills development and individual coaching.

Our Community Schools were increased by the addition of three community schools at MIT, Roosevelt and the expansion of Adelante Selby to a full time position. Each Community School has a Family Center, a Community School Coordinator, an administrator assistant, mental health counselor, and various partners.

The following actions/services show a material difference between the budgeted expenditures and the estimated actual expenditures:
1.4 Professional development for staff: As stated earlier in this document, due to the nature of the pandemic surges over the course of the 2021-22 school year, it was very difficult to provide professional development during the school day or after school hours. Staff Development TOSAs were often subbing or administering state exams (due to the shortage of substitute teachers and district testers), and as subs were not available teachers could not attend trainings other than what was offered after school hours. While teachers did attend after hour trainings, we were not able to offer the extent of the planned PD.
1.5 Providing additional staff to support a full curriculum to K-8 sites. We were not able to find the elective teachers and accelerated math teachers intended to offer these electives.
1.7 Support for TK program: We were challenged in hiring TK instructional assistants who were able to work the entire school year
1.8 Social-emotional supports: We were not able to train teachers in SEL practices for the reasons given above, and additional classroom resources were not purchased by each school site.
1.9. Health: The district has planned to hire 3.5 hour health clerks for each site to support student health and attendance during the pandemic. These positions were not filled.
1.12 Parent Leadership training was incorporated into other meetings with parents (DELAC, site based trainings) but remains a focus for next year.
1.13 We were not able to hire a Teacher on Special Assignment who would work with our Staff Development TOSAs to ensure understanding and focus on inclusive practices in our PD and coaching (no applicants).
1.14 Extending learning time: We began our tutoring program late in the year, and the amount allocated was not expended. Librarians were not paid to stay after school hours for tutoring.
1.15 Classified staff were not involved in providing additional before or after school extended hours for students. These services were provided by our local partnerships (e.g. BGCP, PAL, REACH)
1.22 Salaries for the MTSS TOSA position were covered for one year by COVID funding, and some TOSA positions remained unfilled throughout the school year.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions that we were able to implement were effective in providing more services for children, families and staff members who were challenged by or suffering from the pandemic. As seen by the results of the Panorama climate survey, there were some areas of success, particularly in grades 3-5.

2021- 2022 Spring

Grades 3-5:
School Belonging = 62%
School Climate = 62%
School Engagement = 49%
School Safety = 58%
School Teacher-Student Relationships = 74%

Grades 6-8:
School Belonging = 38%
School Climate = 46%
School Engagement = 26%
School Safety = 60%
School Teacher-Student Relationships = 49%

We also see an increase in suspensions and in the absentee rate as noted above. These results have renewed our decision to provide additional mental health and behavior supports at the sites and to increase our focus on positive behavior supports and attendance incentives.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes to the goal: None
Metrics changes: We removed the California Healthy Kids Survey and added the missing questions to the Panorama Survey so that students would only need to take one survey in the spring of each year. We also chose to stay with the Panorama survey, as we are able to give it in both the fall and the spring and can monitor progress in the different fields.

Change in actions for 2022-23 school year:
With the expectation that we will be able to more easily provide trainings and release time for teachers and staff to attend the trainings, we have added the following topics to the planned PD for next year: MTSS, PBIS, equity, inclusive practices, restorative justice, the science of reading, lesson study and the RCSD learner framework (empowered learners, knowledge constructors and effective communicators). We

have added electives teachers in order to be able to release grade level teams at school sites for lesson planning, coaching, and analyzing student work. We have added bilingual instructional assistants to high priority sites to lower class size and to work with small groups of students.

In the interest of developing a sustainable focus on mental health and wrap around supports, we are planning a Baker Wellbeing Center to highlight the collaborative efforts between RCSD and its partners, including Stanford University and the Gardner Center.

Mental Health therapists, school psychologists and contracts with partners are highlighted in this goal, along with behavior specialists, PBIS supports and community training and outreach. The impact of these additional partnerships and supports will be monitored by our site based Mental Health Counselors in collaboration with our MTSS TOSAs, under the direction of our Director of Community Schools and Partnerships.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Focus Goal: By June of 2024, each English Learner (EL) student will progress by a minimum of one level on the ELPAC each school year, with every EL student meeting the criteria for reclassification within 5 years of enrollment in the RCSD.

An explanation of why the LEA has developed this goal.

Priority 4
Targeted student groups: Unduplicated pupils (English Learners)

The Redwood City School District has seen an increase of between 2 and 5% more English Learners year-over-year during the past three years. During the 2020-21 academic year, over 40% of students in RCSD are English Learners. According to Ed-data.org, during the 2019-20 academic year 37.5% of RCSD's student population are English Learners. Up from 32.4% as reported in 2019 on California Dashboard Data. Based on a review of 2019 Dashboard student academic performance data and 2020-21 local academic performance data, the LEA is deeply concerned about English Learners. Academic performance for English Learners needs significant improvement.

Dashboard data indicated that while English Learners increased 3.2 points over 2018 in academic performance in English Language Arts, this subgroup remained in the "Yellow" tier at 49.6 points below the standard in 2019. In Mathematics, English Learners maintained a performance level in the "Orange" tier, as in 2018, at 65.6 points below the standard. Local iReady ELA assessment data from academic year 2020-21 demonstrates that 93% of English Learners are one or more grades behind; of those 67% of English Learners are two or more grade levels behind in English Language Arts. Local iReady mathematics assessment data from academic year 2020-21 demonstrates that 92% of English Learners are one or more grade levels behind in mathematics; of those 46% of English Learners are two or more grade levels behind.

