

# LCFF Budget Overview for Parents

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

CDS Code: 41-69005-6044531

School Year: 2024-25

LEA contact information:

Anna Herrera, Assistant Superintendent, Ed Services

Rick Edson, Chief Business Official

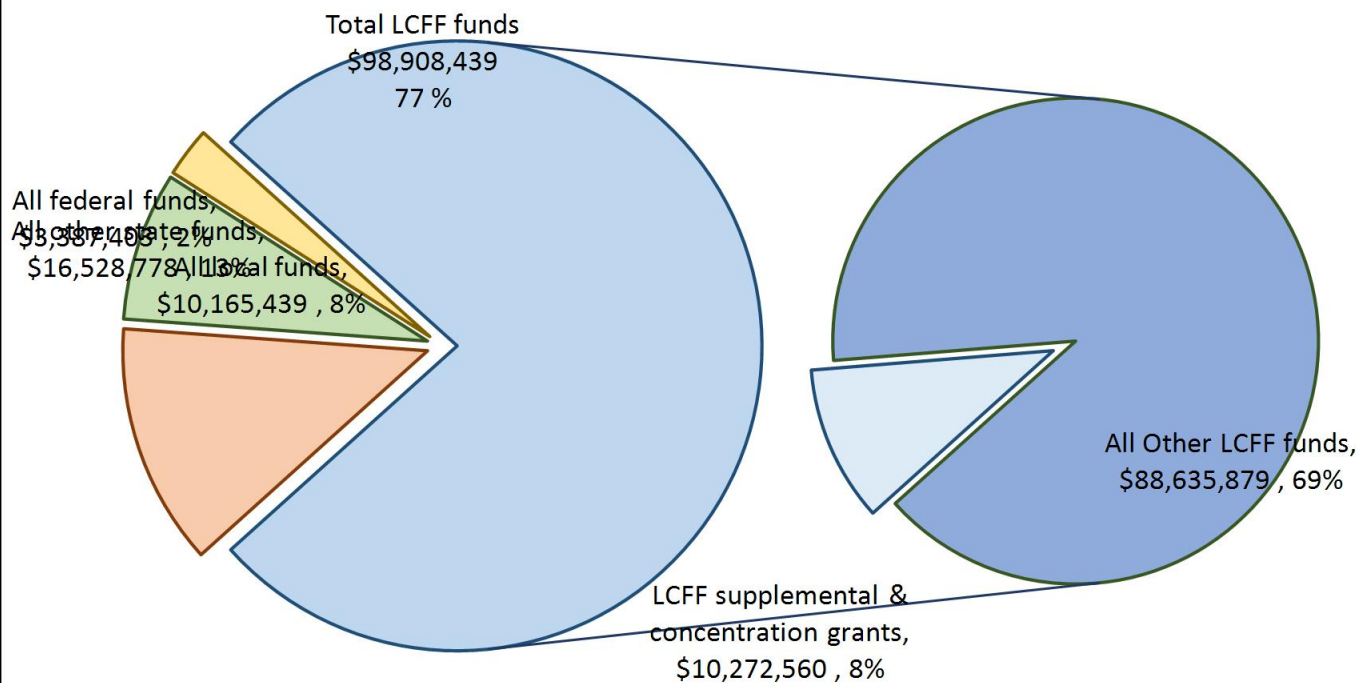
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2024-25 School Year

### Projected Revenue by Fund Source

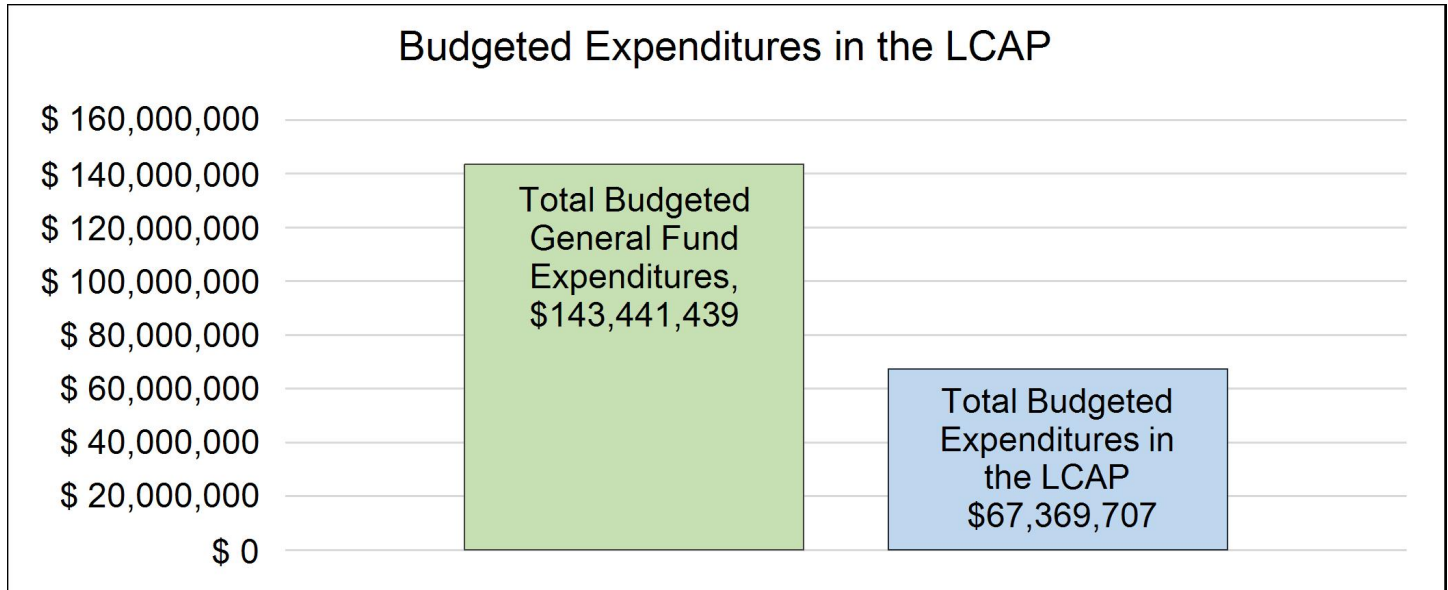


This chart shows the total general purpose revenue Redwood City Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Redwood City Elementary School District is \$128,990,059, of which \$98,908,439 is Local Control Funding Formula (LCFF), \$16,528,778 is other state funds, \$10,165,439 is local funds, and \$3,387,403 is federal funds. Of the \$98,908,439 in LCFF Funds, \$10,272,560 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.



This chart provides a quick summary of how much Redwood City Elementary School District plans to spend for 2024-25. 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 Elementary School District plans to spend \$143,441,439 for the 2024-25 school year. Of that amount, \$67,369,707 is tied to actions/services in the LCAP and \$76,071,732 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 pertain 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. 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 \$31,000,000 for the 2024-25 fiscal year.

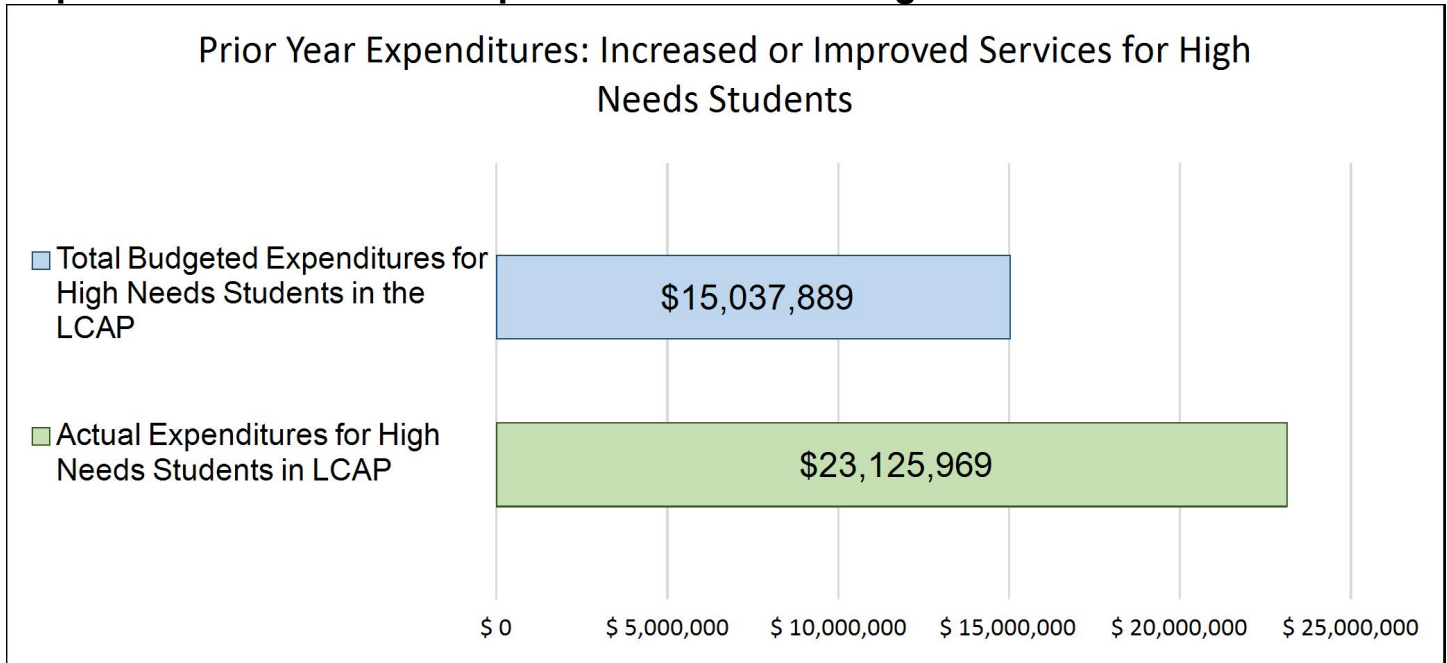
## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Redwood City Elementary School District is projecting it will receive \$10,272,560 based on the enrollment of foster youth, English learner, and low-income students. Redwood City Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Redwood City Elementary School District plans to spend \$10,359,343 towards meeting this requirement, as described in the LCAP.

RCSD expects to fully expend all supplemental and concentration grants during the 2024-25 fiscal year. Budgets will be revised as exact costs are known. Any revisions will be included in the Mid-Year update and with other financial reporting requirements.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Redwood City Elementary 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 Elementary 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 2023-24, Redwood City Elementary School District's LCAP budgeted \$15,037,889 for planned actions to increase or improve services for high needs students. Redwood City Elementary School District actually spent \$23,125,969 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

## 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.

### 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%	2022-23. 100%	71.82%	100%
SARC: Student access to instructional materials	2020-21 100%	2021-22. 100%	2022-23. 100%	100%	100%
SARC/FIT: Facilities in good repair	2020-21 100%	2021-22. 100%	2022-23. 100%	100%	100%
Local Indicator Self Reflection Tools	2020-21 MET	2021-22. MET	2022-2023: MET	2023-2024: 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).  School Climate, Safety of Environment, Bullying	Not applicable: We did not administer the CHKS this spring. We used the Panorama Survey questions.	Not applicable: We did not administer the CHKS this spring. We used the Panorama Survey questions.	Not applicable: We used the Panorama Survey questions	School Climate: Sense of safety: 90%  School Climate: Safety of environment: > 95%  School Climate: School connectedness: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	>90% favorable responses  School Climate, School Connectedness <br				(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.	Not applicable: We did not administer the CHKS this spring. We used the Panorama Survey questions.	Not applicable: 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)  SED (connected with EL)  SWD 21.7% (2020-21)	All 30.2% (2021-22)  EL 42.8% (2021-22)  FY 57.1% (2021-22)  SED 38.6% (2021-22)  SWD 37.3% (2021-22)	All 24.7% (2022-23)  EL 31.8% (2022-23)  FY 38.5% (2022-23)  SED 31.9% (2022-23)  SWD 36.3% (2022-23)	23-24 (local data) All: 18.3%  EL 26.4%  FY 50%  SED 24%  SWD 25.4%	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
	SWD 12.9% (2018-19)				
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 92% (2022-23)  EL 91% (2022-23)  FY 84% (2022-23)  SED 91% (2022-23) SWD: 90% (2022-23)	23-24 (local data) All 93.9%  EL 92.5%  FY 89.1%  SED 93% SWD: 92.1%	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)	All 2.8% (2021-22)  EL 3.9% (2021-22)  FY 15% (2021-22)  SED 4% (2021-22) SWD 4% (2021-22)	All 3.2 % (2022-23)  EL: 3.9% (2022-23)  FY: 15.4% (2022-23)  SED: 4.4% (2022-23) SWD 5.3 % (2022-23)	23-24 (local data) All 2.2%  EL 3.3%  FY 0%  SED 3.2% SWD: 4.4%	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
	SWD 12.9% (2018-19)				
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% (2022-23) EL 0% (2022-23) FY 0% (2022-23) SED 0% (2022-23) SWD 0% (2022-23)	All 0% EL 0% FY 0% SED 0% SWD 0%	All 0% EL 0% FY 0% SED 0% SWD 0%
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: School Belonging = 38% School Climate = 46% School Engagement = 26% School Safety = 60% School Teacher-Student Relationships = 49%	Not applicable: This year's scores have been added to the baseline column	2022-2023 Spring  Grades 3-5: School Belonging = 62% School Climate = 58% School Engagement = 49% School Safety = 60% School Teacher-Student Relationships = 72%  Grades 6-8: School Belonging = 34% School Climate = 41% School Engagement = 24% School Safety = 51% School Teacher-Student Relationships = 44%	2023-2024 Spring  Grades 3-5: School Belonging = 62% School Climate = 58% School Engagement = 48% School Safety = 61% School Teacher-Student Relationships = 70%  Grades 6-8: School Belonging = 33% School Climate = 38% School Engagement = 23% School Safety = 51% School Teacher-Student Relationships = 42%	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% School Climate = 55% School Engagement = 50% School Safety = 70% School Teacher-Student Relationships = 60%

# Goal Analysis

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.

Based on the California Dashboard indicators the following school sites had the lowest performance: Clifford, Orion, and Henry Ford: All Students - Chronic Absenteeism and Garfield subgroup of Students with disabilities, Kennedy sub group of White, subgroup of English Learner, Hispanic, and Socioeconomically Disadvantages were identified for Chronic Absenteeism. For the district one sub group was identified with with the lowest performance in Chronic Absenteeism, the Black/African American Students.

For high suspension the following school and subgroups had high suspension rates on the CA Dashboard: Sub groups of English Learner, Socioeconomically Disadvantaged, and Hispanic at Clifford, all students at Garfield, subgroup of English Learner and Socioeconomically Disadvantaged at McKinley, and sub group of students with Disabilities at Taft. In the 2023-2024 school year the following actions were implemented.

- 1.1 Implemented and planned : Tier I: Personnel: All teaching staff, classified staff, site administrators: All positions in RCSD were filled this year as Human Resources brought in international teachers and instructional aides to support unfilled vacancies.
- 1.2 Implemented and planned: Tier 1: Standards-based materials: all subject areas: All schools had grade level curriculum materials for each student in all content areas. Online applications were provided at all sites to support academic work. Middle school Math pilot was able to pilot CPM new sections and will continue into 2024-2025 to pilot Illustrative math.  
All schools had SEL curriculum that was used at all the sites
- 1.3 Implemented and planned Tier 1: Facilities in good repair: All 12 facilities were in good repair across the LEA.
- 1.4 Implemented and planned: Tier I: Professional Development (PD) and coaching for all staff: MTSS framework and strategies focused on understand Tier 1 practices. Administrators, MTSS TOSAs and District Instructional Coaches worked collaboratively to define Tier 1 academic structures for ELA, Math, and Designated ELD for K-8 classrooms. The work for Tier 1 behavior and SEL is in the beginning stages of development and will continue to work on this during the 24/25 school year. Teachers and administrators attended professional development in August for Foundational Skills. training for foundational skills assessments as well as goal setting conferences. Instructional Coaches provided new teachers resources for the curriculum areas and supported new teachers in understanding the district goals. Teacher leadership was supported for the empowered learner with two cohort small groups of teachers which focus on universal design for learning.
- 1.5 Implemented and planned: Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils. All schools with the exception of Garfield had a full time STEAM teacher and music teacher which provided high quality enrichment classes for the RCSD students. Music was also added at the three of the K-8 middle schools.

1.6 Implemented and planned: Tier 1: Provide lower class size in grades at high priority schools by providing instructional assistants: District was able to maintain the lower class size for K-2 at 25:1. We currently have 9 out of 15 positions for para professionals to support classroom in reading, math, and ELD blocks to reduce the number of ratio per adults.

High needs sites have more than one per site to support students through a push in model.

1.7 Implemented and planned: Tier 1: Support for the Transitional Kindergarten (TK) program: All eleven transitional kindergartner classrooms had instructional aide provide support to meet the state requirements of 12:1 ratio.

EA focus on improving student outcomes by providing professional development to administrators and teachers in foundational skills for both Spanish and English classrooms, as well as in rolling out the new Math curriculum of Illustrative math. In addition, we also purchased supplemental curriculum for Designated English Language Development.

