

# 2021-22 Local Control Accountability Plan (LCAP)

## Actions & Services Mid-Year Report

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### Goal 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.**

### Rationale

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.

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 Local Control and Accountability Plan (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 caused the temporary shift to at-home learning.

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.

**\*\*California Healthy Kids Survey (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 spend 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.

## Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	SARC: Properly Credentialed Teachers	2020-21 100%		100%
	SARC: Student access to instructional materials	2020-21 100%		100%
	SARC/FIT: Facilities in good repair	2020-21 100%		100%
	Local Indicator Self Reflection Tools	2020-21 MET	N/A	MET

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	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).  School Climate, Safety of Environment, Bullying >90% favorable responses  School Climate, School Connectedness Student: School Connectedness Scale - I feel close to people in this school.- 76%)	N/A	School Climate: Sense of safety: 90%  School Climate: Safety of environment: > 95%  School Climate: School connectedness: 90%
	California Healthy Kid Results: Pupil Engagement	2020-21 Priority: Pupil Engagement, Learning Motivation: 67%  Priority: Pupil Engagement, Truancy and Absenteeism: 79%	N/A	Pupil Engagement: Learning motivation: 80%  Pupil Engagement: Truancy and Absenteeism: 90%
	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)  SED (connected with EL)  SWD 21.7% (2020-21) SWD 12.9% (2018-19)	All 16.8% (2021-22)  EL 17.3% (2021-22)  FY 26.9% (2021-22)  17.2% (2021-22)  SWD 18.5% (2021-22)	All. 5%  EL 5%  FY 0%  SED. 5%  SWD. 5%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	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 94.2% (2021-22)  EL 92.6% (2021-22)  FY 83.6% (2021-22)  SED 93.1% (2021-22)  SWD 92.5% (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)  SED (connected with EL)  SWD 0.4% (2020-21) SWD 12.9% (2018-19)	All 0.83% (2021-22)  EL 0.94% (2021-22)  FY 0% (2021-22)  SED 1.17% (2021-22)  SWD 1.69% (2021-22)	All: 1%  EL: 1%  FY: 0%  SED: 1%  SWD: 5%
	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%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	California Science Test	Grade 5: Met or exceeded: 34.72% (2018-19) Grade 8: Met or exceeded: 31.84% (2018-19)	N/A	Grade 5: Met or exceeded: 50% Grade 8: Met or exceeded: 50%

## Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
1.1	<b>Tier I: Personnel: All teaching staff, classified staff, site administrators</b> 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 supports		No	LCFF	\$44,650,116			\$44,650,116.00	\$21,196,581.00
1.2	<b>Tier 1: Standards-based materials: all subject areas</b> 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 to teachers and students in each classroom		No	LCFF Federal	\$179,652 \$200,000	LCFF Other State Federal	\$40,000 \$333,819 \$600,000	\$1,353,471.00	\$1,085,344.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>4. District Teachers on Special Assignment (TOSAs) will engage a team of elementary classroom teachers to pilot and select a new math curriculum, aligned with the new state Framework (2 year process)</p> <p>5. Students and families will be provided continued access during out of school hours to technology and resources (e.g. chromebooks and hotspots)</p>								
<b>1.3</b>	<p><b>Tier 1: Facilities in good repair</b></p> <p>1. All facilities will be maintained as per required standards</p>		No	LCFF	\$6,742,696	LCFF	\$2,008,810	\$8,751,506.00	\$4,159,545.00
<b>1.4</b>	<p><b>Tier I: Professional Development (PD) for all staff</b></p> <p>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</p> <p>2. Trainings will be provided to all staff on inclusive practices by the San Mateo County Office of Ed (SMCOE) Special Education Local Plan Area</p>		No			LCFF Local	\$478,543 \$215,870	\$694,413.00	\$164,946.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>(SELPA) in conjunction with Kevin Schaefer, Director of Equity and Inclusive Practices - SELPA and the Supporting Inclusive Practices (SIP) Project</p> <p>3. All staff will receive training in:</p> <ul style="list-style-type: none"> <li>• Universal Design for Learning (UDL) lesson planning model</li> <li>• Trauma-informed practices</li> <li>• Positive Behavior (PBIS) supports</li> <li>• Equity and equitable practices (e.g. National Urban Alliance, National Equity Project, San Francisco Coalition of Essential Small Schools)</li> </ul> <p>4. Staff will be provided opportunities to engage in staff led book clubs centered around these topics</p> <p>5. Teacher leadership opportunities (e.g. Digital Lead Learners, Math Equity Lead Learners) will continue to be offered</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
1.5	<b>Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.</b> 1. Full time PE teachers will be provided at all K-8 sites to ensure access to regular PE instruction for unduplicated students. 2. Elective teachers will provide high quality virtual and in-person music, art and drama electives at Garfield, Hoover, Taft and Roosevelt to provide additional ways for unduplicated students to interact and engage with school		Yes	Federal	\$1,116,000		\$1,116,000.00	\$591,508.00
1.6	<b>Tier 1: Provide lower class size in grades K-2</b> 1. Class size in grades K-2, at all sites, will be capped at 25 students. Additional staff will be hired to maintain this 25:1 ratio.		Yes	LCFF	\$300,000		\$950,000.00	\$165,705.00
				Other State	\$650,000			
1.7	<b>Tier 1: Support for the Transitional Kindergarten (TK) program</b> 1. Instructional assistants will be provided to each TK classroom to work with students needing additional supports		Yes	LCFF	\$100,000		\$100,000.00	\$27,175.00