In connection to and support of our MTSS goal, the district will be looking at tiered levels of support, beginning with the robust development of Tier 1 practices, training, and outreach as we build the components of the tiered supports.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Summative ELPAC results	13.6% proficient (2020-21) (not all students were tested) 11.7% proficient (2019-20) (not all students were tested) 13.6% proficient (2018-19)	2021-22 not completed			20%. proficient
EL Progress Indicator (CA Dashboard)	51% of EL making progress (2019)	51% of EL making progress (2019)* * California School Dashboard has not yet been updated			80% of EL making 1 level growth progress
EL Reclassification count	225 (2020-21 - not all students were tested) 134 (2019-20)* 618 (2018-19) *Corrected numbers: 49 (2019-20)	226 (2021-22)			500
EL Reclassification rate	7.4% (2020-21) * 4.5% (2019-20) * 18.4% (2018-19) * Corrected numbers: 10.2% (2020-21) 2% (2019-20)	9.3% (2021-22)			20%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Tier I: Program	1. Every English Learner (EL) student will receive daily instruction in ELD, aligned with their language levels. Integrated units that focus on language development and student centered teaching strategies will continue to be developed and shared with teachers across the district. 2. Primary language instruction in Spanish will continue to be supported at Garfield, Hoover and Taft 3. The Pathway to the Seal of Biliteracy will begin at Kennedy Middle School for the Spanish bilingual students in the 2022-23 school year. The Pathway will be offered to Mandarin bilingual students in 2023-24. 4. Additional materials for ELD instruction will be provided to each site. 5. Out of ratio designated ELD teachers are provided to MIT, Kennedy, Hoover and Henry Ford in order to ensure sufficient staffing and supports to newcomer students not meeting the criteria for the Newcomer Center placement. 6. An additional bilingual testing specialist will be added to ensure each EL students is ELPAC tested	$438,168.00	Yes
2.2	Tier I: PD for staff	1. Professional Development will be provided to staff and instructional assistants in: • ELD curriculum • ELD strategies (for example: building vocabulary and oral language development) • working with newcomers • integrated units • the use of Ellevation instructional learning models	$27,000.00	Yes
2.3	Tier I: Academic Planning for Success	A bilingual consultant will work with Unduplicated Pupil families to ensure that they have sufficient information for high school preparation (enrollment, assessments, A-G requirements, accelerated pathways, etc.), beginning with students in 5th grade. This consultant will meet	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1-1 with families, hold group meetings, be available to advocate for student placement in both middle school and high school, among other actions and services for students who are typically under-enrolled in high level classes. The consultant will prioritize Bayside schools and Spanish-speaking families.		
2.4	Tier I: Outreach to Spanish speaking families	1. .3 of the Director of Communications position ensures frequent communication with Spanish speaking families using a variety of platforms and strategies 2. 1.0 Community Liaison/Family and Newcomer Outreach 3. 3 full time Spanish Interpreters provide translation at public meetings, IEPs, site functions both orally and written documents. Funding is also included for interpretation in languages other than Spanish, as needed. 4. Parent trainings designed for Spanish speaking families will continue to be provided by Familias Unidas (funding amount located in goal 1.12)	$558,522.00	Yes
2.5	Tier II: Providing for additional needs	1. Additional instructional support staff will be provided at sites with increasing numbers of EL students (cost listed in goal 1.6). 2. Financial support will be provided for students from Taft, Hoover, Garfield to attend Outdoor Education, field trips	$140,000.00	Yes
2.6	Tier II: Specialized support for recently arrived Newcomer students	1. Recently arrived newcomer students (less than 1 year in US) will be provided with instruction in a bilingual newcomer center located at Taft (grades 1 - 5) or MIT (grades 6-8). Qualifying students will be provided with transportation to the site, school uniforms if needed and services will be provided to the families upon an initial interview that determines	$1,081,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		need. Classrooms will be staffed at a lower ratio and bilingual instructional assistants will be assigned to each classroom. Specialized instructional materials will be purchased. • 3 classroom teachers • transportation to newcomer center • 1 TOSA liaison with the families • 1 TOSA to provide curriculum, training and transition for students to district sites 2. Designated ELD teachers will provide special instruction and transition support to newcomer students at Hoover (2.0) and Kennedy (1.0) who have been in US longer than 1 year (cost listed in 2.1) 3. Instructional Assistants will support the newcomer students at: Kennedy, Hoover, Garfield, Roosevelt, Taft 4. Establish and provide Summer School for newcomers (to begin June 2022) 5. Provide after school tutoring for newcomer students		
2.7	Tier III: SPED and EL dual identified students	1. The Director of SPED and Director of ELD will work together to review the process of identification, progress monitoring and reclassification of EL students who are also identified as SPED. 2. IEP teams will include an EL specialist to provide ideas, feedback and next steps. 3. All site admin will be involved in progress monitoring of dually identified students.	$0.00	No
2.8	Program Monitoring	1. Director of EL and Categorical Programs will oversee the student data, monitor EL student progress, provide data to schools, admin and teachers in order to surface needs, successes and promising practices 2. The Ellevation platform will be used to store and monitor EL data	$265,158.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Most of the actions named above were implemented as planned:
- EL students received daily instruction in ELD
- Supplementary materials to support Newcomers were purchased
- Professional development was provided to staff and instructional assistants to learn effective teaching strategies for English Learners and develop lesson plans and learning goals
- The Director of EL and Categorical Services met frequently with site teams to review student data and monitor student progress towards reclassification
- Training was also provided on the Ellevation platform for staff to access student data and identify student needs to guide instruction.
- The Newcomer Summer School Program begins in June, and will cover 4 weeks from June - July

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The following actions/services show a material difference between the budgeted expenditures and the estimated actual expenditures:
2.1 The money set aside for curriculum materials was not fully expended
2.3 We were not able to hire a Bilingual Academic Counselor to work districtwide with students and their families in grades 5 - 8 in regards to academic planning for high school and beyond
2.5. Providing for additional needs: A component of this item was to pay for 5th grade UP students at high priority site to attend Outdoor Education. This amount was not fully expended.
2.6 Funding for the newcomer summer school program that begins in June 2022 have not yet been charged to this line item

An explanation of how effective the specific actions were in making progress toward the goal.

We have not been able to test many of our EL students in the summative ELPAC, due to a shortage of testers.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Item 2.6 shows our increased efforts to meet the needs of our newcomer students by re-establishing newcomer centers for students recently arrived to the United States. We received a large influx of newcomer students this year, primarily from Central America. These students and their families are in need of a welcoming supportive environment where their needs can be identified, services provided, and they have a safe and well designed entry into our school system. Materials and teachers have already been selected for this program which will begin as 1-5 and 6-8 classrooms.