1.8 Implemented and planned: Tier 1: Social-emotional (SEL) supports: GSA were established at 8 out of 12 sites and meet on a weekly basis with the GSA leader. Stipends were provided for the leaders as well as materials to lead the GSA. Materials were purchased for Social Emotional Learning for all school sites. Mental Health liaison oversees the SEL lessons at the site levels.

1.10 Implemented and planned: Tier 1: Positive Behavioral Interventions and Supports (PBIS): Santa Clara continues to support the training for PBIS for Tier 1 PBIS strategies. We currently have 3 schools in year 2 and 3 in year 1 training. Year 2 sites: Hoover, Taft, McKinley and Year 1 sites: Henry Ford, Roosevelt, Kennedy Monthly meetings are dedicated for each school team to plan and revamp their PBIS protocols. For schools with red indicators on the dashboard such as Garfield,

1.11 Implemented and planned: Tier 1: Student Services and outreach to families experiencing chronic absenteeism: 1. Director of Student Services monitors and works with MTSS TOSAs to monitor attendance at each school site. MTSS TOSAs do outreach to families at each school site. 2. Director of Student Services meets with individual school sites and with administrative assistant to document suspensions, and bus passes for families who need support. 3. Letters are send home via mail to ensure that all families receive notification about their individual status of the support given. 4. All MTSS TOSAs reach out to families by phone, email, or do home visit to students who are chronically absent. They meet weekly at the site level to discuss students needs with the screen team. As a district our overall chronic absenteeism moved from Red indicator to orange with a decline of 2.6% over all. School sites who had red indicators on the 2023 school year and did not make progress were: Clifford had an increase of 2.3% or 23.9% from the prior year. Henry Ford had an increase of 2% or 29.3% from previous year and Orion had an increase of 0.7% or 22.1%. These sites continue to provide outreach to all subgroups to support students with high chronic absenteeism and for the 2024-2025 school year, these sites will continue to have MTSS TOSAs address students who are in Tier 2 and Tier 3 for attendance.

1.12 Implemented and planned: Tier 1: Family Outreach: Currently RCSD provides inclusion for students with IEPs in the general education setting during different blocks of time.

Focus on inclusion work has been in the preschool with 4 classrooms doing the inclusion work with the CDC preschool.

1.13. Implemented and planned: Tier 1: General Ed and Special Ed connections and inclusive practices: 1. The RCSD Preschool leadership team in collaboration with SMCOE and SIP have implemented inclusive practices in the four of the preschool classrooms this year. 2. MTSS

work still needs to develop a deeper understanding of the inclusive practices in the general education. Tier 1 practices and understanding continue to be developed and understood.

1.14 Implemented and planned: Tier II: Extending learning time: 1. Summer School planning is starting to take place, and we are partnering once again with the after school programs to support students. Academic Summer school will take place in the morning for unduplicated pupils. 2. After school tutoring is taking place by teachers at some sites as well as thorough CAP (College Advisory Prep). 2024/2025 have 313 students being supported for after-school and CAP tutoring.

1.15 Implemented and planned: Tier II: Provide additional staff at sites for supplementary small group instruction in reading: Each K-2 site has a Reading Specialist to support students who are below grade level for all. Approximately 450 students received reading and math intervention across all the school sites. Of those student 44% were English Learners, 38% were SED students, and 17% were other groups. All students made progress in reading and math through the BPST assessments in K-2 classrooms.

1.16 Implemented and planned: Tier II: Community School wrap around service supports for families: All 8 sites have a full time Community School Coordinator as well as an Administrative Assistant to support students well-being for our students in efforts to close the equity gap in the community. Services were provided at all of the sites to support unduplicated pupils at the sites. Uniforms, Back packs, transportation passes, Food distribution, emergency food and essential groceries, safety nets, tutoring, after school supports were all items that were supported through the Family Center

1.18 Implemented and planned: Tier II: Site-based Mental Health Supports: All 12 sites had a full time onsite Mental Health Counselor and school psychologist that provides direct support towards unduplicated students. The district also partnered with One-Life to provide counseling support at sites where the need was higher. A Lead Mental Health supports and coordinates all counseling services. Supplies for Mental Health Therapist is provided to support the room environment and student engagement for therapy.

1.19 Implemented and planned: Tier III: Class-based Behavior Support Opportunity School was established on the Taft campus. Opportunity school served as an alternative for suspensions for 18 students in middle school who otherwise would not have access to academics if they had been suspended. Students who attend Opportunity school also work with a therapist from ESS to support students prior to attending Opportunity school and after they return to their school site.

1.20 Implemented and planned: Student services identifies students who are facing homelessness through the annual housing questionnaire. Once students are identified, student service office administrator did outreach to each family via phone call to connect families who need services. A part time Social Worker was hired through a grant case manage supports to outreach to families who are at risk of being homeless and provide them resources in the community to support them. Transportation was provided to homeless students. Additional assistance is also provided to families who are experiencing homelessness through rent assistance, gift cards, travel and auto cost.

1.21 Implemented and planned. Tier III: Behavior Specialists. Two BCBAs were hired to work in general education in order to support teachers to learn to support students with severe behaviors. Four Behavior Technicians were also hired and were supervised by the BCBA to support student behaviors at the selected school sites.

1.22 Implemented and planned: MTSS System Monitoring: Most sites have an MTSS TOSAs with the exception of Roy Cloud. MTSS TOSAs met on a regular basis with the Director of Community School to work on protocols and handbook for SST and 504 as well as supporting school sites on attendance and leading the weekly screen team meetings at the school site. Training was provided by the SELPA coordinator from SCOE to support the district work in the MTSS process. Coordinator of Assessment and Accountability collected and monitored, and analyzed data to share with administrators, directors, superintendent, and MTSS TOSAs. The iReady diagnostic assessment was administered three times in the year to progress monitor student in language arts and mathematics. The Panorama Survey was done twice, once in the fall and in the spring to inform school and district about the school climate. Ed Services Department Administrative Assistance supports in the collection of data, monitoring expenditures, purchasing orders and other task to help support in the LCAP development.

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 explanation of material differences provided refer to the 2023-2024 planned expenditures, compared to the estimated actual expenditures calculated this spring 2023. RCSD provided a 4% raise to all certificated, classified for the 2023-2024 school year. This expenditure were greater than the projected amounts for all employees who were considered classified or certificated staff.

1.2: Tier 1: Standards based materials: Actual expenditures exceeded budget allotment for new curriculum

1:3 Tier 1: Facilities in good repair- Actual expenditures exceeded budgeted amount due to increase cost.

1.4 Tier I: Not all positions were filled as we had a vacant position for a Science Coach, pay raise for all staff members also increased the total amounts for all positions. Book clubs were not developed due to the number of new curriculum in K-5.

1.5 Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.

1.6 Tier 1: Not all instructional assistants were hired at two sites.

1.7 Tier 1: Pay raise for all staff members also increased the total amounts for all positions, roving sub for TK was not hired as well.

1.8 Tier 1: Training in Restorative Practices was not implemented districtwide to priority sites as their were to many new initiatives.

1.10 Tier 1: Positive Behavioral Interventions and Supports (PBIS)

1.15 Tier II: Pay raise for all staff members also increased the total amounts for all positions

1.16 Tier II: Pay raise for all staff members also increased the total amounts for all positions

1.18 Tier II: Pay raise for all staff members also increased the total amounts for all positions

1.19 Tier III: Class-based Behavior Support

1:20: Tiers III: Homeless students: Were able to utilize other funding sources to fulfill this goal.

## 1.22 Pay raise for all staff members also increased the total amounts for all positions

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

1.1 Adjusted for 2023-2024: Tier I: Personnel: All teaching staff, classified staff, site administrators: All positions in RCSD were filled this year as Human Resources brought in international teachers and instructional aides to support unfilled vacancies. Having international teachers join the RCSD came with some challenges as employees did not come at the same time period. Some came in August right before school started, others came throughout the first trimester and this caused a ripple effect in supporting the teachers in learning how working in the American school system is different than in their countries. Training was not consistent as teachers and staff came at different time periods, making it difficult to make sure that everyone understood our educational system and expectations.

1.2 Tier 1: Standards-based materials: all subject areas: All schools had grade level curriculum materials for each student in all content areas. Online applications were provided at all sites to support academic work. Middle school Math pilot was able to pilot CPM new sections and will continue into 2024-2025 to pilot Illustrative math. For the Math pilot, we had a small group of five teachers working with the new CPM sections and no decision was made in 23/24 school year. All schools had SEL curriculum that was used at all the sites. Many used perspectives to implement SEL and two sites would like to change curriculum for the 24/25 school year.

1.3 Tier 1: Facilities in good repair: All 12 facilities were in good repair across the LEA.

1.4 Tier I: Professional Development (PD) and coaching for all staff: MTSS framework and strategies focused on understand Tier 1 practices. Monthly meetings for MTSS meetings were held for Administrators, MTSS TOSAs and District Instructional Coaches to work collaboratively to define Tier 1 academic structures for ELA, Math, and Designated ELD for K-8 classrooms. The work for Tier 1 behavior and SEL is in the beginning stages of development and will continue to work on this during the 24/25 school year. 95% of RCSD Tk-5 teachers and 100% of administrators Tk-5 attended professional development in August for Foundational Skills. training for foundational skills assessments as well as goal setting conferences. Instructional Coaches provided new teachers resources for the curriculum areas and supported new teachers in understanding the district goals, they also provided workshops for new teachers during the winter break. Teacher leadership was supported for the empowered learner with two cohort small groups of teachers which focus on universal design for learning.

1.5 Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils. All schools with the exception of Garfield had a full time STEAM teacher and music teacher which provided high quality enrichment classes for the RCSD students. Music was also added at the three of the K-8 middle schools. STEAM teachers collaborated with Stanford for professional development modules and lead music teacher provided monthly professional development to all music teachers.

1.6 Tier 1: Instructional Assistant at all schools was provide lower class size and push in for small group or 1:1 supports. Additional instructional aides were provided at Taft, and Garfield, and Roosevelt. District was able to maintain the lower class size for K-2 at 25:1. We



currently have 9 out of 15 positions for para professionals to support classroom in reading, math, and ELD blocks to reduce the number of ratio per adults.

1.7 Tier 1: Support for the Transitional Kindergarten (TK) program: All eleven transitional kindergartner classrooms had instructional aide provide support to meet the state requirements of 12:1 ratio. Roving sub was not able to be filled for TK. All instructional aides attended professional development in learning how to work with small groups and guide conversations with young children.

1.8 Social-emotional (SEL) supports: GSA were established at 8 out of 12 sites and meet on a weekly basis with the GSA leader. Stipends were provided for the leaders as well as materials to lead the GSA. GSA at some sites were very robust and met weekly and other sites met only monthly. So inconsistencies about requirements for meetings will need to be established for the 24/25 school year. All sites received an allocation to purchase materials to engage students during the meetings at lunch time. Mental Health and Health and Wellness director collaborate to monitor SEL at each site levels.

1.10 Tier 1: Positive Behavioral Interventions and Supports (PBIS): Santa Clara continues to support the training for PBIS for Tier 1 PBIS strategies. We currently have 3 schools in year 2 and 3 in year 1 training. Year 2 sites: Hoover, Taft, McKinley and Year 1 sites: Henry Ford, Roosevelt, Kennedy Monthly meetings are dedicated for each school team to plan and revamp their PBIS protocols.

1.11 Tier 1: Student Services and outreach to families experiencing chronic absenteeism: 1. Director of Student Services monitors and works with MTSS TOSAs to monitor attendance at each school site. Attendance protocols were created in order to support chronic absenteeism at the sites. MTSS TOSAs also did outreach to families at each school site. Director of Student Services met with individual school site administrators to review suspension criteria in the middle school and administrative assistant documented suspensions. Bus passes were provided for unduplicated pupils who were not able to use the school based transportation. 3. Letters were send home via mail to ensure that all families receive notification about their individual status of absences. All MTSS TOSAs reach out to families by phone, email, or do home visit to students who are chronically absent. They meet weekly at the site level to discuss students needs with the screen team.

1.12 Tier 1: Family Outreach: Currently RCSD provides inclusion for students with IEPs in the general education setting during different blocks of time. Ongoing collaboration between general education and Resource teacher will need to be supported in the 24/25 school year. Focus on inclusion work has been in the preschool with 4 classrooms doing the inclusion work with the CDC preschool.

1.13. Tier 1: General Ed and Special Ed connections and inclusive practices: The RCSD Preschool leadership team in collaboration with SMCOE and SIP have implemented inclusive practices in the four of the preschool classrooms this year. MTSS work still needs to develop a deeper understanding of the inclusive practices in the general education. Tier 1 practices and understanding continue to be developed and understood.

1.14 Tier II: Extending learning time: 1. Summer School planning is starting to take place, and we are partnering once again with the after school programs to support students. Academic Summer school will take place in the morning for unduplicated pupils. Approximately 40

teachers took on after school tutoring with their own students, we had 313 students be supported by CAP tutoring. During the 23/24 school year, 313 students were supported for after-school tutoring by CAP.

1.15 Tier II: Provide additional staff at sites for supplementary small group instruction in reading: Each K-2 site has a Reading Specialist to support students who are below grade level for all. Approximately 450 students received reading and math intervention across all the school sites. Of those student 44% were English Learners, 38% were SED students, and 17% were other groups. All students made progress in reading and math through the BPST assessments in K-2 classrooms.

1.16 Tier II: Community School wrap around service supports for families: All 8 sites have a full time Community School Coordinator as well as an Administrative Assistant to support students well- being for our students in efforts to close the equity gap in the community. Services were provided at all of the sites to support unduplicated pupils at the sites. 1,181 students received uniforms and back packs, 862 student received transportation passes, 5,253 participated in Food distribution, 1,187 families received emergency food and essential groceries, 279 families requested safety nets, 292 students received tutoring, after school supports were all items that were supported through the Family Center

1.18 Site-based Mental Health Supports: All 12 sites had a full time onsite Mental Health Counselor and school psychologist that provides direct support towards unduplicated students. The district also partnered with One-Life to provide counseling support at sites where the need was higher. Trimester 1 data indicated that 408 students received supports through counseling, and 91 students received group sessions.

1.19 Tier III: Class-based Behavior Support Opportunity School was established on the Taft campus. Opportunity school served as an alternative for suspensions for approximately 18 students in middle school who otherwise would not have access to academics if they had been suspended. Four of the students who returned twice to the alternate to suspension program. Students who attend Opportunity school also work with a therapist from ESS to support students prior to attending Opportunity school and after they return to their school site.

1.20 Student services identifies students who are facing homelessness through the annual housing questionnaire. 203 students were identified as having housing insecurity, and 6 students were foster youth. A part time Social Worker was hired through a grant case manage supports to outreach to middle school families at one of the comprehensive middle schools to support students who are at risk of being homeless and provide them resources in the community to support them. Additional assistance is also provided to families who are experiencing homelessness through rent assistance, gift cards, travel and auto cost.

1.21 Tier III: Behavior Specialists. Two BCBAs were hired to work in general education in order to support teachers to learn to support students with severe behaviors. Four Behavior Technicians were also hired and were supervised by the BCBA to support student behaviors at the selected school sites. BCBAs worked with teachers to implement strategies to support students while in the classroom, students who needed more supports were provided a behavior technician to work with to support the general education classroom.

1.22 MTSS System Monitoring: 11 our of the 12 site had a MTSS TOSAs with the exception of Roy Cloud. MTSS TOSAs met twice a month with the Director of Community School to work on protocols and handbook for SST and 504. TOSAs also met with the director od student services to develop attendance protocol to support chornic absenteeism. Reports were added into powerschool for SESP ( Student



Engagement Support Plan) to monitor and track students who were chronically absent. Training was provided for administrators during MTSS meetings by the SELPA coordinator from SMCOE to support the district work in the MTSS process. Coordinator of Assessment and Accountability collected, monitored, and analyzed i-Ready, CAASP and ELPAC data to share with administrators, directors, superintendent, and MTSS TOSAs. The iReady diagnostic assessment was administered three times in the year to progress monitor student in language arts and mathematics. Results from I-Ready show that from year to year, students are not making enough progress. The Panorama Survey was done twice, once in the fall and in the spring to inform school and district about the school climate. Ed Services Department Administrative Assistance supports in the collection of data, monitoring expenditures, purchasing orders and other task to help support in the LCAP development.

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.

- 1.4 Tier I: Professional Development (PD) and coaching for all staff: For 2024-2025 school year, the LEA will have only 5 days for professional development and focus for the year will be to rollout Professional Learning Communities(PLC) at all sites with the support of CRLP ( California Reading and Literature Project), continue with Illustrative Math and Focus on Integrated ELD professional development for 3rd-8th grade.
- 1.5 Due to budget changes some of the positions for STEAM teachers were reduced to 0.5 FTE at 4 sites and Lead virtual music teacher will not continue in 24/25 school year.
- 1.6 Tier 1: Instructional Assistant were reduced sites that were not a priority. Only 4 out of the 12 sites will receive instructional assistants at the priority sites.
- 1.14 Tier II: Extending learning time: Reduction in tutoring cost for the 24/25 school will take place due to budget constraints.
- 1.15 Tier II: Provide additional staff at sites for supplementary small group instruction in reading were reduced due to budget changes. 5 out of the 10 sites for K-5 sites will continue with reading intervention at the priority sites.
- 1.18 Site-based Mental Health Supports: 5 sites had a reduction for site-based mental health to 0.5 FTE due to budget constraints.
- 1.21 Tier III: Behavior Specialists- For the 24/25 school year, LEA will have only 1 BCBA and 3 Behavior technicians to support priority sites.
- 1.22 MTSS System Monitoring: I-Ready assessment will only be administered twice for 24/25 school year, once in the fall and one in spring.