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.8	<b>Tier 1: Social-emotional (SEL) supports</b> 1. Stipends for GSA (Gender and Sexuality Alliance) teacher leads/advisors will be provided to each site. 2. Begin the Stanford University/Gardner Center SEL collaboration to develop and ensure a system of SEL supports for staff, students and families 3. SEL practices will be researched and training for teachers will be provided in Tier 1 SEL strategies		No	LCFF \$25,000		\$25,000.00	\$1,500.00
1.9	<b>Tier 1: Health</b> 1. 3.5 hour health clerks will be provided to each school site to ensure student health and improve attendance during the pandemic, with a particular outreach to unduplicated students and their families		Yes	Federal \$540,000		\$540,000.00	\$19,600.00
1.10	<b>Tier 1: Positive Behavioral Interventions and Supports (PBIS)</b> 1. The Director of Student Services will assist current PBIS school teams by administering the PBIS Tiered Fidelity Inventory. The results of this inventory will guide schools in next steps to continue building their behavioral system. Specific outreach will be		Yes	LCFF 0		\$0.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	provided by the Director to sites enrolling large numbers of unduplicated pupils.  The cost of this action is included in Action 11.						
<b>1.11</b>	<b>Tier 1: Student Services</b> 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 outreach to families whose children experience homelessness and who are at risk of poor attendance and chronic absenteeism.		Yes	LCFF \$182,051		\$182,051.00	\$91,026.00
<b>1.12</b>	<b>Tier 1: Family Outreach</b> 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 topics requested will be provided by Familias Unidas (for example: technology use, Power		Yes		LCFF \$20,000	\$20,000.00	\$15,000.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	School, reading and math support at home) 3. Community School Coordinators will partner with families to determine topics of interest for trainings, implement interactive sessions (such as Cafecitos) and provide information about and facilitate connections to local resources						
1.13	<b>Tier 1: General Ed and Special Ed connections</b> 1. The RCSD MTSS 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 to support student belonging. 2. A TOSA with expertise in inclusive practices and special education will be added to the general ed TOSA team to provide perspective for planing and implementation of opportunities that support access o students with disabilities to the general education environment and standards based, grade level instruction.		No	Other State \$124,000		\$124,000.00	\$0,00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.14	<b>Tier II: Extending learning time</b> 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. Tutoring programs will be provided to students needing acceleration in reading and math skills by retired teachers, instructional assistants and additional tutoring programs 3. Libraries will be open after school to encourage reading, and librarians will receive additional PD to support digital learning skills and academic achievement.		Yes	LCFF \$130,000 Other State \$650,000		\$780,000.00	\$456,846.00
1.15	<b>Tier II: Provide additional staff at sites for supplementary small group instruction</b> 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. Reading/literacy specialists will be provided to selected 4-8 programs.		Yes	LCFF \$60,000		\$60,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>These specialists will provide direct service to small groups of students (push-in) in addition to coaching classroom teachers in the development of reading skills and comprehension strategies. These specialists will receive additional training from Stanford in working with struggling readers who are acquiring English.</p> <p>3. The number of general education Instructional Assistants will be increased to provide individual and small group support to students in reading and math</p> <p>4. Additional hours will be added to current classified staff to provide onsite homework help.</p>								
1.16	<p><b>Tier II: Community School wrap around service supports for families</b></p> <p>1. Adelante Selby, Roosevelt, and MIT will become Community Schools, with Coordinators and Administrative Assistant support added to these sites (Currently Garfield, Taft, Hoover and Kennedy are Community Schools). Outreach to families of unduplicated pupils is a priority.</p>		Yes	LCFF	\$292,054	Federal	\$140,000	\$732,054.00	\$256,043.00
				Federal	\$300,000				