Two of our TOSAs have developed comprehensive integrated units for TK - 5 (the focus being on TK - 2) that bring together best strategies for language development from our district initiatives: SEAL and NUA. The TOSAs work with grade level teachers to learn the strategies, they model the strategies, and they plan lessons with teachers to incorporate the strategies. Ultimately, they review the results of the lessons with the teachers, looking for evidence of learning in the student work.

We also plan to renew our trainings in the area of language development and the support EL students need in successful reading and writing development.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Focus goal: By June of 2024, each RCSD student will make at least one year's growth in ELA and Math, for each year of enrollment in the RCSD. Students currently scoring more than 1 year below grade level in ELA and/or Math will make 1.5 years of growth each year in order to accelerate progress and close the opportunity gap.

An explanation of why the LEA has developed this goal.

Priority 4
Targeted student groups: Unduplicated pupils (homeless, foster youth, low income, English Learners) and students with disabilities (SWD)

Student academic performance in both Mathematics and English Language Arts are areas that need significant improvement in RCSD, for key student subgroups, based on a review of 2019 Dashboard and 2020-21 local data.

Dashboard Data indicates that while Hispanic, Pacific Islander, and Socioeconomically Disadvantaged students had gained an average of 6.7 points in mathematics achievement since 2018, they remained in the "Yellow" tier at an average of 42.8 points below the standard. African American students and English Learners maintained performance level in the "Orange" tier, 66 points below the standard compared to 2018. While Students with Disabilities gained 8 points compared to 2018, they remained in the "Orange" tier and averaged 110 points below the standard. Local iReady mathematics assessment data from academic year 2020-21 demonstrates that 63% of Special Education; 60% of English Learners; 46% of Hispanic students; 42% of African American students; 32% of Pacific Island students; and 31% of Native American students are two or more grade levels behind.

Student performance in English Language Arts is another area that needs significant improvement in RCSD, for key student subgroups, based on a review of 2019 Dashboard and 2021-21 local data. Dashboard data indicates that while English Learners, Hispanic Students, and Students with Disabilities had gained an average of 8 points over 2018, these subgroups remained in the "Yellow" tier at an average of 35.2 points below the standard. While Students with Disabilities gained 8 performance points over 2018, they remained 86.3 points below the standard in the "Orange" tier. African American Students math performance declined by 12 points compared to 2018 and they were 45 points below the standard in the "Orange" tier. Local iReady ELA assessment data from academic year 2020-21 demonstrates that 67% of English Learners; 66% of Students in the Special Education program; 49% of Hispanic students; 39% of Native American and Pacific Islander students; and 38% of African American students are two or more grade levels behind.

Spring 2021 local diagnostic assessment (iReady) results show the following areas of need:
ELA:
71% of the EL students in the district scored below grade level in English reading and vocabulary
40% of the latinx students scored below grade level in reading

60% of the Students with Disabilities scored below grade level in reading

Math:
52% of the EL students scored two or more grade levels below in Math
38% of the latinx students scored two or more grade levels below in Math
40% of Grade 8 students scored two or more grade levels below in Math
59% of the Students with Disabilities scored two or more grade levels below in Math

Spring 2022 local diagnostic assessment (I-Ready) detail analysis also suggests that:
ELA:
Only 13% of EL students in the district scored on or above grade level. Only 7% of EL students in grade level 3-8 performed on or above grade level, which is significantly lower as compared to EL K-2 students (24%)

Math
Only 11% of EL students in the district scored on or above grade level. Only 6% of EL students in grade level 3-8 performed on or above grade level, which is significantly lower as compared to EL K-2 students (19%)

*** Please note that in this goal, some items show "$0.00" as the corresponding cost. These are items for which the costs are included in other items, but have been listed as separate actions for transparency and accountability purposes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP, grades 3-8	Reading (2018-19) All 54% met or exceeded EL 7.9% RFEP 60.5% SED. 39.2% SWD 20.5% Math 2018-19 All. 46.1% EL. 10.4%	Not available at this time			Reading All: 75% EL: 25% RFEP: 75% SED: 50% SWD: 45% Math All: 75% EL: 25% RFEP: 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	RFEP. 46.2% SED. 27.5% SWD 19.9%				SED: 50% SWD: 45%
iReady Reading (at or above grade level), grades K-8	All 46.1% (spring 2021) EL 14.4% RFEP 46.4% SED 24.9% SWD 19.5%	All 47% (spring 2022) EL 13% RFEP 44.7% SED 26.5% SWD 22% Homeless 11%			All: 75% EL: 25% RFEP: 75% SED: 50% SWD: 45% Homeless: 20%
iReady Math (at or above grade level), grades K-8	All 39.1% (spring 2021) EL 10.8% RFEP 35.3% SED 18.1% SWD 17.7%	All 40% (spring 2022) EL 11% RFEP 35.5% SED 19.6% SWD 19% Homeless 9%			All: 75% EL: 25% RFEP: 75% SED: 50% SWD: 45% Homeless: 20%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Tier I: Instruction	1. All students, including unduplicated pupils and students with disabilities, will receive daily instruction in language arts (reading and writing) and math, both whole group and small group instruction, based on grade level standards using district adopted curriculum 2. Additional math manipulatives will be provided to all grade levels to enhance and increase hands-on math experiences and support math thinking. 3. A comprehensive math pilot will take place for grades TK-5, with a decision made by June 2023. (Funds included in this item are for pilot	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teacher stipends for planning, meeting attendance and training in curriculum materials.)		
3.2	Tier I: Professional Development and coaching	1. Provide summer professional development to staff in strategies for teaching reading to all students, including unduplicated pupils and students with disabilities 2. Provide ongoing coaching for teachers and instructional assistants in strategies for teaching reading, math and science to all students, including unduplicated pupils and students with disabilities 3. Provide training with outside providers, for example the California Reading and LIt Project (CRLP), in the science of reading to Reading Specialists, selected staff members	$397,826.00	Yes
3.3	Tier I: Enriched course offerings for unduplicated students	1. Provide accelerated math pathways by hiring out-of-ratio teachers at one K-8 site (Clifford) 2. Provide STEAM teachers at high need sites 3. Provide electives at high priority sites, allowing for release/planning time with staff and district coaches 4. Continue implementing CTE modules, as per grant, in middle schools. District STEAM TOSA will support implementation of appropriate CTE elements in primary grades.	$180,000.00	Yes
3.4	Tier I: Monitoring	1. Provide individual reading assessments in lower grades (Brigance (TK-K), Literably (1 - 5) 2. Establish writing prompt schedule and scoring rubric	$38,264.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Tier II: Provide additional staff at sites for supplementary small group instruction	1. Provide Reading specialists at each K-2 site (listed in 1.15) 2. Increase the number of Instructional Assistants to provide individual and small group instructional support in reading and math (listed in 1.6)	$0.00	Yes
3.6		Action not going forward	$0.00	
3.7		Action not going foward	$0.00	
3.8	Tier II: Materials	1. Additional materials for interventions in reading and math will be purchased as needed.	$75,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