**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.

### 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)	17.8% proficient (2021-22)	9.7% proficient (2022-2023)	23-24 (local data): 9.5% proficient	20%. proficient
EL Progress Indicator (CA Dashboard)	51% of EL making progress (2019)	55.7 % of EL making progress (2021-22)	40.1% of EL making progress (2022-23)	23-24 (local data): 38.5% of EL making progress	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)	235 (2021-2022)	346 (2022-2023)	23-24 (local data): 333	500
EL Reclassification rate	7.4% (2020-21) * 4.5% (2019-20) * 18.4% (2018-19)	10% (2021-22)	16% (2022-2023)	23-24 (local data): 15.3%	20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	* Corrected numbers: 10.2% (2020-21) 2% (2019-20)				

## Goal Analysis

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.

Based on the California Dashboard the following school at the lowest performance indicator for English Learners: Clifford, Henry Ford, Hoover, Roosevelt and the District as a whole.

2.1 Implemented and planned: Tier I: Program All students who are English Learner are assigned a designated English Development time during the school day. Teachers continue to work on integrating strategies during the regular school day. Spanish bilingual programs continue to be supported at Garfield, Taft, and Hoover.

The Pathway to the SEAL of Biliteracy pathway continues to be develop at Kennedy Middle School for both the Spanish and Mandarin immersion programs.

2.2 Implemented and planned: Tier I: PD for staff : Professional Development was provided during the super minimum days on Thursdays to train newcomer teachers and instructional assistants in strategies to build vocabulary, oral development and use of Ellevation to support students. Professional development days and topics for the school year were the following: K-5 Staff August 11th PD for ELD for newcomer teacher. Sept. 7th. Instructional strategies received supporting ELs (teachers and instructional assistants) November 1st Language Power Introduction. Middle School Aug. 7th-8th Language Power Overview, Sept. 7th D- ELD instructional Strategies for ELL., Nov. 1st, Designated Language Power with vocabulary strategies, Jan. 8th. Newcomer Foundational Literacy for Newcomers- SIPPS, Feb. 5th Integrated ELD strategies

2.3 Implemented and planned: Tier I: Academic Planning for Success: The Bilingual Consultant met with Hoover students to support High school registration on Dec. 5th. Family centers at the following sites McKinley, Garfield, and Kennedy supported families 1:1 to support high school enrollment. Schools had at least one person event in the evening to help support families in the process. At Hoover and Roosevelt, office staff are supporting the 8th grade families to register. Bilingual consultant sends out flyers to our Spanish speaking families as well as supports with Spanish Podcast to do outreach

2.4 Implemented and planned: Tier I: Outreach to Spanish speaking families: The Director of Communications department assures that all communication that is sent is communicated in Spanish as well. Information is sent out regularly throughout the month. Our community Liaison has trained personnel that work with the Newcomer families both at the district and school site level. The 3 full time interpreters work to support IEP's, translate documents, support district meetings where interpretation is needed.

2.5 Implemented and planned: Tier II: Providing for additional needs: Financial support was provided at schools who had students with unduplicated students to attend Outdoor Education and Yosemite trip for middle schools. Students specifically at Taft, Hoover, and Garfield and Roosevelt had the greatest need. Students specifically at Taft, Hoover, and Garfield and Roosevelt had the greatest need. Outdoor Education support for unduplicated pupils were as follows: Garfield- 22 students, Hoover 49 students, Taft- 20 students, Roosevelt 46 students, Clifford 25 students, Orion (9 students)

2.6 Implemented and planned: Tier II: Specialized support for recently arrived: Intensive program for Newcomers was placed at Garfield this year. Students from 2nd through 8th grade attended the program. Due to incoming need at specific grade levels, starting in January the program was revamped to support 3rd- 8th grade students and 2nd grade students were placed at their home school or at the Garfield 2nd grade classroom. Additional supports were placed at all school sites to help support students who were newcomers and attended home schools. Summer school support is currently under development. After school tutoring has been supported at some sites only.

2.7 Implemented and planned: Tier III: SPED and EL dual identified students. Multilingual Director worked with Special Education Director and team to identify students who would be eligible to reclassify. IEP teams at school sites invited the Multilingual Department Director to attend their IEPs for identified students to be reclassified. All English learners are progress monitored at the school sites using Ellevation. Students reclassified in 23/24 was 24 dually identified students, more than the year before which was 16. Grade levels that were reclassified: 2nd-2, 3rd-1, 4th-3, 5th-3, 6th-5, 7th-4, 8th -6. Currently we have 70 students with IEPs who are Long Term English Learners. All English learners are progress monitored at the school sites using Ellevation.

2.8 Implemented and planned: Program Monitoring. The Director of Multilingual Department continues to oversee the English learner data and sends out information to administrators and teachers to support English learner students. Students are monitored by the Ellevation platform which stores and monitors all EL data.

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.

2.2 Additional trainings were needed in order to implement the new supplemental curriculum of Language Power for Designated ELD. As well as coaching training for one middle school to work with teachers in implementing strategies for Designated ELD.

2.3 Bilingual Consultant and Director of Communication salary increase for 2023-2024.

2.5: Providing for additional : Non filled positions

2.6 Tier II: Specialized supports for recently arrived Newcomers ; Increase of newcomers students in the 2023-2024 school year and salary increase increased the amounts of cost allocated.

2.8 Salary for Director of Multilingual Director received salary increase for 2023-2024.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

2.1 Implemented and planned: Tier I: The district has implemented a comprehensive program to support English Learners (ELs) with a focus on designated English Language Development (ELD) time during the school day and integrated ELD strategies. Additionally, bilingual programs in Spanish are being supported, and a pathway to the Seal of Biliteracy is being developed for Spanish and Mandarin immersion students at Kennedy Middle School. All English Learners are assigned a designated time during the school day specifically for ELD. This dedicated time is used to provide targeted instruction that focuses on the development of English language skills in reading, writing, listening, and speaking. Spanish bilingual programs are being supported at Garfield, Taft, and Hoover. These programs receive ongoing resources and support to ensure effective bilingual instruction. The pathway to the Seal of Biliteracy can be attained at Kennedy for both Spanish and Mandarin immersion programs and at Hoover for Spanish. The Seal of Biliteracy recognizes students who have attained proficiency in two or more languages by high school graduation.

2.2 Implemented and planned: Tier I: PD for staff : The district provided targeted professional development (PD) to newcomer teachers and instructional assistants (IAs) focused on building vocabulary, oral language development, and the use of Ellevation to support English Learners (ELs). This PD was conducted during super minimum days on Thursdays and included a series of training sessions throughout the school year. Techniques and methodologies to enhance instruction for ELs, including vocabulary building and oral language development. Specific instructional strategies to support ELs during designated ELD time. The need for continuous supports for newcomers was a high need at specific sites. PD was also supported for one middle school to receive coaching during the ELD blocks. By continuing to provide focused professional development and support for teachers and instructional assistants, the district aims to enhance the educational experiences and outcomes for newcomer students and English Learners.

2.3 Implemented and planned: Tier I: Academic Planning for Success: The district implemented a support system to assist unduplicated students and their families with high school registration. This included personalized assistance from a Bilingual Consultant, family centers, and office staff to ensure that students and families had the information and support needed for a smooth transition to high school. Goal is to hold multiple evening events at each school to provide more opportunities for families to receive support which allows families to be accommodated with different schedules and increase overall participation.

2.4 Implemented and planned: Tier I: Director of Communications ensures all communication is provided in both English and Spanish, enhancing accessibility for Spanish-speaking families. Regular communication is sent out throughout the month, ensuring families receive timely updates and information. Community Liaison trained personnel work directly with newcomer families at both the district and school site levels. Provided personalized support and guidance to newcomer families, helping them navigate the education system and access resources effectively. Three full-time interpreters are available to support various needs. Assist during Individualized Education Program (IEP) meetings, ensuring Spanish-speaking families fully

understand the process and their child's needs. Translate important documents into Spanish, ensuring families have access to critical information. Provide interpretation services during district-level meetings where language support is required. By strengthening communication strategies and providing tailored support, the district can further enhance engagement and collaboration with Spanish-speaking families, ultimately fostering a more inclusive and supportive educational environment.

2.5 Implemented and planned: Tier II: Financial support was provided to enable students from schools with a high percentage of unduplicated pupils to participate in Outdoor Education and the Yosemite trip for middle schools. By prioritizing financial support for outdoor education initiatives, the district demonstrates its commitment to providing equitable opportunities for all students to engage in meaningful and enriching learning experiences beyond the classroom.

2.6 Implemented and planned: Tier II: Garfield implemented an intensive program for newcomers, catering to students from 2nd through 8th grade. Recognizing the specific needs at different grade levels, adjustments were made to better accommodate students. In January, the program was revamped to focus on supporting 3rd through 8th grade students. 2nd grade students were either integrated into their home schools or placed in the Garfield 2nd-grade classroom. Additional supports were provided at all school sites to assist newcomers who attended their respective home schools. This ensured that newcomers received specialized support regardless of their school placement. Plans are underway to develop summer school support tailored to the needs of newcomer students. Summer school can provide valuable opportunities for academic enrichment and language development. While after-school tutoring has been implemented at some sites, there may be opportunities to expand this support to more schools to further assist newcomer students in their academic progress. By providing specialized support, summer school opportunities, and after-school tutoring, the district aims to facilitate the successful integration and academic progress of newcomer students, ensuring they receive the support they need to thrive in their new educational environment.

2.7 Implemented and planned: Tier III: The Multilingual Director collaborated closely with the Special Education Director and team to identify students who were eligible for reclassification as English proficient. This collaborative effort ensured that dual-identified students received appropriate support and consideration. The Multilingual Department Director was invited to attend Individualized Education Program (IEP) meetings for identified students to be reclassified. This ensured that the linguistic and academic needs of dual-identified students were effectively addressed within the special education framework. The collaboration between the Multilingual and Special Education departments has proven effective in identifying and supporting dual-identified students, leading to increased reclassification rates. Ongoing progress monitoring using platforms like Ellevation enables educators to make data-informed decisions and tailor interventions to meet the needs of individual students. Continued efforts are needed to provide targeted support and interventions for Long-Term English Learners with IEPs, ensuring they receive the necessary resources and accommodations to achieve academic success. By maintaining collaborative efforts, leveraging data-driven practices, and providing ongoing support, the district can continue to effectively serve the needs of SPED and EL dual-identified students, ultimately fostering their academic growth and success.

2.8 Implemented and planned: Program Monitoring. The Director of the Multilingual Department holds the responsibility of overseeing English learner data across the district. This includes gathering, analyzing, and disseminating relevant information to administrators and teachers to support the needs of English learner students. Regular communication has been established by the Director to ensure that administrators and teachers receive timely updates and guidance regarding English learner data and best practices for supporting these students. The Ellevation platform serves as a central place for English learner data, enabling efficient monitoring and tracking of student progress. The Director ensures that this platform is utilized effectively to store and monitor all EL data. The Director regularly seeks feedback



from stakeholders and evaluates the effectiveness of existing practices and interventions for English learner students. This allows for continuous improvement and refinement of strategies to better serve the needs of EL students. The oversight of English learner data also ensures compliance with relevant regulations and accountability measures, thereby upholding the district's commitment to serving the diverse needs of its student population.

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.

2.1 No change in this action for 2024-2025. Tier I: Program All 2,152 students who are English Learner are assigned a designated English Development time during the school day. Teachers continue to work on integrating strategies during the regular school day. Spanish bilingual programs continue to be supported at Garfield, Taft, and Hoover. 608 students are being monitored through Ellevation. 533 students are identified as LTLEs and the majority are 5th, 6th, and 7th graders.

The Pathway to the SEAL of Biliteracy pathway continues to be develop at Kennedy Middle School for both the Spanish and Mandarin immersion programs. Student who passed the proficiency interview received the SEAL of Biliteracy for 8th graders.

2.2 Adjustments for 2024-2025: Tier I: PD for staff : Professional Development was provided during the super minimum days on Thursdays to train newcomer teachers and instructional assistants in strategies to build vocabulary, oral development and use of Ellevation to support students. In 2024-2025 professional development days will focus on multilingual learners for teachers in 3rd-8th grade. For 3rd-5th grade LEA is contracting with Teacher Created Materials TCM to provide professional development for Integrated ELD. Partnership with Stanford will address multilingual learners through 5 different modules for 6th-8th grade.

2.3 Adjustments for 2024-2025: Tier I: Academic Planning for Success: Middle School instructional coach will work with our Bilingual Liaison and Community School Coordinators will collaborate to support 8th grade families on the Bayside schools register for High school.

2.4 No change for this 2024-2025: Tier I: Outreach to Spanish speaking families: The Director of Communications department assures that all communication that is sent is communicated in Spanish as well. Our community Liaison will trained personnel that work with the Newcomer families at the school site level. The 3 full time interpreters work to support IEP's and translate documents.

2.5 Adjustments for 2024-2025: Tier II: Providing for additional needs: Reduced financial support for targets schools sites have been reduced for unduplicated pupils to attend Outdoor Education and Yosemite trip for middle schools.

2.6 Adjustments for 2024-2025: Tier II: Specialized support for recently arrived will only be provided at McKinley, Kennedy and Hoover Middle School. Instructional aides will be provided at other schools sites who continue to receive newcomers throughout the year. Instructional aides will provide pull out or push in support at for 3rd-5th grade students who are new arrivals. LEA is focused on creating more inclusive integrated practices at the sites for newcomers. Summer school support is currently under development. After school tutoring will continue to be supported.

2.7 No change for this 2024-2025: Tier III: SPED and EL dual identified students. Multilingual Director worked with Special Education Director and team to identify students who would be eligible to reclassify. IEP teams at school sites invited the Multilingual Department Director to attend their IEPs for identified students to be reclassified.

2.8 No change for this 2024-2025: Program Monitoring. The Director of Multilingual Department continues to oversee the English learner data and sends out information to administrators and teachers to support English learner students. Students are monitored by the Ellevation platform which stores and monitors all EL data.Middle School for both the Spanish and Mandarin immersion programs.

**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.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP, grades 3-8	<p>Reading (2018-19) All 54.5% met or exceeded EL 12.04% RFEP 64.4% SED. 38.9% SWD 17.6%</p> <p>Math 2018-19 All. 46.1% EL. 12.5% RFEP. 47.9% SED. 30.5% SWD 15.4%</p>	<p>Reading (2021-22) All 45.4% met or exceeded EL 8.7% RFEP 51.4% SED. 28.2% SWD 17.1%</p> <p>Math (2021-2022) All. 36.1% EL. 6.5% RFEP. 32.3% SED. 18% SWD 15.3%</p>	<p>Reading (2022-2023) All 46.4% met or exceeded EL 6.5% RFEP 50% SED. 28.6% SWD 19.1%</p> <p>Math (2022-2023) All. 37.2% EL. 5.9% RFEP. 29.2% SED. 18% SWD 17.3%</p>	<p>23-24 Local Data Reading All: 45% EL: 5% RFEP: 49% SED:25% SWD: 16%</p> <p>Math All: 37% EL: 7% RFEP: 29% SED: 17% SWD: 14%</p>	<p>Reading All: 75% EL: 25% RFEP: 75% SED: 50% SWD: 45%</p> <p>Math All: 75% EL: 25% RFEP: 75% SED: 50% SWD: 45%</p>
iReady Reading (at or above grade level), grades K-8	<p>All 46.1% (spring 2021) EL 14.4% RFEP 46.4% SED 24.9% SWD 19.5%</p>	<p>All 47% (spring 2022) EL 13% RFEP 44.7% SED 26.5% SWD 22% Homeless 11%</p>	<p>All 45 % (spring 2023) EL 9% RFEP 46.4 % SED 27% SWD 21% Homeless 8%</p>	<p>All 49% (Spring 2024) EL 5% RFEP 39% SED 19% SWD 7% Homeless 5%</p>	<p>All: 75% EL: 25% RFEP: 75% SED: 50% SWD: 45% Homeless: 20%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 38% (spring 2023) EL 8% RFEP 33.6 % SED 19% SWD 17% Homeless 7%	All 46% (Spring 2024)) EL 5% RFEP 25% SED 11% SWD 4% Homeless 3%	All: 75% EL: 25% RFEP: 75% SED: 50% SWD: 45% Homeless: 20%
California Science Test	Grade 5: Met or exceeded: 34.72% (2018-19) Grade 8: Met or exceeded: 31.84% (2018-19)	Grade 5: Met or exceeded: 27.4 % (2021-22) Grade 8: Met or exceeded: 31.85 % (2021-22)	Grade 5: Met or exceeded: 35.06% (2022-23) Grade 8: Met or exceeded: 33.4.% (2022-23)	Grade 5: Met or exceeded: 34% (2023-24) Grade 8: Met or exceeded: 28.5% (2023-24)	Grade 5: Met or exceeded: 50% Grade 8: Met or exceeded: 50%

## Goal Analysis

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.