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
	2. The RCSD will support school contributions to the Community Schools for one year 3. Administrative assistance support for community schools will be provided.							
1.17	<b>Tier II: Behavior</b> 1. Training in Tier II behavior supports for all students will be provided to all staff (for example, Restorative Practices, Check-in/Check-out)  The cost of this action is included in Action 4.		No	LCFF	0		\$0.00	\$0.00
1.18	<b>Tier II: Mental Health</b> 1. Mental Health Therapists will be added to each school site to provide support principally directed towards unduplicated students. 2. School Psychologists are currently located at each site whose services are principally directed towards unduplicated students and students with disabilities. 3. .5 Additional psychologist will be added for Garfield, based on increased need at the site		Yes	LCFF	\$1,655,864		\$3,855,864.00	\$900,311.000.
				Federal	\$2,200,000			

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.19	<b>Tier II: Transportation</b> 1. Transportation will be provided to Taft unduplicated students living in areas distant from the site  At this time, there is not an increased cost to provide this service.		Yes	LCFF 0		\$0.00	\$2277.00
1.20	<b>Tier III: Special populations</b> 1. Homeless students: The Director of Student Services will investigate additional ways of identification and monitoring, and ensuring that homeless students receive additional supports  The cost of this action is included in Action 11.		Yes	LCFF 0		\$0.00	\$0.00
1.21	<b>Tier III: Mental Health</b> 1. Effective School Solutions will provide counseling to students with disabilities at Kennedy, MIT and Clifford		No		LCFF \$137,000	\$137,000.00	\$0.00
1.22	<b>MTSS System monitoring</b>		Yes	LCFF \$475,091		\$1,246,091.00	\$241,121.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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 Data and Analysis will work closely with the MTSS TOSAs/Coordinators at each site to ensure the fidelity and appropriate scope of the student data.</p> <p>2. MTSS TOSAs (Teacher on Special Assignment) are provided at each site 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</p> <p>3. Through the student referral system, student data and family requests, MTSS site coordinators 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 MTSS system being implemented by the site</p> <p>4. An assessment (universal screener) selected that will be used</p>			<p>Other State \$646,000</p> <p>Federal \$125,000</p>			



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>regularly by students, teachers and families to ascertain strengths and needs of practices and individuals</p> <p>5. Site based MTSS teams meet regularly to discuss and ensure implementation of selected components of the MTSS framework, according to planned implementation phases</p> <p>6. 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.</p>						
1.23	<p><b>Highly qualified teachers, competitive salaries</b></p> <p>Provide competitive salaries</p>		Yes	LCFF	\$669,200	\$669,200.00	\$334,600.00

## Goal 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.**

## Rationale

### 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, more than 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.

## Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Summative ELPAC results	2020-21 not completed 11.7% proficient 2019-20 (not all students were tested) 13.6% proficient (2018-19)	13.1% proficient (2020-21)	20%. proficient
	EL Progress Indicator (CA Dashboard)	51% of EL making progress (2019)	N/A	80% of EL making 1 level growth progress
	EL Reclassification count	225 (2020-21) 134 (2019-20) 618 (2018-19)	174 (2021-22)	500
	EL Reclassification rate	7.4% (2020-21) 4.5% (2019-20) 18.4% (2018-19)	7.3% (2021-22)	20%

## Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
2.1	<b>Tier I: Program</b> 1. Every English Learner (EL) student will receive daily instruction in ELD, aligned with their language levels 2. Primary language instruction in Spanish will continue to be supported at Garfield, Hoover and Taft 3. The Adelante Selby Two-Way Immersion program will continue to be supported as a SEAL demonstration site and SEAL training and materials will be provided to all new teachers 4. The Mandarin Immersion program will continue to offer instruction in Mandarin to students TK - 6. Each year an additional grade level will be added through eighth grade. 5. The Pathway to the Seal of Biliteracy will begin at Kennedy Middle School for the Spanish bilingual students in the 2021-22 school year. The Pathway will be offered to Mandarin bilingual students in 2023-24. 6. New curriculum for designated ELD and Newcomer students will be purchased 7. Out of ratio designated ELD teachers are provided to MIT, Kennedy, and Hoover in order to ensure sufficient staffing		Yes	LCFF	\$358,585	LCFF	\$118,000	\$476,585.00	\$204,543.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
	regardless of the number of EL students at the grade levels.							
<b>2.2</b>	<b>Tier I: PD for staff</b> 1. Staff Development Teachers on Special Assignment (TOSAs) will: <ul style="list-style-type: none"> <li>continue the support of Sobrato Early Academic Language (SEAL) integrated thematic unit development and training for teachers</li> <li>provide support to teachers who teach designated and integrated ELD through trainings, curriculum development, and coaching support for planning</li> <li>support the enrollment, instruction, and transition of newcomer students and their families</li> </ul>		Yes	Local	\$72,000		\$312,000.00	\$148,240.00
				Federal	\$240,000			

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
2.3	<b>Tier I: Academic Planning for Success</b> 1. A bilingual Academic Liaison TOSA to be shared across the K-8 sites will be provided. This TOSA will work with EL students and families to ensure preparation for a successful high school experience.		Yes	LCFF	\$150,000			\$150,000.00	\$0.00
2.4	<b>Tier I: Outreach to Spanish speaking families</b> 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. 1.0 Director of Parent and Community Outreach/Migrant Ed 4. 3 full time Spanish Translators provide translation at public meetings, IEPs, site functions both orally and written documents 5. Parent trainings designed for Spanish speaking families will continue to be provided by Familias Unidas		Yes	LCFF	\$792,000	LCFF	\$60,000	\$852,000.00	\$230,791.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
2.5	<b>Tier II: Providing for additional needs</b> 1. Transportation will be provided to newcomer students from Garfield, Taft and Hoover to attend class at Kennedy and MIT 2. Financial support is provided for students from Taft, Hoover, Garfield to attend Outdoor Education, field trips		Yes	Federal	\$48,175	LCFF	\$140,000	\$188,175.00	\$102,189.00
2.6	<b>Tier II: Newcomer students</b> 1. Provide designated newcomer teachers to provide bilingual instruction and transition to newcomer students at Hoover (2.0) and Kennedy (1.5) 2. Establish and provide Summer School for newcomers (to begin June 2022) 3. Provide after school tutoring for newcomer students 3. Provide a 1.0 Staff Development TOSA to work with newcomer students and families 4. Provide Instructional Assistants who will support the newcomer students at: Kennedy, Hoover, Garfield, Roosevelt		Yes	LCFF	\$682,376			\$947,638.00	\$271,189.00
				Federal	\$265,262				

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
2.7	<b>Program monitoring</b> 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. Provide a full-time testing coordinator/data specialist with data experience to manage ELPAC testing + provide rapid data and reports to teachers and admin in assessments and academic progress 3. The Ellevation platform will be used to store and monitor EL data		Yes	LCFF	\$337,380	LCFF	\$65,250	\$402,630.00	\$277,722.00

### 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.

### Rationale

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

\*\*\* 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.

## Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	CAASPP	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%	N/A	Reading All: 75% EL: 25% RFEP: 75% SED: 50% SWD: 45%  Math All: 75%



Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		EL. 10.4% RFEP. 46.2% SED. 27.5% SWD 19.9%		EL: 25% RFEP: 75% SED: 50% SWD: 45%
	iReady Reading (at or above grade level)	All 46.1% (spring 2021 scores) EL 14.4% RFEP 46.4% SED SWD 19.5%	All 39.2% (Winter 2021 scores) EL 5.9% RFEP 37.2% SED 18.1% SWD 18%	All: 75% EL: 25% RFEP: 75% SED: 50% SWD: 45%
	iReady Math (at or above grade level)	All. 39.1% (spring 2021 scores) EL 10.8% RFEP. 35.3% SED SWD. 17.7%	All 30% (Winter 2021 scores) EL 4% RFEP 16.8% SED 13.6% SWD 14%	All: 75% EL: 25% RFEP: 75% SED: 50% SWD: 45%

### Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	<b>Tier I: Instruction</b> 1.0 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  The cost for this action is included in Goal 1.		No	LCFF 0		\$0.00	0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.2	<b>Tier I: Professional Development and coaching</b> 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 training and 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. Maintain Math Equity Lead Learners and establish teacher leadership in the instruction of reading through Reading Lead Learners structure		No	LCFF \$834,691 Other State \$337,500 Local \$162,470 Federal \$312,645		\$1,647,306.00	\$343,607.00
3.3	<b>Tier I: Course offerings for students</b> 1. Provide accelerated math pathways by hiring out-of-ratio teachers at four K-8 sites in order to ensure equity of access for unduplicated pupils (Garfield, Hoover, Roosevelt, and Clifford)		Yes	Federal \$280,000		\$280,000.00	\$54,600.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
3.4	<b>Tier I: Monitoring</b> 1.0 Continue with iReady diagnostic assessment in reading and math + lessons to monitor student progress throughout the year and to provide instructional supports, differentiated for each student. 2.0 Continue with individual reading assessments in lower grades (Brigance, Fontas and Pinnell, Pioneer Valley) 3. Establish writing prompt schedule and scoring rubric		No			Other State \$219,972 Federal \$219,972	\$439,944.00	\$219,971.00
3.5	<b>Tier II: Provide additional staff at sites for supplementary small group instruction</b> 1.0 Provide Reading specialists at each K-2 site 2.0 Provide Reading/literacy specialists at selected 4-8 programs (sites with higher numbers of unduplicated pupils) 3.0 Increase the number of Instructional Assistants to provide individual and small group support to students in reading and math  (the cost for these actions is included in Goal 1)		Yes	LCFF	0		\$0.00	0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
3.6	<b>Tier II: Additional supports at selected sites based on identified needs</b> 1. Provide stipends to support a 0 period for math instructional support at MIT 2. Provide additional staff to support to Garfield and Taft for reading/math needs		Yes	LCFF	\$134,664			\$134,664.00	\$28,522.00
3.7	<b>Tier II: PD for teachers</b> 1. Selected Reading Specialists and grades 4-5 teachers at Garfield, Taft and Hoover will receive training from the Stanford CLAVE project and from Pivot/Carnegie Foundation collaboration, focusing on reading strategies for English learners  (The cost for this action is included in Goal 1)		Yes	LCFF	0			\$0.00	0.00
3.8	<b>Tier II: Materials</b> 1. Additional reading and math intervention materials will be researched and purchased (LLI kits for reading)		Yes			LCFF	\$50,000	\$50,000.00	\$9,588.00
3.9	<b>Tier III: Tutoring</b> 1. Retired teachers will provide 1-1 or small group tutoring for students with significant gaps in reading		Yes	LCFF	0			\$0.00	0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	and/or math grade level knowledge and skills, with a specific outreach to unduplicated students at Garfield, Taft, Roosevelt, Hoover and Ford.  The cost for this action is included in Goal 1.						