As stated earlier, time with teachers for PD was difficult to find. District TOSAs with the responsibility of literacy support met regularly with the primary Reading Specialists to support them in providing onsite mentoring and coaching to primary teachers. Book clubs were offered for any teachers interested in learning new strategies for small group reading instruction. A small group of math teachers were supported through an Equity Lead Learners structure in which their class design and math practices were examined with an equity lens.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The following actions/services show a material difference between the budgeted expenditures and the estimated actual expenditures:
3.2 We were not able to expend the funds set aside for Professional Development trainings
3.3 We were only able to hire 1 accelerated math teacher (shared between Clifford and Hoover), not 2 (Roosevelt and Garfield were not able to offer accelerated math)
3.6 We were not able to hire additional staff to provide additional site supports
3.8 Additional intervention materials were not requested by the sites

An explanation of how effective the specific actions were in making progress toward the goal.

As evidenced by our iReady results, we need to increase our efforts to meet the learning goals for our students in reading and math, throughout all grade levels. There is a need to relook at reading instruction, ensuring that all primary teachers have support, training and materials to teach reading to all students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We plan to add additional reading specialists and instructional assistants to targeted sites, and to increase our efforts in preparing each classroom teacher to be great teachers of Tier I reading and comprehension strategies to EL students, and students with IEPs. We are investigating partnerships with California Reading and Literature Project to provide training to our teachers in this area. We will also begin a math pilot this next year for TK - 5, as we are aware that our math materials vary widely across the district, and that many of them are outdated.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$9,063,280	$428,770

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
14.94%	4.96%	$2,928,066.00	19.91%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The following data was used to determine the goals, actions and services that are principally directed to the large number of English learners, low income, and homeless students that attend Redwood City schools. As of March, 2022 in the 2021-22 school year, there were 6,558 TK-8th grade students, 3,400 students receiving free and reduced lunch (low income), 121 homeless youth and 2,182 English Learners. 59% of the RCSD students qualify as unduplicated pupils. 66% of RCSD students are Hispanic. 25% of these students qualify as chronically absent, and 50% are English Learners, with 77% qualifying for free/reduced lunch. English Learners make up 35% of the district population. 56% of the district qualifies for free/reduced lunch and 1.3% are homeless.

The percentage of unduplicated students (free/reduced meal program, EL, homeless and foster youth) at each site is as follows:

Adelante Selby: 66%

Clifford: 46%

Garfield: 94%

Henry Ford: 66%

Hoover: 94%

Kennedy: 58%

MIT: 83%

North Star: 8%

Orion: 37%

Roosevelt: 68%

Roy Cloud: 13%

Taft: 71%

While several of the actions and services take place districtwide, the majority of these were designed or chosen to benefit the significant numbers of unduplicated pupils at targeted sites.

As stated in a previous section, our analysis of the 2019 California Dashboard and our current local data also highlights significant disparities in achievement and in well-being within our student groups. 2019 Specific Dashboard and local data results showing areas of need are:

CA Dashboard 2019:

African American; English Learners (EL); Students with Disabilities (SPED) are in the "Orange" tier for Mathematics

Hispanic; Pacific Islander; Socio-Economically Disadvantaged are in the "Yellow" tier for Mathematics

African American; Students with Disabilities are in the "Orange" tier for ELA

Hispanic; English Learners; Socio-Economically Disadvantaged are in the "Yellow" tier for ELA

iReady & Local Data from the 2021-22 school year show:

EL students:

53% of EL students did not meet i-Ready annual typical growth and 53% are two or more grade levels below in Reading

56% of EL students did not meet i-Ready annual typical growth and 45% are two or more grade levels below in Math

Free/reduced lunch students:

48% of FR students did not meet i-Ready annual typical growth and 40% are two or more grade levels below in Reading

53% of FR students did not meet i-Ready annual typical growth and 36% are two or more grade levels below in Math

Panorama data for the 2021-22 school year show:

EL student scored significant low in School Safety, Diversity and Inclusion measures

Goal 1: By June of 2024, every student in RCSD will receive high quality, grade level instruction, and appropriate social-emotional supports designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

Through an analysis of the 2019 California Dashboard and local measures (Panorama and California Healthy Kids Survey, chronic absenteeism, attendance, and suspension rates), it was identified that the unduplicated student groups are exhibiting lower performance and higher rates of lack of attendance, engagement, and discipline issues. The needs of foster youth, English learners and low income students were considered first in the development of each of the following actions/services. By providing the following services to each site, our unduplicated pupils will receive the supports they need to be successful academically, socially, and behaviorally and be successful in grade level instruction:

- 1.2: Specific items within this materials item have been selected to address the academic and social-emotional needs of UP students. Access to curated online materials, with a particular emphasis on primary language materials + SEL curriculum have been designed to provide appropriate and meaningful instruction and resources to EL, low income and foster youth students.

- 1.4: Specific items within this professional development item have been selected to prepare teachers and staff to better meet the needs of the UP students at their sites and within their classrooms. These items include the focus on MTSS implementation and tiered systems of support, district coaching in equity based practices and the use of data to support teachers in their focus on UP student learning and the development of teacher leadership in UDL lesson planning, student empowerment and equity based practices that are designed to meet the learning needs of UP students.

- 1.5: As evidenced in the data listed above, the needs of the unduplicated pupils for small group instruction is emphasized. PE teachers and elective teachers provide teachers of UP students time for targeted instruction, as well as time for co-planning lessons, based on an analysis of student work products. This will benefit the academic achievement of the UP students.