Based on the California Dashboard the following school at the lowest performance indicator for all students in both ELA and Math were Garfield and Roosevelt. Subgroups that received both low performance indicators were English Learner and Students with Disabilities at Clifford and McKinley, subgroup students with Disabilities at Hoover, English learners at Kennedy. For the district the sub group with both ELA and Math is subgroup of English learners.

For only ELA the following subgroups received the lowest indicators, All students at Hoover, Students with Disabilities at Kennedy, and English Learner, Socioeconomically Disadvantages and Students with Disabilities at Taft.

In the area of Math only the following subgroups and school were identified with the lowest performance indicators: subgroup Hispanic at Kennedy, and all students at McKinley. For the district the sub group with lowest Math indicator is Black/African American students.

3.1 Implemented as planned: Tier I: All students are receiving daily instruction in language arts, reading, writing and math, both whole group and small group instruction is being supported. All teachers are using district adopted curriculum. All K-8 math classrooms have manipulative to enhance and increase hands-on - math experiences. 6-8 Math Pilot will continue for the 2024-2025 school year as the teachers will pilot Illustrative Math Curriculum. Goal is to finalize the adoption for spring of 2025. Middle school continues to use state adopted curriculum.

3.2. Implemented as planned Tier I: Professional Development and coaching Teachers and additional staff were trained in June and August on the new framework through the California Reading and Literature Project (CRLP). PD Training in Aug. 2023 Tk-5 80 more teachers completed Modules 1-3 for CRLP. Ongoing coaching for teachers continues to take place at the targeted sites. Coaching for Special Education para professionals have taken place to support the classrooms through the minimum early release Thursdays. More training for general education para professionals is needed. PD for Illustrative Math took place in August and through-out the school year on our full PD days. Monthly PD's on super minimum days focused on continually developing and deepening teachers knowledge in CRLP, assessments as Math and ELD strategies. Middle school professional development focused on developing teacher knowledge for Universal Design for Learning. Administrators have also attended both trainings in CRLP as well as in Illustrative mathematics practices. Reading Specialist have also received focused training on small group and assessments.

3.3 Implemented as planned: Tier I: Enriched course offerings for unduplicated students. Accelerated math pathways is supported at Clifford middle school for students in 6th, 7th, and 8th grade. Clifford Math 8 students participated in Algebra, 11 students participated in 7th accelerated math, 17 students participated in 6th accelerated math.

STEAM teachers were hired at all sites with the exception of Garfield. STEAM teachers work with Stanford on 7/12 days of Professional Development days. STEAM teachers at the middle school have been supported to work on the School Green Career Awareness Modules, as well as students field trips for SFOA . Music teachers were hired to support 3rd-5th grade at most sites with the exception of Henry Ford and Garfield. Music program for middle school students were added to Hoover, Clifford, and MIT. Music Teachers also provided electives at the middle schools and elementary schools.

3.4 Adjustment made for one area: Tier I: Monitoring K students were administered the Brigance by a group of retired teachers. K-5 teachers used BPST to assess their students on foundational skills. K-2 students were also assessed on Fastbridge. 3rd graders were assessed on Literably 4th-5th used BPST for students who were 2-3 years below on i-Ready for ELA.

Not implemented in this goal was Establishing writing prompts and rubrics. Reading Intervention teachers at each site were instrumental in supporting unduplicated pupils and teachers in providing support for all assessment in K-2.

3.5 Implemented as planned: Tier II: Provide additional staff at sites for supplementary small group instruction. All schools have a reading intervention teacher to support unduplicated pupils who need additional support. 423 students who have participated in Reading intervention. 49% of the students in intervention were English Learners. 43% were SED and EL's. Instructional aides have assisted in small group instruction at multiple sites. Roosevelt was not able to hire the 2 positions for their site.

3.6 Implemented as planned Not Continuing. Action not going forward

3.7 Implemented as planned Not Continuing. Action not going forward

3.8 Implemented as planned Tier II: Materials. SIPPS was purchased for all reading intervention teachers at Tk-5 school sites.

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.

3.1 Cost for Math Pilot was increased due to increase in stipends for teachers and cost of actual pilot was more than originally expected.

3.3 Adjustments in salary for Accelerated Teachers, STEAM teachers, and Music teachers had to be made as a 4% raise increase was added to the 23-24 school year.

3.4. Adjustments had to be made for the administration of Fastbridge as this took longer than expected as teachers were also administering the BPST. Teachers were supported with providing a substitute in order to complete assessments which was an added cost.

3.5 Adjustments in salary for Reading Intervention Teachers due to 4% Pay raises for all staff impacted the overall cost by increasing the actual budget.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

3.1 Implemented as planned: Tier I: Instruction The goal of ensuring that all students receive daily instruction in language arts, reading, writing, and math through both whole group and small group instruction was pursued through several key actions. These actions included professional development for teachers, the use of district-adopted curriculum, the provision of math manipulatives, and the implementation of a new math curriculum. Her All students are receiving daily instruction in language arts, reading, writing, and math, supported by the use of district-adopted curriculum. This consistent and structured approach ensures that students are exposed to grade-level content regularly, which is crucial for their academic progress.

3.2. Implemented as planned : Tier I: During the 2023-2024 school year, comprehensive professional development (PD) and coaching were provided to teachers and staff to enhance instructional practices. The training sessions, conducted through the California Reading and Literature Project (CRLP) and other initiatives, aimed to improve literacy for K-5 and provided training on new foundational skills assessments. Professional development by Illustrative Math was also provided for administrators and K-5 teachers to enhance teacher knowledge and application of the new curriculum. Professional development for supplemental program for Designated ELD was provided by Teachers Created Materials to launch the new program. Special Education also provided a series of professional development to support new initiatives for RSP, SLC classes as well as instructional aides.

3.3 Implemented as planned : The district has made significant strides in providing enriched course offerings and support for unduplicated students, particularly in the areas of accelerated math pathways, STEAM education, and music programs. These efforts aim to enhance academic opportunities and foster a well-rounded educational experience for all students, including those who are socioeconomically disadvantaged, English learners, or in foster care.

3.4 Adjusted as needed : Tier I: The district implemented a comprehensive assessment plan to monitor the progress of K-5 students, focusing on foundational skills in reading and literacy. Various assessments were used across different grade levels to identify student needs and guide instruction. However, there were some areas of the plan that were not fully implemented. Brigance Assessment: Administered by a group of retired teachers, this assessment evaluates kindergarten students on various developmental milestones and readiness skills. FastBridge: Used to assess K-2 students on foundational literacy. BPST (Basic Phonics Skills Test): Administered by K-5 teachers to assess students' phonics and foundational reading skills. For 3rd-5th grade it was specifically used for students who were identified as 2-3 years below grade level in reading based on i-Ready ELA scores. Literably: Utilized to assess the reading fluency and comprehension of third-grade students. The LEA was not able to establish writing prompts and rubrics across the K-5 grades.

3.5 Adjustments for 2024-2025: Tier II: To support unduplicated pupils who require additional assistance, the district has deployed additional staff, including reading intervention teachers and instructional aides, at various school sites. This initiative aims to provide supplementary small group instruction to enhance learning outcomes for students who need extra support. Each school has a dedicated reading intervention teacher responsible for supporting unduplicated pupils who need additional help in reading. Reading intervention teachers conducted small group sessions focusing on targeted reading strategies, phonics, fluency, and comprehension. Instructional aides assisted with small group instruction at multiple school sites. They worked under the guidance of classroom teachers and reading intervention teachers to provide focused support.

3.6 Implemented as planned Not Continuing. Action not going forward

3.7 Implemented as planned Not Continuing. Action not going forward

3.8 Adjustments for 2024-2025: Tier II: In alignment with the district's goal to support unduplicated pupils, the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) program was purchased for all reading intervention teachers at TK-5 school sites. This Tier II intervention aims to provide systematic and explicit instruction in foundational reading skills to students who require additional support beyond core classroom instruction.

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.

3.1 Adjustments for 2024-2025 Implemented as planned: Tier I: Instruction All students are receiving daily instruction in language arts, reading, writing and math, both whole group and small group instruction is being supported. All teachers are using district adopted curriculum. All K-8 math classrooms have manipulative to enhance and increase hands-on - math experiences. 6-8 Math Pilot will continue for the 2024-2025 school year as the teachers will pilot Illustrative Math Curriculum. Goal is to finalize the adoption for spring of 2025. Middle school continues to use state adopted curriculum.

3.2. Adjustments for 2024-2025 Implemented as planned Tier I: Professional Development for administrators, reading intervention teachers and MTSS TOSAs will be provided by California Reading and Literature Project (CRLP) with a focus on leading Professional Learning

Community (PLCs) for the 2024-2025 school year. Use of deeper data analysis and planning for instruction will be the focus. In addition, professional development on the five designated days will focus on Math for K-5, Integrated ELD practices for 3rd-8th grade.

3.3 Adjustments for 2024-2025 Tier I: Enriched course offerings for unduplicated students. Accelerated math pathways is supported at Clifford, Kennedy and NSA.

STEAM positions were reduced to 0.5 at 4 sites and one middle school reduced to only 1 STEAM teachers due to reduction in funding. Music program for middle school students will continue at Hoover, Clifford, and MIT. K-5 music was adjusted to have one music teacher for five different school.

3.4 Adjustments for 2024-2025 Tier I: Brigance and Fastbridge will not longer be used in RCSD. District is no longer partnering with Big Lift. Literably will now be assessed by 1-3 teachers for oral reading fluency.

3.5 Adjustments for 2024-2025: Tier II: Reduction of Reading and Math Intervention teachers was reduced to 7 sites only for the new school year. This was due to reduction in funding.

3.6 Implemented as planned Not Continuing. Action not going forward

3.7 Implemented as planned Not Continuing. Action not going forward

3.8 Adjustments for 2024-2025: Tier II: Materials. SIPPS will be purchased for one site to implement next year as an intervention for fourth and fifth graders at Hoover.

**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.**

Instructions

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](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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



- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - 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.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023



# Local Control and 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 Elementary School District	Anna Herrera, Assistant Superintendent, Ed Services Rick Edson, Chief Business Official	aherrera@rcsdk8.net (650) 482-2255 (650) 482-2232

## Plan Summary [2024-25]

### 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, Redwood City School District (RCSD) has educated Pre-School through 8th grade students in Redwood City and portions of Atherton, Menlo Park, San Carlos, and Woodside. The area has continued to change and the school district's demographics are different than even five years ago. As of May, 2024 there were 6,703 TK-8 grade students, 3,804 students receiving free and reduced lunch (low income), 262 homeless, 6 foster youth and 2,075 English Learners.

RCSD offers a variety of school options to families. 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 has developed its Learner Framework, fostering a passion for learning through agency and student-centered strategies. The Learner Framework, woven into the fabric of daily lessons, equips RCSD students with tools and traits that foster lifelong success. As they guide instruction, RCSD teachers create engaging and empowering classroom conditions that tap student curiosity, provide choice in demonstrating skill sets, promote creative thought, and elevate student voice and interaction. These student-centered strategies are designed to meet the diversity of all students’ needs and to accelerate learning. This framework, rooted in our District’s vision and mission, focuses on ensuring that all students are prepared to be Empowered Learners, Knowledge Constructors, Effective Collaborators, and Creative Communicators. Building upon these characteristics serves students at school and well into their futures as the next generation of difference makers and problem solvers.

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. 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 2022-23 school year, as the school district fully reopened its schools after close to two years of a hybrid model caused by the pandemic, the physical and mental health of RCSD students continued to be a priority, along with increased focus on student achievement in academics. We continued our work with our long-time partner, Stanford University, creating the Stanford Redwood City Sequoia School Mental Health Collaborative. As members of the Collaborative, we work closely with the John W. Gardner Center for Youth and their Communities, and the Center for Youth Mental Health and Wellbeing at Stanford. As part of this work, we used federal funds to hire a professional mental health clinician for each of our school sites. The RCSD Counseling Program has received recognition including the Kent Award from the San Mateo County School Boards Association (SMCSBA) and the X from Stanford University.

While our District was able to recruit highly-qualified mental health clinicians, the national teacher shortage challenge continues to affect us locally. To cope with this challenge and our commitment of providing a high-quality education to our students, the District was forced to once again restructure some of our schools by eliminating the middle school level from two of our PreK-8 schools. Once this process is complete, more than 200 6-8 grade students will now be attending school at our two comprehensive middle schools.

By strategically restructuring our PreK-8 schools, the District will now compete for teachers who hold a single-subject credential to teach at our middle schools as opposed to competing for teachers with a multiple-subject credential to teach at PreK-8 schools, which is a rare professional to find. There are more teachers with single-subject credentials to teach at middle schools than there are teachers with multiple-subject credentials.

In addition to the challenge of recruiting highly-qualified professionals at the middle school level, our District also has had the need this year to recruit additional teachers and instructional assistants for Transitional Kindergarten (TK) to meet the new State requirement. In an effort to provide earlier access to TK for young children, California is expanding the program by lowering the age eligibility. As such, RCSD has expanded its number of TK classrooms from 5 to 11 in its efforts to provide this service to our community's children.

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 as result of the equity challenges that arose during Distance Learning due to the pandemic. 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.

In addition to 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. The Expanded Learning Opportunities Program has brought numerous partners to our sites and has opened up opportunities for unduplicated pupils to thrive in a variety of after school classes and opportunities.

## 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.

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### District demographics

As of May, 2023, there were 6,339 TK-8 grade students, 3,400 students receiving free and reduced lunch (low income), 203 homeless, 6 foster youth and 2,061 English Learners.

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

Adelante Selby: 61.2%

Clifford: 46.8%

Garfield: 96.4%

Henry Ford: 66.0%

Hoover: 97.5%

Kennedy: 66.40%

MIT: 93.5%

North Star: 8.9%

Orion: 37.41%

Roosevelt: 74.19%

Roy Cloud: 13.78%

Taft: 93.71%

The numbers of students with disabilities at each site is as follows:

Adelante Selby: 102

Clifford: 149

Garfield: 72

Ford: 100

Hoover: 119

Kennedy: 152

MIT: 81  
Orion: 72  
North Star: 49  
Roosevelt: 140  
Roy Cloud: 106  
Taft: 109  
Preschool: 152

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 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: Annual Performance

A reflection on annual performance 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.

State and local metrics:

2023 Dashboard information indicates:

Across the district, Asian, Filipino, White and Two or more Races students groups have a very high performance status in the category of Academic performance. The English Learner Progress performance status declined by 14.8% with 40.1% making progress towards English language proficiency. The Suspension rate increased by 0.4%.

2022-2023 CAASPP performance indicates:

Reading:

Across all grades, the percentage of students who met or exceeded standard was 46.4%

Economically disadvantaged student (29%) has the highest percentage of students Met or Exceeded standard compared to other demographics subgroups

Asian students (87%), Two or More Races (83%) and White students (79%) have the highest percentage in achieving Met or Exceeded the standard.

The highest percentage of students who met or exceeded the standard is found in 7th grade (56%), followed closely by 8th grade (50%).

Math:

Across all grades, the percentage of students who met or exceeded standard was 37.2%

Economically disadvantaged student (18%) and Student with Disabilities (17%) has the highest percentage of students Met or Exceeded standard compared to other demographics subgroups



Asian students (85%), Two or More Races (82%) and White students (74%) have the highest percentage in achieving Met or Exceeded the standard.

The grade with the highest percentage of students who exceeded the math standard is 3rd grade (43%), closely followed by 7th grade (40%). Asian students (89%), Two or More Races (75%) and White students (69%) have the highest percentage in achieving Met or Exceeded the standard.

Local data for 2023-2024 indicates:

Suspension:

As of April 3rd, 2024, Suspension rates went down lightly district wide and all student groups except for Student with Disability which was 3.8%.

Chronic Absenteeism:

Attendance data, as of April 3rd ,2024 indicates that chronic absenteeism has improved by decreasing by 7% district wide as well as for every student group.

Attendance:

As of April 3rd, 2024, attendance rates have improved district wide as well as for student groups, especially for Foster Youth group.

English Learners:

The Reclassification rate went down due to the low number of students achieving level 4 in 2022-23 ELPAC summative assessment. Majority of our students did not advance in level from 2022-23 ELPAC summative result.

i-Ready:

For the 2023-2024 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 2023-24 academic year.

Reading

The percentage of students performing at on or above levels in Spring Reading diagnostic remained the same district wide between 22-23 and 23-24 Spring assessments at 45%

All student groups (EL, SWD, Homeless, Foster, ED) show little improvement or decline in percentage of students reading on or above grade level.

Asian and African American student groups show decline in percentage of student reading on or above level between 22-23 and 23-24 spring diagnostics.

Between Initial and Final i-Ready Diagnostics in Language Arts for 2023-2024 SY:

- 11% of RCSD students move from below level to on or above level in reading
- 3rd grade has the highest percentage of students on or above level (55%)

- 34% of RCSD students who are below grade level did not make any improvement in placement level between Fall and Spring assessments.
- 36% of RCSD went up in Reading level between Fall and Spring assessments.
- There is a slight increase in the percentage of students meeting at least 1 year growth between 22-23 (51%) and 23-24 (53%).
- Homeless student group shows big improvement in percentage of students meeting annual growth in Spring 22-23 (36%) and spring 23-24 (49%) administration
- Other student groups (EL, SWD, ED) show good increases in percentage of students meeting annual growth in Spring 22-23 and spring 23-24 administration

#### Math scores:

The percentage of students performing at on or above levels in Spring Math diagnostic remain the same district wide between 22-23 and 23-24 administration at 38%

Percentage of students achieving on or above Math level declined for all grade levels except for Kinder, 2nd and 4th grades between 22-23 and 23-24 administration.

- White student group shows significant increase in percentage of students achieving on or above level between 22-23 ( 54%) and 23-24 (69%)
- African American group show decline of 7% in percentage of students achieving on or above grade level
- All student groups (EL, Homeless, Foster, SWD, ED) show positive increases in percentage of students achieving at least 1 year annual growth.

#### Between Initial and Final i-Ready Diagnostics in Mathematics for 2023-24 SY:

- 14% of RCSD students move from below level to on or above level in Math.
- 3rd and 4th graders have the highest percentages of students on or above level in Math while Middle schools students have the highest percentages of students at 2 or more grade levels below in Math.
- 40% of RCSD students who are below grade level did not make any improvement in placement level between Fall and Spring assessments.
- 41% of RCSD went up in Reading level between Fall and Spring assessments.
- There is a slight increase in percentage of students meeting at least 1 year growth between 22-23 (44%) and 23-24 (46%) I-ready assessments.
- All student groups (EL, SWD, SED, Homeless, Foster) are performing district average in percentage of students reading on or above grade levels
- All student groups (EL, Homeless, Foster, SWD, ED) show positive increases in percentage of students achieving at least 1 year annual growth.

Overall, on the 2023 School Dashboard, Redwood City School District was in the Orange for English Language Arts and Yellow for Mathematics. The area in Red is English Learner Progress for both English Language Arts and Mathematics, this is addressed in Goal 2 and Goal 3. For Chronic Absenteeism and Suspensions RCSD is in the orange. The student group target for both Absenteeism and Suspensions was red for African American as well as in Mathematics. This is addressed in Goal 1 and Goal 3.

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.

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 interpreters who will provide oral and written translation at public events including school site functions, IEPs, School Board meetings, and parent-teacher conferences.

In the 2023-24 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: 1,549 students took the survey

6th-8th grades: 1,670 students took the survey

Grades 3-5 maintained a relatively stable score in School Rigorous Expectations at 73% which is on the 50th percentile compared to others nationally.

School Safety was also steady throughout the year at 61%. This places RCSD in the 60th percentiles compared to others nationally.

Students in grade 3 tend to have the highest perception of School Belonging, School Engagement, School Climate, and Teacher Student Relationship compared to upper grades

Grades 3-5 student perception of School Teacher-Student Relationship remains relatively high and stable throughout the year at 70%. This indicates generally positive and stable relationships between teachers and grade 3-5 students.

Filipino students, compared to other ethnicities, have a high perception in a majority of the topics including School Belonging, School Climate and Teacher-Student Relationship.

Grade 6 students tend to have higher scores in most of the aspects compared to grade 7 and 8 who took the same set of survey questions. For all grade levels, "School Rigorous Expectations" scores the highest favorable response rate at 64%.

#### COMMUNITY SCHOOL DATA

In addition to the Panorama Climate survey, data is collected through our 8 Community Schools. In the 2023-24 school year for the first 2 trimesters the following services were provided by the RCSD

##### Family Centers:

1584 students participated in our expanded learning programs from our 8 Community Schools (Police Activities League-PAL Center, Boys and Girls Club of the Peninsula-BGCP, YMCA, Casa Circulo, Envisioneers, Siena Youth Center, Catalyst Kids, Redwood City Parks and Rec.

- 2600 students in total for the entire school district, all 12 schools, participated in our expanded learning programs.
- 1,188 students received backpacks and school supplies
- 887 families received holiday support for Thanksgiving and the Winter holidays
- 292 students received tutoring

- 5,253 households received distributions from the Second Harvest Food organization
- 1,187 families received emergency food /essential groceries
- 862 transportation passes
- 1,765 intentional outreach to build school/home communication
- 279 safety net enrollment/referrals(medical, Fair Oaks Community Center, housing, legal, etc.)

Mental health supports included(Trimester 1 only):

- 408 individual student sessions
- 91 students working in group sessions

The Family Centers at our Community Schools (Adelante Selby, Clifford, Garfield, Hoover, Kennedy, MIT, Roosevelt and Taft) administered family surveys. 368 surveys were collected in trimesters 1 & 2 of the 2023/24 school year, including 47 surveys from International families. The results from these surveys are as follows:

The Family Center was helpful in responding to my questions and concerns:

Strongly agree: 92.21%,  
Somewhat agree: 5.92%,  
Neither agree or disagree: 1.25%,  
Somewhat Disagree: 0%  
Strongly Disagree 0.62%.

After my visit, I feel like I have a plan in place to address my concerns/needs:

Strongly agree: 90.03%  
Somewhat agree: 6.54%  
Neither agree or disagree: 2.49%  
Somewhat Disagree: 0.31%  
Strongly Disagree 0.62%.

I am comfortable reaching out to the Family Center for additional support and/or answers to my questions:

Strongly agree: 92.52%  
Somewhat agree: 5.92%  
Neither agree or disagree: 0.93%  
Somewhat Disagree: 0%  
Strongly Disagree 0.62%.

As a result of my visit/conversation, I feel like I can better support my child's learning (attendance, academic, social-emotional):

Strongly agree: 88.16%  
Somewhat agree: 10.28%  
Neither agree or disagree: 0.93%  
Somewhat Disagree: 0%

Strongly Disagree 0.62%.

Newcomer family responses: 55 newcomer families were interviewed to ascertain needs and provide supports. Here are the Newcomer Family Survey results.

The Family Center was helpful in responding to my questions and concerns:

Strongly agree: 93.62%

Somewhat agree: 6.38%

Neither agree or disagree: 0%

Somewhat Disagree: 0%

Strongly Disagree 0%.

After my visit, I have a better understanding of how the education system works in the United States:

Strongly agree: 91.50%

Somewhat agree: 2.1%

Neither agree or disagree: 6.4%

Somewhat Disagree: 0%

Strongly Disagree 0%

Parent comments from surveys:

“El centro familiar ha sido mi apoyo incondicional y estoy muy agradecida con ellos. ??”

The family center has been my unconditional support and I am very grateful to them.

“La verdad me siento muy satisfecha por el apoyo y ayuda que he tenido con el centro familiar definitivamente me ayudado mucho en recursos , orientación y muchas cosas que he necesitado con mi hijo además de la eficiencia y sobre todo la calidad humana en servicio y empatía en lo personal para mi les doy un 100%.”

The truth is that I am very satisfied with the support and help that I have had with the family center. It definitely helped me a lot in resources, guidance and many things that I have needed with my son in addition to the efficiency and above all the human quality in service and empathy in Personally, for me I give them 100%.

“They were very attentive in listening to my story and needs.”

“Me parece muy importante la existencia del centro de familia en la escuela para apoyar las familias de todos los estudiantes.”

I think the existence of the family center at school is very important to support the families of all students.

“Que siempre están pensando cómo apoyar a los estudiantes para mejorar en sus estudios para el día en que tengan que iniciar su carrera. Gracias por su apoyo.”

They are always thinking about how to support students to improve their studies for the day they have to start their career. Thanks for your support.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Technical Assistance focus is on reducing suspensions and chronic absenteeism for the African American groups as per the California Dashboard.

Monthly meetings were held with the County for Differentiated Assistance in which a needs assessment was created by the LEA to identify target groups and schools in which students attend. LEA met with the Director of Student Services to identify work to be done in terms of suspensions and chronic absenteeism. The Director of Student Services met with administrators at each site to discuss alternatives to suspensions for targeted groups.

Suspensions in 2022-2023, we had 9 students who were African American and in 2023-2024 so far only 1 student who is African American has been suspended. We have reduced the number of students as of May 19th in our target group.

In order to address suspensions, the LEA continues to work with schools in the implementation of PBIS, currently the LEA has six schools participating.

- 3 schools are in year 2 of the training
- 3 schools are in year 1.

We are planning on adding 3 more schools in 2024-2025 so that all school sites are implementing PBIS at the school sites with Fidelity.

The District PBIS team is currently working on evaluating the PBIS implementation at all of our schools and revising our PBIS behaviors and SEL interventions of support.

Chronic Absenteeism: LEA identified students who were chronically, the African American target group.

22 students were below 90% rate

2 Students at: kindergarten, first, and eighth grade

1 student at: second third grade

4 students at: fourth and fifth grader

3 students at: sixth and seventh grade

15 students are between 95% - 90% rate

1 student at: eighth grade

2 students at: first, fifth, fourth, and sixth

3 students at third and seventh

As a result of technical assistance, the following steps are implemented to address student absenteeism and support students effectively:

\*Teachers and Office Staff Initiate Contact: The first step involves teachers and office staff reaching out to families to understand the reasons behind student absences. This direct communication helps in identifying any underlying issues that might be contributing to the absenteeism

\*Offer Support: During these initial contacts, the school staff offers necessary support to families, which may include providing information on available resources, addressing transportation issues, or offering counseling services.

\*MTSS TOSAs Role: Multi-Tiered System of Support Teachers on Special Assignment (MTSS TOSAs) play a crucial role in identifying students who are chronically absent. They analyze attendance data to pinpoint those who are at risk of truancy.

\*Student Engagement Support Plan (SESP): For students who become truant, MTSS TOSAs request a Student Engagement Support Plan meeting. This meeting involves setting specific, achievable goals tailored to each student’s needs to improve their attendance and engagement in school.

\*Goal Setting and Monitoring: The SESP includes setting goals to address the root causes of absenteeism, such as academic struggles, social-emotional issues, or family-related challenges. The progress towards these goals is regularly monitored to ensure that students receive the necessary support and interventions.

These steps ensure a proactive and supportive approach to managing absenteeism, focusing on early identification, direct communication, and personalized support plans. By involving families and providing targeted assistance, the LEA aims to reduce chronic absenteeism and improve overall student engagement and success.

## 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.

Garfield Community School  
Roosevelt Elementary School

### ***Support for Identified Schools***

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

The CA dashboard indicators for both Roosevelt and Garfield have placed both school in CSI. The need to address English language arts instruction is evident by the dashboard as Garfield scores 86.7 below standard, Roosevelt was 78.9 below standard and for Mathematics Garfield was 117 below standard and Roosevelt was 96 points below standard. In regards to English learners Roosevelt had 26.2% making progress and Garfield had 43% making progress.

At both CSI (Comprehensive Support and Improvement) schools, a thorough needs assessment was conducted to identify areas of support. The family needs assessment highlighted several key priorities:

1. Professional Development for Safe and Inclusive Supports: There is a recognized need for ongoing professional development to ensure that staff are equipped with best practices for creating safe and inclusive learning environments. This includes training on cultural competence, anti-bullying strategies, and trauma-informed practices.

2. Enhanced Support for English Learners: Families have emphasized the importance of providing more robust support for English learners. This includes both academic support in subjects like reading and math, as well as social-emotional support to help these students thrive in a new linguistic and cultural environment.
3. Tutoring for Math and Reading: There is a critical need for additional tutoring services for students struggling in math and reading. This targeted support is essential to help these students reach grade-level proficiency and improve their overall academic performance.
4. Support for Struggling Students: Beyond academic tutoring, there is a need for comprehensive support for students who are struggling in various areas. This includes interventions and resources tailored to meet the diverse needs of students facing academic, social, or emotional challenges.
5. Continued Enrichment Classes: The continuation of enrichment classes is important to provide a well-rounded education. These classes help in fostering creativity, critical thinking, and other essential skills that go beyond the core academic subjects.

To address the academic needs of English Learners (ELs) at Garfield and Roosevelt schools, the LEA has developed a comprehensive Tier 1 plan focusing on enhancing instructional practices and providing targeted support. The plan includes the assignment of instructional coaches to both schools to ensure effective implementation and continuous improvement of instructional strategies.

**Assignment of Instructional Coaches:** Dedicated instructional coaches will be assigned to Garfield and Roosevelt schools. These coaches will provide on-site, personalized support to teachers, helping them to enhance their instructional practices and address the unique needs of English Learners.

**Support for TK-5 Teachers:** Targeting support for teachers in transitional kindergarten through 5th grade ensures that educators at all grade levels have access to resources and training tailored to their specific instructional needs. This comprehensive approach can help build a cohesive framework for language instruction and academic support throughout the elementary years.

Reading Intervention Teachers will support the sites for students who need Tier II interventions.

Full time MTSS TOSAs will support sites with monitoring students who have 504s, School Support Teams for Tier 1 interventions, as well as support attendance.

Plan of action for each of the school sites:

**Summer Planning Sessions:** Offer per diem pay staff members during the summer to convene and strategize for the implementation of support initiatives for the upcoming school year. These sessions will focus aligning curriculum, setting instructional goals, and preparing resources to ensure a smooth rollout for 2024-2024.

**Coaching model:** Allocate release time for coaches to collaborate with teachers in planning Tier 1 instruction and implementing support strategies. Release time allows coaches to work closely with educators to identify areas of improvement, provide targeted feedback, and co-plan lessons that meet the diverse needs of students..

**Hold Monthly meetings** with administration to review data, assess progress towards instructional goals, and engage in continued planning for instruction.

Develop a rotating schedule for different grade levels to be released weekly to meet with instructional coach, during school or after school hours. This structured approach ensures that all teachers have dedicated time to collaborate with coaches, receive personalized support, and implement effective instructional practices tailored to their grade level and subject area.

Hiring a short-term substitutes at each site to support the weekly planning and release time for teachers is a practical strategy to ensure the successful implementation of the coaching model.

LEA will also provide after school tutoring for students in language arts or mathematics for students who continue to be two- three years behind.

Integrated ELD coaching support with Teachers Created Material Instructional Coaches

A comprehensive professional development plan integrating Administration, Support Coaches, and Classroom Teachers grades 3-5 is designed to enhance skills and foster growth across the board. Through a combination of professional development and coaching sessions, this approach aims to elevate professional standards and subsequently improve student outcomes for all students with a focus on English Learners

Teachers will have planning days with TCM coaches which will model lessons tied to Benchmark integrated strategies for English learners. Grade level teams will observe TCM coaches and debrief lessons and plan for next steps. Site instructional coaches will then continue to work and plan with teachers during weekly release times provided by substitutes.

LEA will continue to provide mental health supports and collaborate on the development of Positive Behavioral Interventions and Supports (PBIS) this demonstrates a commitment to fostering a safe and inclusive environment for students at both Garfield and Roosevelt schools.

## ***Monitoring and Evaluating Effectiveness***

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

To effectively support student and school improvement, the Local Education Agency (LEA) will implement a comprehensive monitoring and evaluation plan. This plan will leverage our current data processes and involve regular assessments, data analysis, and iterative feedback mechanisms. The following key components outline how the LEA will monitor and evaluate the effectiveness of the improvement plan:

1. Data Collection, Assessment Frequency, and Review :

\*Heggerty and Aprendo a LEER Assessments (K-3 at Bilingual Sites): Foundational skills assessments will be conducted every 6-8 weeks. This frequent monitoring allows for timely identification of students' strengths and areas for improvement. Results from Heggerty assessments will be systematically analyzed to identify trends, areas of improvement, and the effectiveness of interventions. This data will inform instructional practices and targeted support.

\*i-Ready Standard Assessments : These assessments will be administered twice a year (Fall and Spring) to measure student progress and benchmark against standardized norms. Teachers will also administer the Standard based Assessments provided by i-Ready to monitor



students growth. The i-Ready data from Fall to Spring will be compared to measure growth and identify any gaps. Comparative analysis will help in understanding overall student progress and the impact of instructional strategies.

\*Interim Assessment Blocks (IAB) for ELA and Math (3rd-5th Grade): Assessments will occur 1-2 times a year to gauge students' proficiency and growth in core academic areas. Data analysis will provide teachers to plan for targeted instruction to support gaps in learning.

\*Literably Assessments (1st-3rd Grade): Conducted at each trimester, these assessments provide a detailed analysis of students' reading progress. Reading assessment data from Literably will be reviewed each trimester to track progress, inform instruction, and adjust interventions as needed.