- 1.6: As evidenced in the data listed above, UP students need additional opportunities for small group instruction in addition to what is provided by the classroom teacher. Bilingual instructional assistants will be provided at priority sites who will "push in" to classrooms to support reading, math and ELD small group instruction.

- 1.7: UP students attending TK classrooms in the fall will benefit from additional adults working with them to provide small group supports, age-appropriate learning experiences, and 1-1 tutoring, as needed. TK assistants will be provided with training at the beginning of the year in the areas of supporting language development, developmental stages, SEL and welcoming moves in order to better serve the UP students in their classrooms.

- 1.8: As evidenced in the data listed above, UP students are in need of additional social-emotional supports in the classroom and on the playground. Training in Restorative Practices and support from the Stanford-Gardner Center Collaborative Partnership will focus on the sites with high numbers of UP students and high incidents of SEL needs.

- 1.10: Unduplicated pupils experiencing behavior and attendance (as noted above) issues and will benefit from the renewed emphasis on and training in Positive Behavioral Supports (PBIS) at each site

- 1.11: Unduplicated pupils experiencing attendance, engagement, and discipline issues will continue to be served by the Director of Student Services and his administrative assistant who work directly with their families to provide the needed supports and connection to services. In the past two years, the actions of the Director of Student Services and his staff, specifically directed to the unduplicated pupils, have provided the necessary outreach to ensure student connections to school and improve their attendance through phone calls, letters and home visits.

- 1.12: Parents and families of unduplicated pupil are the direct beneficiaries of the districtwide trainings provided (in Spanish) by Familias Unidas and the wrap-around supports and outreach provided by the Community Schools. The Familias Unidas trainings focus on class engagement and provide families with materials to support learning at home and the partnership with Spanish speaking families, newcomer families, and the schools.

- 1.14: As noted above in the insufficient progress of UP students in academic learning, unduplicated pupils will specifically benefit from extended learning opportunities that include the district's summer school program (that focuses on science and math learning), the tutoring programs (that will be implemented at each school site) offered after school in order to increase their grade level learning, language development, and academic progress.

- 1.15: Unduplicated pupils, who show evidence of below grade level scores in reading and math, will be the principal beneficiaries of the onsite reading specialist programs at each elementary site. Additional iK-2 reading specialists will be added to each priority school.

- 1.16: Six Community Schools will be maintained at the high priority sites (Adelante Selby, Garfield, Hoover, Kennedy, MIT, Roosevelt and Taft) will principally support unduplicated students and their families, as these centers provide academic, social, emotional and physical health wraparound services to families most in need in the community boundaries. The structure of Community Schools has proven to be very successful in providing needed services to unduplicated pupils, thus supporting their attendance, engagement and learning in the schools where this model is available.

- 1.18: As noted in the Panorama Survey results, the mental and social emotional health of unduplicated pupils needs to be a focus. This work will be supported and monitored by the addition of therapists at each site and the maintenance of the onsite school psychologists and local contracted agencies, supporting their engagement, attendance and behavior.

- 1.20 Homeless students will benefit from a contract with LifeMoves who will provide case management to families at risk of being homeless.

- 1.21 UP students, as noted above, are experience high levels of chronic absenteeism and behavioral issues. Additional behavior specialists will be added to the high priority sites.

- 1.22: The monitoring of the system of supports and the effectiveness of each of these actions and services is essential to ensure the desired outcomes for the unduplicated pupils as stated by the goals. The Coordinator of Data and Assessment, supported by the site based MTSS Coordinators, will provide regular, accessible data to each site regarding the ongoing successes and needs of the unduplicated pupils at each site.

Goal 2: By June of 2024, each English Learner (EL) student will progress by a minimum of one level on the ELPAC each school year, with every EL student meeting the criteria for reclassification within 5 years of enrollment in the RCSD.

Through an analysis of the ELPAC scores, the ELPAC Progress Indicator on the 2019 California Dashboard, and the EL Reclassification rate and count, it was determined that EL students are not making sufficient progress towards reclassification during their years in the RCSD. In addition, RCSD continues to see a rising number of newcomer students who need additional academic and emotional supports, due to interrupted schooling and their experiences of trauma in leaving their home countries and arrival processes in the United States.

- 2.1: English Learners and newcomer students will grow in their development of the English language through daily English Language Development (ELD) instruction from their classroom teachers, and from the additional staff that is allocated to school sites to provide additional mall group, targeted, designated ELD. Additional teachers have been added to sites with large numbers of EL students, in order to provide targeted ELD appropriate to each student's level of English proficiency. An additional tester will

be hired for the district to ensure that each EL student is tested and that their level of English proficiency is monitored and updated yearly.

- 2.2: English Learners and newcomer students will be supported in their academic learning and English language development by their participation in district developed thematic integrated units that incorporate best practices developed by SEAL (Sobrato Early Academic Language) and NUA (National Urban Alliance). The PD model for this training is based on research - teachers work with the Staff Development TOSAs to learn and practice strategies, get feedback, plan and deliver lessons, and look for evidence of learning in student work. Additional trainings for teachers in ELD strategies and working with newcomers will take place using a similar PD model.

- 2.3: UP students will benefit from working with a bilingual consultant who will meet 1-1 with families and students to discuss school trajectories and to understand high school enrollment, A-G requirements, and the eventual impact on college enrollment.

- 2.4: English Learners and newcomer students and their families will benefit from the district level communications and trainings provided to them and their families. This outreach has shown to be effective in opening up communication between the EL families and the school site staff, through the development of resources, tools, and trainings that enable and empower families to take more active roles in their children's academic programs.

- 2.5: Low income and EL students will be provided with additional supports: transportation to schools of choice, tuition to attend Outdoor Ed, and additional instructional assistants at targeted sites with high numbers of UP students.

- 2.6: Newcomer English Learner students will benefit from expanded learning opportunities to develop English speaking skills and to provide additional academic instruction due to interrupted schooling. Newly designed bilingual newcomer classrooms will be held at Taft and MIT, grades 1- 8, to provide recently arrived students with a welcoming program and services. Summer school and tutoring, designed specifically for newcomer English Learners, will also be provided, which will support the EL newcomers learning both English and the academics.