\*Illustrative Math Assessments: Chapter tests will be analyzed regularly to monitor students' growth and understanding of mathematical concepts over time. Analysis of chapter test results will provide insights into students' mathematical development and understanding. This continuous monitoring will help tailor instructional strategies to meet students' needs.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
San Mateo County Office of Education Technical Assistance Team	Dates-Nov. 9, 2023; Jan. 19, 2024; Feb. 9, 2024, April 18, 2024 Reviewed CA Dashboard results and Target groups, Resource Mapping, CSI schools and LCAP resources
Special Education Team: RCSD Directors, SELPA Coordinator	During the English LCAP Advisory committee held on March 11, April 15, and May 13th provided input during the LCAP meeting
Certificated and Classified Staff as well as Local Bargaining Units	During the English LCAP Advisory committee held on March 11, April 15, and May 13th multiple certificated and classified staff provided input during the LCAP meeting.
District English Learner Advisory Council	In-person meeting in Spanish were held on March 8, April 5, and May 1st and at DELAC Meeting in order to gather input from our parent community.
Parents and Community	We involve our parent community in multiple ways. From in in-person meetings for our Spanish speaking families on March 8, April 5, and May 1st and held three virtual meeting for our English speaking parents on March 11, April 15, and May 13th. We also had LCAP survey embedded in our Panorama Survey and we aim to provide ample opportunities for parents to interact with district personnel.
Student Voice	All twelve schools participated in LCAP Student Voice Advisory 1 in person meeting for each of the K-5 sites Dates: Jan. 17, 23, 24, 30, Feb. 7, 12, 15, 26, 28, 2 in person meetings for K-8/Middle Schools Dates: Jan. 17, 24, 25, 26, 30 Feb. 2, 6, 7, 9, 12, 13, 14, 27, 28 4th-8th grade (4 representatives/grade)

Educational Partner(s)	Process for Engagement
	Each school developed a survey and shared out results with Assistant Superintendent on March 13th.
LCAP Advisory Committee make up: Teachers, parents, board members, classified staff, and district directors.	During the English LCAP Advisory committee held on March 11, April 15, and May 13th multiple certificated and classified staff provided input during the LCAP meeting. In-person meeting in Spanish were held on March 8, April 5, and May 1st and at DELAC Meeting in order to gather input from our parent community.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

During the six meetings of the RCSD LCAP Advisory Committee, which included parents, staff, board members, and district staff, data from all stakeholder groups were analyzed to inform the development of the LCAP. The comprehensive review of the LCAP survey sent to families provided crucial insights that shaped the recommendations for the LCAP plan. Below is a summary of the information gathered and the recommendations made by families:

Goal 1 Success and needs identified by LCAP Advisory committee and LCAP parent survey.

Decline in absenteeism

Stability of the numbers (the change is not fluctuating too much)

Is there a way to look at schools that are successful to see what they did to improve their attendance rate?

Is there a way to compare absenteeism rates from mid-year to mid-year instead of mid-year to full-year?

What is the historical chronic absenteeism rate?

Parent Survey LCAP results indicate that 23% of RCSD parents to focus on chronic absenteeism.

Suspension-

Looks like the suspension are not climbing high at a fast pace

The suspension rate is lower as of now compared to last year (particularly with foster youth)and all around is lower.

The expulsion rate has remained at zero

What other interventions or accommodations are needed for students with special needs to prevent suspension?

Has the suspension policy changed and sites are no longer suspending students?

Parent Survey LCAP results indicate that 52% of the parents want RCSD to provide Positive School Wide Discipline programs at all sites.

Mental Health-

Increase in Tier 1 support (SEL lessons across the district)

Is there any comparative data from previous years?

What will happen if the supports are decreasing at some sites?

Parent LCAP Survey results indicate 86% of the parents want RCSD to prioritize mental health counseling supports.

Based on this data and the input of educational partners, the district has identified the following to continue to improve in the wellness of RCSD students.

1: Continue to provide Mental Health Support. The LEA recognizes the importance of mental health support for students and has committed to continuing support for mental health counselors. These counselors play a crucial role in providing Tier 2 and Tier 3 interventions for students who require additional support beyond what is typically provided. By maintaining and possibly expanding these resources, the LEA aims to address the mental health needs of its students comprehensively. ( Goal1: 1.6 )

2: Chronic Absenteeism. To address chronic absenteeism, the LEA plans to continue supporting Multi-Tiered Systems of Support (MTSS) TOSAs (Teachers on Special Assignment) to focus on attendance issues. These TOSAs likely work closely with schools to implement strategies aimed at improving attendance rates, such as targeted interventions for chronically absent students and proactive outreach to families. By maintaining this support and creating individualized plans for students with ongoing attendance challenges, the LEA aims to reduce absenteeism and increase student engagement. ( Goal1: 1.3)

3: Suspension Reduction and Positive Behavior Supports. The LEA recognizes the need to address suspension rates and promote positive behavior supports across all schools. To achieve this, the LEA plans to focus on fidelity to Positive Behavioral Interventions and Supports (PBIS) at all sites. PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. Additionally, the LEA plans to implement Tier 1 MTSS Social Emotional and Behavior supports to help students who may be in need of extra support and to create safe environments for all students. Moreover, LEA will continue to support an alternative to suspension programs for sixth through eighth graders with the additional resources and programs at an opportunity school. ( Goal :1, 1.2, 1.7,1.10)

Goal 2 Success and needs identified by LCAP Advisory committee and LCAP parent survey.

Successes:

74% of students who were eligible to take the ELPAC in 8th grade were reclassified last year

Questions for Goal 2:

Is there any pattern for when students plateau and don't progress?

How does a child with an IEP differ in ELPAC scores? What do they need?

How is the new supplemental curriculum supporting this goal?

Parent LCAP Survey results indicate 45% of the parents fill that RCSD need to continue to support English Learners to close the achievement gap.

Based on this data and the input of educational partners, the LEA recognizes the importance of providing targeted support for English learners across all content areas. To address this, the LEA plans to implement supports in Tier 1 instruction, particularly focusing on Integrated English Language Development (ELD) across all content areas.

Integrated ELD involves embedding language development instruction within content-area instruction, ensuring that English learners have access to grade-level content while simultaneously developing their English language proficiency. By implementing Integrated ELD strategies, teachers can provide meaningful language support to English learners without pulling them out of core instruction, thus promoting academic language development and content mastery simultaneously.

The LEA's commitment to supporting Integrated ELD across all content areas demonstrates a proactive approach to addressing the needs of English learners and ensuring their academic success. By providing teachers with the training and resources needed to implement effective Integrated ELD strategies, the LEA aims to create inclusive learning environments where all students, including English learners, can thrive academically.

RCSD is taking proactive steps to support English learners (EL's) in the upcoming school year (2024-2025). Here's an overview of the initiatives that will be supported through Goal 2.2.2

Contracting with TCM (Teacher Created Materials) for Integrated ELD Support: TCM will provide support for 3rd-8th grade teachers in planning for Integrated English Language Development (ELD). This support is specifically targeted at schools identified as Additional Targeted Support and Improvement (ATSI), Comprehensive Support and Improvement (CSI), and other targeted sites with large populations of English learners.

TCM offers expertise and resources to help teachers effectively integrate language development instruction into content-area lessons, ensuring that EL's have access to grade-level content while simultaneously developing their English language proficiency. ( Goal 2.2.2, 2.29)

Collaboration with Stanford for Middle School Multilingual Learners Modules: RCSD is collaborating with Stanford University which has developed modules tailored to address multilingual learners. These modules are designed to provide targeted support for EL's in middle school, addressing their unique language and academic needs in various content areas. Stanford University brings research-based practices and expertise in language acquisition and instructional strategies for multilingual learners. ( Goal 2.2.2)

By partnering with TCM and Stanford University, the RCSD demonstrates a commitment to providing high-quality support and resources for English learners across grade levels. These initiatives aim to empower teachers with the knowledge and tools they need to effectively meet the diverse needs of ELs, ultimately promoting their academic success and language development.

Goal 3 Success and needs identified by LCAP Advisory committee and LCAP parent survey.

RCSD math scores went up and the State did not.

A couple of subgroups that are bucking the trend-SWD and SE are increasing a bit in reading and a stop drop in math on iReady. They are stable, we know we want them to be higher.

Looking at different student groups-red and orange-notice that homeless increased a lot, but are not necessarily moving out of a color band.

Questions for Goal 3:

If math is showing more improvement, is it just that ELA performance is not as successful, is it because that material is not accessible to non-English speakers?

In Language Arts African American students are in the yellow, but in math performance they are in red. Why is that?

LCAP parent survey results indicate the following:

72% want RCSD to retain and recruit qualified staff,  
66% of the families want RCSD to prioritize additional services to supporting students not reading at grade level.  
63% want enrichment opportunities in the classroom  
51% want tutoring after school and class size reduction  
46% want Summer School for students below grade level  
45% want additional services for English learners  
41% want RCSD to provide professional development for teachers

Based on this data and the input of educational partners, the LEA has identified the following areas to prioritize in order to support student achievement. These prioritize aim to address the diverse needs of the students and ensure they receive necessary support to succeed academically.

LEA will continue to provide professional development for K-5 in the areas of mathematics and reading. Continued professional development will focus on enhancing instructional strategies in mathematics and reading to improve foundational skills in the early grades. Teachers will receive training on effective practices, curriculum alignment, and data-driven instruction.

Universal Design for Learning for 6th-8th grade and support English Learners as well as Long Term English Learners. Professional development for middle school teachers will emphasize UDL to create inclusive learning environments that accommodate all students, including those with diverse learning needs. Additionally, specific strategies will be provided to support English Learners (ELs) and Long Term English Learners (LTELs), ensuring they receive tailored instruction that promotes language acquisition and academic achievement. Professional Development provided by Stanford with a focus on English Learners and TCM coaching at targeted schools with high numbers of English Learners.

Targeted Tutoring: Tutoring programs will be implemented to provide targeted academic support for students who need additional help. These programs will focus on core subjects, particularly mathematics and reading, and will be designed to address specific learning gaps identified through assessments.

#### Professional Learning Community

Establishing and supporting PLCs will allow teachers to collaborate regularly, share best practices, analyze student data, and develop effective instructional strategies. This collaborative approach ensures continuous professional growth and improved instructional quality.

Reading Intervention at Targets school will provide intensive support for students struggling with literacy. These programs will include evidence-based interventions and individualized instruction to help students improve their reading skills.

Ongoing Support for Teachers: Instructional coaches will be available to provide ongoing support and guidance to teachers. Coaches will help with the implementation of new strategies, model effective teaching practices, and assist in analyzing student data to inform instruction.

Smaller Class size for K-2: Reducing class sizes in the early grades (K-2) will ensure more individualized attention for each student, allowing teachers to better address the diverse needs of young learners and provide more personalized instruction.

Instructional aides at CSI, ATSI, and target sites: Hiring additional instructional aides will provide crucial support in classrooms, helping to manage small group instruction, assist with differentiated learning activities, and provide one-on-one support for students who need it.

Summer school programs will be offered to provide extended learning opportunities for students who need additional time to master key concepts. These programs will focus on remediation and enrichment, helping to prevent learning loss and prepare students for the upcoming school year.

By prioritizing these areas, the LEA aims to create a supportive and effective educational environment that enables all students to achieve their full potential. These targeted efforts, informed by data and stakeholder input, are designed to address specific challenges and leverage opportunities for enhancing student learning outcomes.



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	<p>By June of 2024, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.</p> <p>By June of 2027, the LEA aims to reduce Chronic Absenteeism by 3% each year in all student groups across the LEA, specifically the African American Students and student groups at English learners at Clifford, Henry.</p> <p>Improve Attendance rate by 2% each year in all groups.</p> <p>Reduce suspensions by 0.5% for district and other sub groups: SED, ELs, Homeless each year and by 1% annually for African Americans, and Students with Disabilities, sub group of English Learners LTELs.</p>	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

<p>The LEA has identified specific sites and subgroups with high absenteeism and suspension rates based on the California Dashboard results. The goal is to continue addressing these issues while maintaining and building on the steady growth observed over the past two years. Below is an outline of the targeted areas, strategies, and the rationale behind maintaining this</p> <p>High absenteeism at the following sites and subgroups: All students at Clifford and Roy Cloud- English Learners All students at Henry Ford, Orion, Garfield- Students with Disabilities Henry Ford, Orion, Clifford, Roy Cloud- Hispanic and Socio-economically disadvantaged Kennedy and Clifford- White Clifford- Two or More Races</p> <p>Suspensions at the following sites and subgroups: McKinley and Clifford for -English Learners</p>
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Taft- Students with Disabilities  
All Students at Garfield for Hispanic  
Clifford- Hispanic  
All students at Garfield for Socioeconomically Disadvantaged  
Clifford and McKinley- Socioeconomically Disadvantaged  
Kennedy- African Americans

The Local Education Agency (LEA) developed this goal in response to the need for sustained improvement in student attendance and behavior as highlighted by data from the California Dashboard. The goal is designed to address chronic absenteeism and suspension rates, which are critical indicators of student engagement and school climate. The data demonstrates both areas of progress and areas requiring continued attention:

Chronic Absenteeism: Overall decline of 2.6% for all groups in 2022-2023 and 27.4% of students were chronically absent. Notable decreased in Foster Youth, Homeless, and Pacific Islander, and Students with Disabilities.

Suspensions: Slight increase of 0.4% for all groups as in 2022-2023, 2.8% students were suspended at least one day. With a decrease in Foster Youth and Homeless students.

Actions and Metrics to achieve these goals:

Continue the implementation and reinforcement of PBIS across all site and establish consistent and clear expectations for student behavior. Metric to reduce suspension rates and improve school climate survey results.

Rollout of Tier 1 Social Emotional Learning and Behavior framework to provide foundational support for all students, promoting positive behavior and emotional well-being. Thus reducing both chronic absenteeism and suspension rates, increase in SEL competency.

MTSS TOSAs and office staff will continue to implement Student Engagement Support Plan (SESP) to support chronic absences. As a result improvement in attendance rates and reduction in chronic absenteeism, measured by school attendance records.

Ongoing professional development for staff on effective strategies to support staff on effective attendance strategies, behavior management, cultural competency, and trauma-informed practices.

Strengthen family and community partnerships to support student attendance and behavior, including regular communication, workshops, and resource provision.

Regularly monitor attendance and suspension data to evaluate the effectiveness of interventions and adjust strategies as needed.

Within three years, the district will reduce rates of chronic absenteeism and suspension for specific subgroups identified: socioeconomically disadvantaged, African American students, and students with disabilities by implementing actions that promote positive outcomes for each group.

The development of this goal is a strategic response to the specific needs identified through data analysis and stakeholder input. The combined actions and metrics are designed to create a comprehensive and supportive framework that addresses both absenteeism and suspension rates. By maintaining focus on these areas and implementing targeted, evidence-based interventions, the LEA aims to create a positive and inclusive educational environment that promotes student engagement, well-being, and academic success.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Attendance Rate	23-24 (local data) District: 93.9% EL: 92.5% LTEL: 93.6% Homeless: 91.6% Foster: 89.1% SED: 93% SWD: 92.1% AA: 92.1%			May 2027 District: 99.7% EL: 97.3% LTEL: 99.4% Homeless: 97.6% Foster: 96.4% SED: 99% SWD: 98.1% AA: 97.7%	
1.2	Chronic Absenteesim Rate	23-24 (local data) District: 18.3% EL: 26.4% LTEL: 20.7% Homeless: 30.4% Foster: 50% SED: 24% SWD: 25.4% AA: 35%			May 2027 District: 9.9% EL: 17.6% LTEL: 11.5% Homeless: 21.4% Foster: 24.3% SED: 14.8% SWD: 17.1% AA: 26%	
1.3	Suspension Rate	23-24 (local data) District: 2.2% EL: 3.3% LTEL: 7.8% Homeless: 3.8% Foster: 0% SED: 3.2%			May 2027 District: 0.2% EL: 0.7% LTEL: 3.0% Homeless: 0% Foster: 0% SED: 0.8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 4.4% AA: 5%			SWD: 0.8% AA: 3%	
1.4	Panorama Survey	Spring 2024 Grade 3-5 School Belonging: 62% School Safety: 61% School Climate: 58% School Engagement: 48% School Teacher-Student Relationships: 70%  Grade 6-8 School Belonging: 33% School Safety: 51% School Climate: 38% School Engagement: 23% School Teacher-Student Relationships: 42%			May 2027 Grade 3-5 School Belonging: 70% School Safety: 69% School Climate: 66% School Engagement: 56% School Teacher-Student Relationships: 78%  Grade 6-8 School Belonging: 41% School Safety: 59% School Climate: 46% School Engagement: 38% School Teacher-Student Relationships: 50%	
1.5	Expulsion rate	2023-2024: District: 0%			District: 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Middle school drop out rate	2022-2023 drop out rate as of 23-24 CBEDS District: 0%			District: 0%	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Tier 1: Social-emotional (SEL) supports	1. Stipends for GSA (Gender and Sexuality Alliance) teacher leads/advisors will be provided for K-5 sites. 2. Collaboration with Stanford University/Gardner Center will continue to develop and ensure a system of SEL supports for staff, students and families Teacher series on supporting students with anxiety, ADHD and other concerns that teachers need support on.	\$32,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>3. Pilot new SEL program at 2-5 sites which will be multi-funded by Sequoia Health Care funding.</p> <p>These actions are strategically designed to create an inclusive, supportive, and well-managed educational environment, addressing both the causes and effects of chronic absenteeism and suspension rates. The integration of these actions with the overall goal includes: Supporting GSAs and implementing SEL programs promote inclusivity and emotional well-being, directly impacting attendance and engagement. Professional development and additional classroom resources equip teachers to better support students with diverse needs, reducing behavioral issues and improving classroom climate. Partnerships with institutions like Stanford University ensure that the strategies employed are research-based and effective, enhancing the overall support system for students.</p>		
<b>1.2</b>	Tier 1: Positive Behavioral Interventions and Supports (PBIS)	1. Training and support will be provided by the Santa Clara County Office of Education to six schools, 3 new site will begin year 1 and 3 sites will complete year 2. Each school will have a PBIS or Leadership team who attends the training in order to implement Tier I PBIS strategies. Address CSI schools Roosevelt and Garfield and ATSI schools Clifford and MIT.	\$35,000.00	Yes
<b>1.3</b>	Tier 1: Student Services and outreach to families experiencing chronic absenteeism specifically unduplicated pupils.	<p>The provided actions outline a comprehensive approach to addressing attendance, absenteeism, and student support needs within the school community, particularly focusing on underserved populations. By prioritizing outreach to families of unduplicated pupils, such as homeless students and English Learners, this action addresses the specific needs of vulnerable student populations and fosters family engagement in addressing attendance challenges.</p> <p>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 .</p>	\$245,310.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>2. A 1.0 dedicated Bilingual Administrative Assistant provides targeted outreach and support to families of homeless students, addressing their unique needs for clothing, school supplies, and transportation.</p> <p>3. The Student Services department carefully oversees student attendance issues. Letters, phone calls and weekly emails are sent home to encourage attendance. The addition of a social worker intern enhances the capacity of the Student Services department to conduct home visits and provide more intensive support to students facing attendance challenges, particularly those with complex needs</p> <p>4. As part of Tier 1 services, MTSS TOSAs at the school sites reach out to families of students who are absent, specifically identify students who are African American, Students with Disabilities and English Learners.</p> <p>Tier II services involve a collaborative effort between site administrators, MTSS TOSAs, and mental health counselors, if needed, to provide targeted support and intervention for students with persistent attendance issues.</p>		
1.4	Tier 1: Trauma based training for teachers at Kennedy, Hoover, CSI school Garfield, ATSI school Taft	<p>Administrators, Teachers and Community School Coordinators will receive Trauma-based training to support students who need support for Trauma in the 2024- 2025 school year. RCSD continues to receive newcomers throughout the school year, many have experienced trauma and need additional supports.</p> <p>Trauma-based training is a proactive step toward supporting students who have experienced trauma. Training will provide participants with a deeper understanding of trauma and its impact on students' behavior, emotions, and learning. Participants will learn evidence-based strategies for supporting students who have experienced trauma, including trauma-informed classroom practices, de-escalation techniques, and crisis intervention. By equipping educators and support staff with practical tools and techniques, the training will enable them to provide immediate support to students in crisis and create safe and supportive learning environments.</p>	\$8,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
<b>1.5</b>	Tier II: Community School wrap-around service support for families CSI schools focus on wrap-around services for Roosevelt and Garfield. ATSI schools MIT, Taft, and Clifford will also receive support for wrap-around services	<p>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.</p> <p>1. Adelante Selby, Clifford, Garfield, Hoover, Roosevelt, Kennedy, MIT and Taft are designated as Community Schools. Each site has a full-time Community School Coordinator and Administrative Assistant to support families at each site.</p>	\$1,204,801.00	Yes
<b>1.6</b>	Tier II: Site-based Mental Health Supports. Full time counselors will continue at schools with high suspensions to support schools in CSI (Roosevelt and Garfield) and ATSI (Clifford, Taft and McKinley)	<p>LEA is prioritizing the mental health of students as recommended by the parents in the advisory and LCAP survey, particularly those identified as unduplicated students, and fostering a supportive and nurturing school environment. By adding mental health counselors to each school site, the district ensures that students have access to timely and on-site mental health support.</p> <p>1. Mental Health Counselors have been added to each school site to provide support principally directed towards unduplicated students. Full-time counselors are supporting our priority schools Garfield, Roosevelt, Taft, and Hoover, K-8 schools Clifford, Roy Cloud and our comprehensive Middle schools. McKinley, Kennedy. Part-time counselors are supporting North Star, Adelante Selby, and Orion. This allows for targeted support where it is most needed, ensuring equitable access to services.</p> <p>2. School Psychologists are currently located at each site whose services are principally directed towards unduplicated students.</p>	\$4,281,211.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>3. Additional Mental Health support will be provided by OneLife, based on additional needs at each site and contracted services complementing the work of mental health counselors.</p> <p>4. A lead counselor facilitates coordination among site personnel, ensuring that services are effectively delivered and that resources are utilized efficiently. Lead Counselor will Collect and report data for ongoing evaluation of mental health services, identifying areas for improvement and informing decision-making.</p> <p>5. Supplies are provided for Mental Health Therapists to set up welcoming room environments and provide nurturing toys and games for children.</p> <p>6. Online counseling support for students and parents.</p>		
<b>1.7</b>	<p>Tier III: Homeless Students</p> <p>Thrive case managers- Grant</p>	<p>These actions collectively contribute to a coordinated and compassionate response to homelessness within the school community. By identifying at-risk families early, providing proactive case management and support services, and addressing immediate needs such as transportation and financial assistance, the district aims to promote stability and resilience among homeless families and mitigate the impact of housing instability on students' educational outcomes.</p> <p>1. Director of Student Services identifies families at risk of currently facing homelessness through the annual housing questionnaire. Provides Homeless training to all staff.</p> <p>2. Thrive Case Managers providers: (Hoover, Garfield, Taft, MIT) Outreach to families who are at risk of being homeless to assist them by referring them to community services available.</p> <p>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.</p> <p>3. Transportation will be provided to homeless students to their schools of choice.</p> <p>4. Additional assistance is provided to families experiencing homelessness: rental assistance, gift cards, travel and auto costs.</p>	\$20,000.00	<p>No</p> <p>Yes</p>

Action #	Title	Description	Total Funds	Contributing
1.8	Tier 1: MTSS System Monitoring	<p>System monitoring of Tier 1 is essential for ensuring that universal interventions are effective in promoting positive outcomes for all students. By collecting and analyzing data, monitoring progress, reviewing intervention implementation, engaging in problem-solving, and making adjustments as needed, schools can provide a strong foundation of support within the general education setting and address the diverse needs of their student population.</p> <p>1. Training will be provided by the SMCOE and SELPA Coordinator to the MTSS Coordinators to 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> <p>2. A Coordinator of Assessment and Accountability has been hired to collect, monitor, and analyze data to determine the efficacy of actions and services and provide data for schools, and 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.</p> <p>3. The Healthy Kids Survey will continue to provide school climate information from students, families and district staff.</p> <p>4. The Ed Services Department Secretary will support the collection of this data, monitoring of expenditures, process purchase orders, stipends, etc.</p> <p>5. Contract with Powerschool Analytics for data tracking for MTSS work.</p> <p>6. Purchase of testing materials for assessments: CAASP, ELPAC, and IAB's</p>	\$371,624.00	No
1.9	Tier III: Behavior Specialists	<p>1. Contracted services can provide access to professionals with specialized training and expertise in addressing intensive behavior needs, including behavior analysts and technicians to support students in general education classrooms.</p> <p>Additional support for intensive behavior of unduplicated pupils student needs will be added to high priority sites through contracted services.</p>	\$300,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Tier 1: MTSS System Monitoring	<p>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 students receive the supports that are needed.</p> <p>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</p>	\$1,364,874.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	<p>By June of 2027, 55% of 2nd- 8th grade English Learner (EL) students will progress by a minimum of one level on the ELPAC each school year as measured by Summative ELPAC Assessment.</p> <p>Increase our reclassification rate to 20%. Decrease our Long Term English Learner to 10%</p>	Focus Goal

### State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 7: Course Access (Conditions of Learning)

### An explanation of why the LEA has developed this goal.

The LEA's goal to address English Learner (EL) and Long-Term English Learner (LTEL) needs at specific sites and subgroups, as informed by the results of the California Dashboard, reflects a commitment to improving outcomes for these student populations.

Based on the results of the California Dashboard, the LEA will address English Learner and subgroup of ELs: Long Terms English Learners at the following sites and subgroups:

Clifford, Garfield, Hoover, Roosevelt, and Henry Ford- English Learners

According to the California Dashboard the following progress was achieved in 2022-2023

The decline in the percentage of ELs making progress towards English proficiency from 55.7% to 40.1% suggests a need for targeted interventions to support language acquisition and proficiency development.

While 43% of ELs maintained their ELPI levels, there was a decrease from the previous year (34.2% in 2021-2022).

The 15.8% of ELs who progressed on the Summative Alternate ELPAC represents positive growth, but there may be opportunities to further support these students in achieving English proficiency

The decline of 9 points in recently reclassified ELs indicates the importance of ongoing support and monitoring for EL students even after reclassification.

The LEA developed this goal with the progress that English Learners have made in the prior year.

The LEA continues to focused on implementing supplemental curriculum for English Language Development courses demonstrates a commitment to providing targeting instructional language acquisition. Targeting instructional supports for Integrated English Language

Development for third through eighth grade teachers aligns with best practices for providing language-rich content instruction across subject areas.

Intentional coaching support at ATSI schools: Taft, Clifford, and MIT as well as CSI school: Garfield and Roosevelt and other sites with high numbers of English Learners at Henry Ford and Hoover ensures that educators receive the guidance and resources needed to effectively support ELs in their classrooms.

The LEA is taking a proactive approach to addressing the needs of EL and LTEL students. By providing targeted instructional supports, supplemental curriculum, coaching support, and monitoring progress, the LEA aims to improve outcomes for ELs and support their continued progress towards English proficiency and academic success.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Summative ELPAC	23-24 (local data): 38.5% of EL making progress at least 1 ELPAC lv. Level 4: 9.5% Level 3: 28.1% Level 2: 30.6% Level 1: 28.5%			June 2027 55% of grade 2-8 ELs progress at least 1 ELPAC level	
2.2	RFEP Rate	23-24 (local data): 15.3%			May 2027: 20%	
2.3	Long Term English Learner Rate	23-24 (local data): 26%			May 2027: 10%	
2.4	Panorama Family Survey	2023-2024 (Spring) Response: 17% (1,098) Academic Care- 77% School Safety- 77% School Climate-76% Cultural Awareness- 58%			Response: 45% Family Academic Care- 86% School Safety- 86% School Climate- 85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Family Engagement-25%			Cultural Awareness- 67% Family Engagement-34%	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## 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	\$477,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>3. The Pathway to the Seal of Biliteracy will continue at Kennedy Middle School for Spanish bilingual students and for Mandarin bilingual students.</p> <p>4. Additional materials for ELD instruction will be provided to each site.</p> <p>5. Out of ratio designated ELD teachers are provided to MIT, Kennedy, and Hoover in order to ensure sufficient staffing and support to newcomer students not meeting the criteria for the Newcomer Center placement.</p> <p>6. Bilingual testing specialist will ensure each EL student is ELPAC tested</p>		
<b>2.2</b>	Tier I: PD for staff	<p>The professional development plan aims to provide targeted support to staff and instructional assistants, focusing on the needs of English Learners (ELs) and enhancing instructional practices to improve student outcomes. This plan is designed to equip educators with the necessary skills and strategies to effectively support EL students, particularly at CSI target schools (Garfield and Roosevelt), Hoover, Taft, and ATSI schools (Clifford, Henry Ford, MIT). Professional Development will be provided to staff and instructional assistants in:</p> <ol style="list-style-type: none"> <li>1. Curriculum training on ELD supplemental curriculum</li> <li>2. Professional Development will cover specific ELD strategies such as building vocabulary and oral language development</li> <li>3. Training on strategies to support newcomer students who may face additional challenges in adjusting to a new educational environment.</li> <li>4. Development and sharing of integrated units that focus on language development through content instruction.</li> <li>5. Training on use Ellevation to monitor progress for English Learners and use embedded supports</li> <li>6. Collaboration with Stanford University to support middle school teachers with integrated ELD focus across content areas.</li> <li>7. Professional development provided by TCM with an emphasis on integrated ELD strategies for third through fifth grade.</li> <li>8. A comprehensive professional development plan integrating Administration, Support Coaches, and Classroom Teachers is designed to enhance skills and foster growth across the board.</li> </ol>	\$89,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Through a combination of professional development and coaching sessions, this approach aims to elevate professional standards and subsequently improve student outcomes for all students with a focus on English Learners. CSI Target Schools: Garfield and Roosevelt, Hoover, Taft, as well as ATSI schools Clifford, Henry Ford, MIT		
<b>2.3</b>	Tier I: Academic Planning for Success	Support will be provided for Unduplicated Pupil families to ensure that they have sufficient information for high school preparation (enrollment, assessments, A-G requirements, accelerated pathways, etc.), meeting with students in 8th grade. Instructional Coach will meet 1- 1 with families, hold group meetings, be available to advocate for student placement in high school, among other actions and services for students who are typically under-enrolled in high-level classes. LEA will prioritize Bayside schools and Spanish-speaking families.	\$0.00	Yes
<b>2.4</b>	Tier I: Outreach to Spanish-speaking families: Specifically CSI schools, Roosevelt and Garfield	<p>The LEA has developed a series of initiatives to ensure effective communication and supports for English Learners students and their families, with an emphasis on engaging Spanish-speaking families.</p> <ol style="list-style-type: none"> <li>1. 0.3FTE of the Director of Communications position ensures frequent communication with Spanish-speaking families using a variety of platforms and strategies</li> <li>2. Community Liaison/Family and Newcomer Outreach position focuses on outreach to families and newcomers, helping them navigate the school system and access resources.</li> <li>3. Three 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.</li> <li>4. Instructional Coaches at Roosevelt, Garfield and Hoover will collaborate with the Community School Coordinator to support parent engagement. ( goal 3)</li> <li>5. Educational materials and important information will be translated and made publicly available on the school district's website.</li> </ol>	\$693,098.00	Yes

Action #	Title	Description	Total Funds	Contributing
		By implementing these actions, the LEA is committed to supporting English Learners and their families, improving communication, and fostering a supportive and inclusive school environment.		
<b>2.5</b>	Tier II: Providing for additional needs	<p>To enhance educational experiences for English Learners, the LEA has identified the need for financial support for student enrichment activities.</p> <p>1. Financial assistance will be provided for students from Taft, Hoover, Garfield, Roosevelt, MIT to attend Outdoor Education and field trips.</p> <p>These actions are designed to ensure that EL students receive the necessary instructional support and have access to enriching educational experiences, regardless of financial barriers.</p>	\$70,000.00	Yes
<b>2.6</b>	Tier II: Specialized support for recently arrived Newcomer students	<p>Recognizing the unique needs of international students who have recently arrived in the U.S., the LEA will establish a comprehensive system of support to ensure these students receive the necessary academic and social-emotional support to succeed in RCSD.</p> <p>RCSD will establish a system of support.</p> <p>Tier 1:</p> <p>1. Recently arrived newcomer students in middle school (less than 1 year in the US) will receive instruction in a bilingual center located at the comprehensive middle school of Kennedy and McKinley.</p> <p>An on-site Teacher on Special Assignment will be available to welcome students and their families, provide ELPAC and Spanish testing.</p> <p>2. A dedicated TOSA liaison will work with the families of newcomer students to ensure they are well-supported and integrated into the school community.</p> <p>3. Newcomer students at sites in the district, enrolled in bilingual and non-bilingual classrooms, will receive additional support from instructional assistants at Taft, Garfield, Clifford, Henry Ford, Adelante Selby and Roosevelt.</p> <p>4. After-school tutoring programs will be offered to newcomer students to provide additional academic support and language practice. ( Goal 3)</p>	\$620,299.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>5. Invest in newcomer-specific training for staff and purchase necessary instructional materials.</p> <p>RCSD is committed to providing equitable and educational opportunities for all students. By addressing the specific needs of newcomer students through bilingual instruction, targeted academic support, family engagement, and professional development, the LEA aims to ensure that these students can thrive academically and socially in their new environment.</p>		
<b>2.7</b>	Tier III: SPED and EL dual-identified students	<p>1. The Director of SPED and the Director of Multilingual Learners will implement a collaborate approach to review the process of identification, progress monitoring and reclassification of EL students who are also identified as SPED.</p> <p>2. Individualized Education Program (IEP) teams will include an EL specialist to provide ideas, feedback and next steps for supporting English learners.</p> <p>3. All site admin will be involved in the progress monitoring of dually identified students</p> <p>By fostering collaboration between the SPED and ELD departments, involving EL specialists in IEP teams, and engaging site administrators in progress monitoring, the LEA aims to provide comprehensive and effective support for EL students who are also identified as SPED. These actions ensure that the educational and developmental needs of dually identified students are met with a well-coordinated, responsive, and supportive approach.</p>	\$0.00	No
<b>2.8</b>	Program Monitoring	<p>To ensure effective monitoring an support of English Learners students the LEA will:</p> <p>1. LEA will provide a Director of Multilingual of Categorical programs to oversee the student data, monitor EL student progress, and provide data to schools, administrators, and teachers.The Director will regularly review EL</p>	\$314,415.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>student data, analyze progress trends, and identify areas of need and success.</p> <p>2. The Ellevation platform will be used to store, track, and monitor EL student data, providing a centralized system for data management and analysis.</p> <p>By overseeing EL student data and utilizing the Ellevation platform for comprehensive data management, the LEA aims to enhance the monitoring and support of EL students. These actions ensure that data-driven decision-making informs instructional practices, promotes the sharing of successful strategies, and ultimately improves educational outcomes for EL students across the district.</p>		
<b>2.9</b>	Tier 1: Integrated ELD	<p>To enhance the instructional support for English Learners students the LEA will implement a comprehensive Integrated English Language Development professional development coaching series. This initiative focuses on ATSI School and CSI school, leveraging expert contracts and providing stipends for teachers to support planning and collaboration.</p> <p>1: Contract with Teacher Created Materials to provide professional development for ATSI ( Taft, MIT, and Clifford) and CSI ( Roosevelt and Garfield and Hoover and Henry Ford.</p> <p>2. Contract with Montenegro Consulting Group, LLC to provide professional development and coaching on effective implementation of Social Emotional Learning practices that will transform the school climate and the academic success for all students at McKinley Middle School.</p> <p>3. Teachers from ATSI and CSI schools, specifically McKinley, Garfield, and Roosevelt, will receive per diem pay for collaboration and planning work in August.</p>	\$287,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	By June of 2027, all RCSD students will increase at least 4% annually in ELA and Math on i-Ready, the district's local assessment program. English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.	Focus Goal

### State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

Based on the results of the California Dashboard, the LEA has identified specific areas and subgroups where academic support is needed across various subjects.