- 2.7: There is a high number of dually identified EL and students with disabilities. The EL and Special Ed departments will work closely together to improve communication and develop a shared understanding of language development vs. language disorders. EL specialists will attend IEP meetings and the MTSS TOSAs (goal 1) and site admin will monitor referrals from classroom teachers.

- 2.8: Monitoring of EL and newcomer progress is essential to ensure that the chosen actions and services are having the expected positive impact in learning English and the academics. Ellevation is the data platform that houses the data, and will be used by the Director of EL and Categorical Programs with each site to monitor student progress.

Goal 3: By June of 2024, each RCSD student will make at least one year's growth in ELA and Math for each year of enrollment in the RCSD. Students currently scoring more than 1 year below grade level in ELA ad/or Math will make 1.5 years of growth each year in order to accelerate progress and lose the opportunity gap.

Through an analysis of the 2019 California Dashboard, 2019 CAASPP scores, and local iReady diagnostic data, it was determined that there is a significant learning gap between unduplicated pupils and "all" student groups. Every effort must be made to support our unduplicated pupils in acceleration of their learning in reading and math.

- 3.1: UP students will benefit from teachers who have been trained to use new and existing district curriculum materials with students who are learning English and/or have suffered learning loss over the past couple of school years during the pandemic due to inadequate internet access, increased absenteeism, or emotional and/or physical stresses and trauma. New curriculum is being piloted to better serve all students, but with a particular focus on UP students in the area of math and interventions.

- 3.2: UP students will benefit from working with teachers who have had additional training and coaching in strategies specifically designed to meet their needs. Prior to the beginning of school, all staff will attend virtual trainings provided by Kevin Schaefer (SIP Project) in UDL lesson design and inclusive practices, Stephanie Tague from the Santa Clara County Office of Education PBIS department in Welcoming students back to school (with a particular focus on SEL supports for any UP students who may have faced trauma over the summer) and from Greg Peters, of San Francisco Coalition of Essential Small Schools, who will be discussing equitable practices, the use of equitable language, and leadership in anti-racist work. In addition, UP students will benefit from the ongoing CRLP training and initiative in the teaching of reading.

- 3.3: UP students will benefit from STEAM electives at the priority schools. While more students will also be served by the STEAM TOSAs, this action was selected to principally serve UP students, who historically do not enter the STEAM professions.

- 3.5 Reading specialists and instructional assistants (costs located in Goal 1) were selected as increasing services to UP students. as they are able to provide high quality, small group, targeted instruction, based on student readiness.

- 3.8: Unduplicated pupils will benefit from the purchase of additional acceleration and intervention materials for each site that will primarily benefit the achievement of unduplicated pupils. These materials will be specially designed for students who are learning English.

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

Additionally, RCSD is allocating $1,291,668 LCFF funds for the following actions limited to the support of EL students:

2.1. Program for EL students: curriculum, out of ratio ELD teachers at MIT, Kennedy and Henry Ford to provide ELD instruction to small groups of students = $438,168
2.6. Newcomer program: classroom teachers, Teachers on Special Assignment, instructional assistants, summer school program, tutoring to provide specialized program for most vulnerable students = $853,500

The combined total of LEA-wide, schoolwide, and limited actions equals $12,077,661 and meets our required percentage to increase or improve services (19.91%)

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The percentage of unduplicated students (free/reduced meal program, EL, homeless and foster youth) at each site is as follows:

Adelante Selby: 66%
Clifford: 46%
Garfield: 94%
Henry Ford: 66%
Hoover: 94%
Kennedy: 58%
MIT: 83%
North Star: 8%
Orion: 37%
Roosevelt: 68%
Roy Cloud: 13%
Taft: 71%

The add-on funding is being used for additional reading specialists, bilingual instructional assistants, contracted behavior and mental health supports and the staff of the Community Schools at the high priority sites: Adelante Selby, Garfield, Henry Ford, Hoover, Kennedy, MIT, Roosevelt and Taft.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	Elementary sites with a UP concentration of greater than 55% receives 2 instructional assistants
Staff-to-student ratio of certificated staff providing direct services to students	1:25, K-2/1:30 3 - 8	1:25 K-2/1:30 3-8

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$67,575,547.00	$2,176,357.00	$166,856.00	$6,307,278.00	$76,226,038.00	$70,010,785.00	$6,215,253.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Tier I: Personnel: All teaching staff, classified staff, site administrators	All Students with Disabilities	$46,473,076.00				$46,473,076.00
1	1.2	Tier 1: Standards-based materials: all subject areas	English Learners Foster Youth Low Income	$90,000.00	$444,826.00		$600,000.00	$1,134,826.00
1	1.3	Tier 1: Facilities in good repair	All Students with Disabilities	$9,024,810.00				$9,024,810.00
1	1.4	Tier I: Professional Development (PD) and coaching for all staff	English Learners Foster Youth Low Income	$1,182,648.00	$664,059.00	$161,856.00	$492,840.00	$2,501,403.00
1	1.5	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.	English Learners Foster Youth Low Income	$250,000.00			$768,702.00	$1,018,702.00
1	1.6	Tier 1: Provide lower class size in grades at high priority schools by providing instructional assistants	English Learners Foster Youth Low Income	$871,685.00				$871,685.00
1	1.7	Tier 1: Support for the Transitional Kindergarten (TK) program	English Learners Foster Youth Low Income	$110,000.00				$110,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.8	Tier 1: Social-emotional (SEL) supports	English Learners Foster Youth Low Income	$110,000.00				$110,000.00
1	1.9			$0.00				$0.00
1	1.10	Tier 1: Positive Behavioral Interventions and Supports (PBIS)	English Learners Foster Youth Low Income	$10,000.00				$10,000.00
1	1.11	Tier 1: Student Services and outreach to families experiencing chronic absenteeism	English Learners Foster Youth Low Income	$167,973.00				$167,973.00
1	1.12	Tier 1: Family Outreach	English Learners Foster Youth Low Income	$60,000.00		$5,000.00		$65,000.00
1	1.13	Tier 1: General Ed and Special Ed connections and inclusive practices	All Students with Disabilities		$10,000.00			$10,000.00
1	1.14	Tier II: Extending learning time	English Learners Foster Youth Low Income	$250,238.00	$500,000.00		$200,000.00	$950,238.00
1	1.15	Tier II: Provide additional staff at sites for supplementary small group instruction in reading	English Learners Foster Youth Low Income	$60,000.00			$1,500,000.00	$1,560,000.00
1	1.16	Tier II: Community School wrap around service supports for families	English Learners Foster Youth Low Income	$1,352,841.00				$1,352,841.00
1	1.17			$0.00				$0.00
1	1.18	Tier II: Site-based Mental Health supports	English Learners Foster Youth Low Income	$2,601,864.00			$2,200,000.00	$4,801,864.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.19			$0.00				$0.00
1	1.20	Tier III: Homeless students	English Learners Low Income	$37,500.00				$37,500.00
1	1.21	Tier III: Behavior specialists	English Learners Foster Youth Low Income	$768,000.00				$768,000.00
1	1.22	MTSS System monitoring	English Learners Foster Youth Low Income	$1,562,238.00	$219,972.00		$219,972.00	$2,002,182.00
2	2.1	Tier I: Program	English Learners	$438,168.00				$438,168.00
2	2.2	Tier I: PD for staff	English Learners	$27,000.00				$27,000.00
2	2.3	Tier I: Academic Planning for Success	English Learners	$25,000.00				$25,000.00
2	2.4	Tier I: Outreach to Spanish speaking families	English Learners	$558,522.00				$558,522.00
2	2.5	Tier II: Providing for additional needs	English Learners	$140,000.00				$140,000.00
2	2.6	Tier II: Specialized support for recently arrived Newcomer students	English Learners	$853,500.00			$227,500.00	$1,081,000.00
2	2.7	Tier III: SPED and EL dual identified students	All Students with Disabilities	$0.00				$0.00
2	2.8	Program Monitoring	English Learners	$265,158.00				$265,158.00
3	3.1	Tier I: Instruction	English Learners Foster Youth Low Income	$30,000.00				$30,000.00
3	3.2	Tier I: Professional Development and coaching	English Learners Foster Youth Low Income	$60,326.00	$337,500.00			$397,826.00
3	3.3	Tier I: Enriched course offerings for unduplicated students	English Learners Foster Youth Low Income	$120,000.00			$60,000.00	$180,000.00
3	3.4	Tier I: Monitoring	All				$38,264.00	$38,264.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.5	Tier II: Provide additional staff at sites for supplementary small group instruction	English Learners Foster Youth Low Income	$0.00				$0.00
3	3.6			$0.00				$0.00
3	3.7			$0.00				$0.00
3	3.8	Tier II: Materials	English Learners Foster Youth Low Income	$75,000.00				$75,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$60,660,698	$9,063,280	14.94%	4.96%	19.91%	$12,077,661.00	0.00%	19.91 %	**Total:**	$12,077,661.00
								LEA-wide Total:	$7,474,635.00
								Limited Total:	$1,291,668.00
								Schoolwide Total:	$3,749,526.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Tier 1: Standards-based materials: all subject areas	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	
1	1.4	Tier I: Professional Development (PD) and coaching for all staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,182,648.00	
1	1.5	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garfield, Hoover, Taft, Roosevelt	$250,000.00	
1	1.6	Tier 1: Provide lower class size in grades at high priority schools by providing instructional assistants	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Adel Selby, HO, Orion, Taft	$871,685.00	
1	1.7	Tier 1: Support for the Transitional Kindergarten (TK) program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hoover, Taft, Orion, Adelante	$110,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Selby TK		
1	1.8	Tier 1: Social-emotional (SEL) supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Kennedy, Garfield, Clifford (rest prac)	$110,000.00	
1	1.10	Tier 1: Positive Behavioral Interventions and Supports (PBIS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MIT, Hoover, Garfield	$10,000.00	
1	1.11	Tier 1: Student Services and outreach to families experiencing chronic absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$167,973.00	
1	1.12	Tier 1: Family Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Garfield, Taft, Hoover, Roosevelt, Adelante Selby, Henry Ford, MIT, Kennedy, Orion	$60,000.00	
1	1.14	Tier II: Extending learning time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250,238.00	
1	1.15	Tier II: Provide additional staff at sites for supplementary small group instruction in reading	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	
1	1.16	Tier II: Community School wrap around service supports for families	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Adelante Selby, Garfield, Hoover, Kennedy, MIT, Roosevelt, Taft	$1,352,841.00	
1	1.18	Tier II: Site-based Mental Health supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,601,864.00	
1	1.20	Tier III: Homeless students	Yes	LEA-wide	English Learners Low Income	All Schools	$37,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.21	Tier III: Behavior specialists	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hoover, Garfield, Taft, Roosevelt	$768,000.00	
1	1.22	MTSS System monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,562,238.00	
2	2.1	Tier I: Program	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	$438,168.00	
2	2.2	Tier I: PD for staff	Yes	Schoolwide	English Learners	All Schools	$27,000.00	
2	2.3	Tier I: Academic Planning for Success	Yes	Schoolwide	English Learners	Specific Schools: Garfield, Hoover, Roosevelt, Taft 5-8	$25,000.00	
2	2.4	Tier I: Outreach to Spanish speaking families	Yes	LEA-wide	English Learners	All Schools	$558,522.00	
2	2.5	Tier II: Providing for additional needs	Yes	Schoolwide	English Learners	Specific Schools: Garfield, Hoover, Taft, Roos	$140,000.00	
2	2.6	Tier II: Specialized support for recently arrived Newcomer students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$853,500.00	
2	2.8	Program Monitoring	Yes	LEA-wide	English Learners	All Schools	$265,158.00	
3	3.1	Tier I: Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
3	3.2	Tier I: Professional Development and coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,326.00	
3	3.3	Tier I: Enriched course offerings for unduplicated students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garfield, Hoover, Roosevelt, Clifford	$120,000.00	
3	3.5	Tier II: Provide additional staff at sites for	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Hoover, Taft,	$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		supplementary small group instruction			Low Income	Garfield, Roosevelt, HF		
3	3.8	Tier II: Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$75,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$71,867,708.00	$67,092,227.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Tier I: Personnel: All teaching staff, classified staff, site administrators	No	$44,650,116.00	$43,037,630
1	1.2	Tier 1: Standards-based materials: all subject areas	No	$1,353,471.00	$1,262,756
1	1.3	Tier 1: Facilities in good repair	No	$8,751,506.00	$8,695,151
1	1.4	Tier I: Professional Development (PD) for all staff	No	$694,413.00	$369,699
1	1.5	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.	Yes	$1,116,000.00	$1,032,767
1	1.6	Tier 1: Provide lower class size in grades K-2	Yes	$950,000.00	$923,247
1	1.7	Tier 1: Support for the Transitional Kindergarten (TK) program	Yes	$100,000.00	$66,836
1	1.8	Tier 1: Social-emotional (SEL) supports	No	$25,000.00	$3,665
1	1.9	Tier 1: Health	Yes	$540,000.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Tier 1: Positive Behavioral Interventions and Supports (PBIS)	Yes	$0.00	$0.00
1	1.11	Tier 1: Student Services	Yes	$182,051.00	$188,319
1	1.12	Tier 1: Family Outreach	Yes	$20,000.00	$0.00
1	1.13	Tier 1: General Ed and Special Ed connections	No	$124,000.00	$0.00
1	1.14	Tier II: Extending learning time	Yes	$780,000.00	$577,944
1	1.15	Tier II: Provide additional staff at sites for supplementary small group instruction	Yes	$60,000.00	$0.00
1	1.16	Tier II: Community School wrap around service supports for families	Yes	$732,054.00	$720,684
1	1.17	Tier II: Behavior	No	$0.00	$0.00
1	1.18	Tier II: Mental Health	Yes	$3,855,864.00	$3,697,358
1	1.19	Tier II: Transportation	Yes	$0.00	$0.00
1	1.20	Tier III: Special populations	Yes	$0.00	$0.00
1	1.21	Tier III: Mental Health	No	$137,000.00	$137,000
1	1.22	MTSS System monitoring	Yes	$1,246,091.00	$1,014,317

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.23	Highly qualified teachers, competitive salaries	Yes	$669,200.00	$669,200
2	2.1	Tier I: Program	Yes	$476,585.00	$354,977
2	2.2	Tier I: PD for staff	Yes	$312,000.00	$338,289
2	2.3	Tier I: Academic Planning for Success	Yes	$150,000.00	$214.00
2	2.4	Tier I: Outreach to Spanish speaking families	Yes	$852,000.00	$783,208
2	2.5	Tier II: Providing for additional needs	Yes	$188,175.00	$292,580
2	2.6	Tier II: Newcomer students	Yes	$947,638.00	$488,593
2	2.7	Program monitoring	Yes	$402,630.00	$399,636
3	3.1	Tier I: Instruction	No	$0.00	$0.00
3	3.2	Tier I: Professional Development and coaching	No	$1,647,306.00	$1,388,694
3	3.3	Tier I: Course offerings for students	Yes	$280,000.00	$105,849
3	3.4	Tier I: Monitoring	No	$439,944.00	$439,944
3	3.5	Tier II: Provide additional staff at sites for supplementary small group instruction	Yes	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Tier II: Additional supports at selected sites based on identified needs	Yes	$134,664.00	$90,413
3	3.7	Tier II: PD for teachers	Yes	$0.00	$0.00
3	3.8	Tier II: Materials	Yes	$50,000.00	$13,257
3	3.9	Tier III: Tutoring	Yes	$0.00	$0.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$8,407,585	$6,772,515.00	$5,479,519.00	$1,292,996.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.	Yes		$0.00		
1	1.6	Tier 1: Provide lower class size in grades K-2	Yes	$300,000.00	$301,321		
1	1.7	Tier 1: Support for the Transitional Kindergarten (TK) program	Yes	$100,000.00	$66,836		
1	1.9	Tier 1: Health	Yes		$0.00		
1	1.10	Tier 1: Positive Behavioral Interventions and Supports (PBIS)	Yes		$0.00		
1	1.11	Tier 1: Student Services	Yes	$182,051.00	$191,591		
1	1.12	Tier 1: Family Outreach	Yes	$20,000.00	$0.00		
1	1.14	Tier II: Extending learning time	Yes	$130,000.00	$114,075		
1	1.15	Tier II: Provide additional staff at sites for supplementary small group instruction	Yes	$60,000.00	$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.16	Tier II: Community School wrap around service supports for families	Yes	$292,054.00	$330,140		
1	1.18	Tier II: Mental Health	Yes	$1,655,864.00	$1,435,130		
1	1.19	Tier II: Transportation	Yes		$0.00		
1	1.20	Tier III: Special populations	Yes		$0.00		
1	1.22	MTSS System monitoring	Yes	$475,091.00	$350,100		
1	1.23	Highly qualified teachers, competitive salaries	Yes	$669,200.00	$669,200		
2	2.1	Tier I: Program	Yes	$476,585.00	$363,061		
2	2.2	Tier I: PD for staff	Yes		$0.00		
2	2.3	Tier I: Academic Planning for Success	Yes	$150,000.00	$214.00		
2	2.4	Tier I: Outreach to Spanish speaking families	Yes	$852,000.00	$628,496		
2	2.5	Tier II: Providing for additional needs	Yes	$140,000.00	$197,000		
2	2.6	Tier II: Newcomer students	Yes	$682,376.00	$329,204		
2	2.7	Program monitoring	Yes	$402,630.00	$399,636		
3	3.3	Tier I: Course offerings for students	Yes		$0.00		
3	3.5	Tier II: Provide additional staff at sites for supplementary small group instruction	Yes		$0.00		
3	3.6	Tier II: Additional supports at selected sites based on identified needs	Yes	$134,664.00	$90,258		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.7	Tier II: PD for teachers	Yes		$0.00		
3	3.8	Tier II: Materials	Yes	$50,000.00	$13,257		
3	3.9	Tier III: Tutoring	Yes		$0.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$58,976,005	$8,407,585	0%	14.26%	$5,479,519.00	0.00%	9.29%	$2,928,066.00	4.96%

Instructions

Plan Summary

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Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary
Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022