Indicators that are red for RCSD are the following:

\*English learners performance for both Math and Language Arts at McKinley, Clifford, Garfield, Roosevelt, Kennedy and Language Arts for Taft and Hoover

All students with disabilities for Math at McKinley

\*Students with disabilities for both Math and Language Arts: Clifford, Garfield, Taft, Hoover; Language Arts for Roosevelt and Kennedy

\*All students Hispanic and Socioeconomically disadvantaged for both Math and Language Arts at Garfield and Roosevelt

\*All students for Language Arts for Hoover

\*All students Hispanic and Socioeconomically disadvantaged for Language Arts for Hoover and Taft, and in Mathematics for McKinley and Kennedy

\*Socioeconomically disadvantaged in Language Arts: Taft and Hoover

\*African Americans and White for both Math and Language Art: Roosevelt

\*Two or More Races for both Math and Language Arts: Clifford

The data highlights a particular concern for English learners, with a low percentage of students performing at grade level or above in both English Language Arts (ELA) and Math. The LEA is prioritizing professional development and instructional coaching supports for target schools, ATSI, and CSI school. Parent Advisory and LCAP parent survey also indicated a support for students in academic areas for English learners.

Targeted support for English learners in both ELA and Math will be provided at McKinley, Clifford, Garfield, Roosevelt, Kennedy, Taft, and Hoover. (Goal 2)

Integrated English Language Development (ELD) training will be provided for third through fifth grades to address the specific needs of English learners. ( linked to Goal 2)

Recognizing the ongoing need for extra support, the LEA will prioritize resources and interventions to address the academic needs of English learners.

Coaching sessions will provide targeted guidance and strategies for supporting English learners' academic growth, with a focus on effective instructional practices and differentiation. Coaching support for Integrated ELD will be offered to ATSI and CSI schools, focusing on grades 3-8. CSI schools will have dedicated site coaches for planning instruction in all subject areas for grades K-5. ( Goal 2)

The LEA is committed to addressing the academic needs highlighted by the California Dashboard results, particularly for English learners and other identified subgroups. By providing targeted support, including training, coaching, and interventions, the LEA aims to improve student outcomes and ensure equitable access to high-quality education for all students. Through ongoing monitoring and evaluation, the LEA will track progress and adjust strategies as needed to achieve its goals for academic improvement and student success.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	i-Ready Reading Annual Growth	Spring 2024 District wide: 53% EL's: 47% LTEL's: 50% African American: 48%			District wide: 65% EL's: 59% LTEL's: 62% African American: 60%	
3.2	i-Ready Math Annual Growth	Spring 2024 District wide: 46% EL's: 42% LTEL's: 45% African American: 52%			District wide: 58% EL's: 54% LTEL's: 57% African American: 64%	
3.3	CAASP ELA - Standard Met or Exceeded	23-24 Local Data District wide: 45% EL's: 5% LTEL's: 3% African American: 32%			District wide: 59.7% EL's: 20% LTEL's: 18.3%	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 16%			African American:46.1% SWD: 31%	
3.4	CAASP Math - Standard Met or Exceeded	23-24 Local Data District wide: 37% EL's: 7% LTEL's: 2% African American: 25% SWD: 14%			District wide 46% EL's 16% LTEL's 12% African American 33% SWD: 23%	
3.5	CAASPP Science - Standard Met or Exceeded	23-24 Local Data District wide: 31.2% EL's: 0% LTEL's: 0% African American:11% SWD: 11.4%			District wide: 43.2% EL's: 0% LTEL's: 0% African American: 23% SWD: 23.4%	
3.6	SARC Properly Credentialed Teachers	71.82% of teachers are fully credentialed in the area that they are assigned to teach.			100% of teachers being fully credentialed in the area that they are assigned to teach	
3.7	SARC: Student access to instructional materials	2023-2024 100%			100%	
3.8	SARC/ FIT: Facilities in good repair	2023-2024 100%			100%	
3.9	Local Indicator	2023-2024 : Local staff survey  Priority 2 score: 2 - Beginning Development			2027-2028 Priority 2: 4 Full Implementation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Tier I: Personnel: All teaching staff, classified staff, site administrators	<p>To Foster academic success and promote equity within our schools, the LEA is committed to providing</p> <ol style="list-style-type: none"> <li>1. Highly qualified staff will provide grade level instruction and any necessary differentiated supports to each student in their classrooms</li> <li>2. Every students will have access to grade level, district adopted curriculum and materials in each subject area. Materials will be aligned with state and provide a rigorous and comprehensive education for all students.</li> <li>3. Our curriculum will be culturally relevant, reflecting the diversity of our student body and promoting inclusivity and equity.</li> </ol>	\$51,342,990.00	No

Action #	Title	Description	Total Funds	Contributing
		4. Site administrators will oversee, support, and coach teachers in providing a multi-tiered system of support		
3.2	Tier I: Professional Development (PD) and coaching for all staff	<p>To enhance professional growth and instructional effectiveness of our students of our staff, the LEA is implementing a comprehensive plan that includes ongoing training, coaching, and support initiatives.</p> <ol style="list-style-type: none"> <li>1. The Multi-Tiered System of Support (MTSS) framework, will be fully implemented over the next three years, with a focus on refining Tier 1 structures and supports in academics, social emotional learning and positive behavior interactions. District-wide Leadership Teams and Site-Based MTSS teams will collaborate to ensure effective implementation and continuous improvement. ( Cost in 1.9)</li> <li>2. Staff will receive ongoing professional development in various areas, including goal-setting conference, Illustrative Mathematics, Data Analysis through Professional Learning Communities, as well as Designated and Integrated ELD. California Reading and Literature Project (CRLP), will train Reading Specialists, MTSS TOSAs, Instructional Coaches, and Administrators to lead PLCs at the sites.</li> <li>3. Teachers on Special Assignment (TOSAs) will provide coaching, resources and curriculum in TK-8 grade subject areas, STEAM. TOSAs will also offer assistance to new teachers helping them navigate curriculum implementation and instructional practices.</li> <li>4. Staff will have opportunities for release time during school day to collaborate and plan with colleagues. Stipends will be provided for staff who engage in planning and professional development activities after work hours.</li> <li>5. Training and planning sessions will be conducted to support fourth and fifth-grade Science classes, focusing on the implementation of the Full Option Science System (FOSS) curriculum at target sites.</li> <li>7. K-5 and middle school Writing PLC will be established, with dedicated time allocated for collaborative work and professional development. Stipends or substitute pay will be provided to support teachers' participation.</li> <li>8. MIT (Additional Targeted Support and Improvement) schools will receive stipends or substitute pay for after-school planning sessions with district</li> </ol>	\$1,417,388.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>coaches, supporting the development and refinement of instructional plans. ( Cost in 2.9)</p> <p>The LEA aims to empower its staff with the knowledge, skills, and resources needed to meet the diverse needs of students effectively. Through collaborative efforts and a commitment to continuous improvement, the LEA seeks to create a positive and enriching learning environment for all students.</p>		
3.3	Tier 1: Standards-based materials: all subject areas	<p>The LEA is dedicated providing educators with access to high-quality online resources and piloting innovative math initiatives to enhance teaching and learning.</p> <ol style="list-style-type: none"> <li>1. Educators will be provided Access to updated curated online applications such as Newsela, Nearpod libraries, etc. These resources offer a diverse range of content and instructional materials aligned with curriculum standards, allowing teachers to enhance their lessons and engage students with interactive learning experiences.</li> <li>2. The math pilot program for grades 6-8, focusing on Illustrative Math, will continue into the 2024-25 school year. Illustrative Math provides standards-aligned curriculum materials and resources designed to deepen students' conceptual understanding of mathematics. By piloting this program, educators can assess its effectiveness and suitability for broader implementation.</li> <li>3. A Math Assessment trial for 3rd-8th will be conducted. These assessments offer a comprehensive evaluation of students mathematical proficiency and conceptual understanding across various domains.</li> <li>4. Purchase additional literacy resources. These resources include Heggerty Phonemic Awareness License, SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words), and Benchmark Cards.</li> </ol>	\$367,653.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Tier I: Instruction	<p>The LEA will ensure equitable access to high-quality instruction is crucial for the academic success of all students, including unduplicated pupils and those with disabilities.</p> <ol style="list-style-type: none"> <li>1. All students, will receive daily instruction in language arts (reading and writing) and math. This instruction will encompass both whole group and small group instruction to address varying learning needs.</li> <li>2. Instruction will be differentiated to meet the diverse learning needs of students, including unduplicated pupils and those with disabilities. Teachers will utilize a variety of instructional strategies and approaches to support students at different readiness levels and with varying learning styles.</li> <li>3. Small group instruction allows teachers to provide targeted support and intervention to students who may require additional assistance in mastering grade-level content.</li> <li>4. Additional supports, such as intervention programs or specialized instruction, will be provided to students with disabilities to ensure equitable access to the curriculum and support their academic development.</li> <li>5. Ongoing monitoring of student progress will inform instructional planning and support efforts. Teachers will regularly assess student learning and adjust instruction as needed to address individual learning needs and promote growth. Assessments: K-2 BPST and Aprendo a Leer for Phonics, Literably for 1-3 oral fluency, Formative assessments for reading comprehension for ELA. In mathematics teachers will use embedded assessment in the math curriculum. Formative assessments will also be used for D-ELD and other content areas.</li> <li>6. I-Ready Diagnostic Assessment and personalized lessons will be integrated into the instructional plan. This approach will help identify student needs, tailor instruction, and monitor progress effectively.</li> <li>7. Provide individual reading assessments in lower grades, Literably (1 - 3) both Spanish and English Phonics assessment only Spanish ( Cost in 3.3)</li> </ol>	\$264,033.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3.5</b>	Tier 1: Provide coaches to high priority schools to support Tier 1 instruction or identified school in CSI and priority site.	<p>Designated instructional coaches at CSI school Garfield and Roosevelt and Target school Hoover to support teachers to enhance instructional practices and student learning outcomes.</p> <p>1.Designated planning time: Coaches will collaborate with teachers to schedule dedicated planning sessions. During these sessions, teachers will have the opportunity to discuss curriculum, instructional strategies, and student needs. Coaches will assist in developing lesson plans and identifying resources to support effective instruction.</p> <p>2. Data analysis support: Coaches will provide support to teachers in analyzing student data to inform instructional decisions. They will help teachers identify trends, patterns, and areas of growth or need among students. This data analysis will enable teachers to tailor their instruction to meet the diverse needs of their students, particularly in small group settings.</p> <p>3. Emphasize on Universal Design for Learning: Coaches will emphasize Universal Design for Learning (UDL) principles and support teachers in implementing UDL strategies in their lesson planning and instruction.</p> <p>4. Coaching and Modeling: Coaches will actively engage in coaching cycles with teachers, which may include modeling lessons, observing instruction, and providing feedback. Through coaching and modeling, coaches will demonstrate effective instructional practices and support teachers in refining their teaching techniques. Coaches will facilitate debrief discussions with teachers to reflect on the lesson, identify strengths and areas for improvement, and set goals for future instruction.</p>	\$558,141.00	Yes
<b>3.6</b>	Tier 1: Provide lower class size in grades at high priority schools by providing instructional assistants for identified school in	<p>Maintaining class sizes and providing instructional assistants are important strategies for supporting students learning and achievement.</p> <p>1. Maintain class size in K -2 at 25:1. The LEA ensures that teachers can provide individualized attention and support to each student.</p> <p>2. Instructional assistants will be provided at priority sites of Garfield, Roosevelt, Taft, and Hoover to push into classrooms and work with small groups of students in ELD, Math and Literacy. They will provide targeted</p>	\$361,904.00	Yes

Action #	Title	Description	Total Funds	Contributing
	CSI and ATSI for academics	intervention and support to students who may need additional assistance or enrichment.		
<b>3.7</b>	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.	<p>These initiatives aim to provide comprehensive support and enrichment opportunities for students across various grade levels and schools, particularly those with high numbers of unduplicated pupils.</p> <p>1. Middle School Elective Teachers: By assigning elective teachers to school with high numbers of unduplicated pupils, the LEA ensures that all students have access to diverse range of enrichment classes.</p> <p>2. Shared Music Teacher: Sharing a music teacher among multiple sites allows for efficient allocation of resources while still providing access to music education for students at each school. K-5 sites: Taft, Adelante Selby, Orion, Roosevelt, 3rd-5th North Star</p> <p>3. STEAM teachers continue to provide high quality design thinking and fostering critical thinking and problem-solving skills among students.</p> <p>4. Career Technical Education modules, as per grant for 7th and 8th graders, offer students opportunities to explore career pathways, gain practical skills, and make connections between classroom learning and real-world applications.in middle schools. District part time STEAM TOSA will support implementation of appropriate CTE elements in primary grades.</p>	\$63,051.00	No
<b>3.8</b>	Tier 1: General Ed and Special Ed connections and inclusive practices	<p>The LEA's is committed to supporting the diverse needs of students with Individualized Education Programs (IEPs) and promoting inclusive practices across schools.</p> <p>1. The RCSD MTSS leadership team will collaborate with the SMCOE, SIP (Supporting Inclusive Practices, statewide organization) and SELPA Coordinators reflect a comprehensive approach to addressing the needs of students with IEPs. Plan will focus on raising awareness and sensitivity among educators to better understand the learning, behavioral, and social emotional needs of students with IEPs.</p>	\$0.00	No



Action #	Title	Description	Total Funds	Contributing
		2. RCSD's involvement in the SMCOE EIEEP grant provides an opportunity to access specialized training and resources for promoting inclusive practices. Inclusive practices training may include strategies for adapting curriculum, modifying instructional methods, and creating a supportive learning environment that accommodates the diverse needs of all students.		
<b>3.9</b>	Tier 1: Support for the Transitional Kindergarten (TK) program	<p>Providing instructional aides in TK classrooms is a proactive step to ensure that all students receive the support they need to succeed academically and socially.</p> <p>Instructional aides will provide individualized support to students who may require additional assistance with academic tasks, social skills development, or behavior management. Aides will work closely with teachers to implement differentiated instruction strategies that address the diverse learning styles and abilities of students in the classroom. Aides will facilitate small group instruction or interventions for students who require targeted support in specific areas, such as literacy, numeracy, or social-emotional learning. Aides will support teachers in maintaining a positive and organized classroom environment by assisting with transitions, managing materials, and reinforcing expectations for behavior.</p>	\$811,363.00	No
<b>3.10</b>	Tier II: Extending learning time	<p>The LEA provide additional academic support and enrichment opportunities for students, particularly those who are classified as unduplicated pupils.</p> <p>1. Summer school will prioritize unduplicated students who are two to three years behind. Focus for summer school will be targeted instruction in ELA and Math.</p> <p>2. Offer after-school tutoring opportunities allows students to receive additional supports in targeted specific areas of academic need, offering additional practice and reinforcement. Unduplicated students will be prioritized for tutoring for Roosevelt and Garfield.</p>	\$703,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3. Supplemental tutoring models with alternative models such as CAP (College Advising Prep) tutoring, peer tutoring and AirReading.		
<b>3.11</b>	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.	Reading Intervention Teachers will provide targeted supports to students who may be struggling with literacy skills. K-5 students at ATSI schools Taft and Hoover, CSI schools Garfield and Roosevelt, and other sites: Adelante Selby and Orion.	\$1,103,790.00	Yes
<b>3.12</b>	Tier 1: Standards-based materials for Spanish Bilingual Classroom	To support Spanish Literacy development in foundational skills, LEA will purchase Spanish decodable books to enhance Aprendo a Leer lessons. These books will focus on phonics, phonemic awareness, and reading fluency.	\$45,762.00	Yes

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$10,272,560	\$582,685

## 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
13.333%	0.000%	\$0.00	13.333%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p><b>Action:</b> Tier 1: Positive Behavioral Interventions and Supports (PBIS)</p> <p><b>Need:</b> Suspension rates for unduplicated student groups of EL's and SED are higher than the district overall rate of 1.7%. Each subgroup of EL and SED presents unique needs and challenges that require targeted interventions and support. The LEA will focus on</p>	<p>This action plan prioritizes the needs of English Learners (ELs) and low-income students by implementing a comprehensive approach to reduce suspension rates and promote positive outcomes across all student groups. Here's how it will go above and beyond to support these students:</p> <p>By specifically targeting schools with high suspension rates, the Local Educational Agency (LEA) is focusing its resources on the areas where the need is greatest. This ensures that ELs and</p>	Suspension rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>establishing (PBIS) Positive Behavior Intervention Supports at each site, The identified needs based on suspension rates for specific student groups are as follows: English Learner rate of suspension is 2.2%, Subgroup of EL:Long Term English Learner rate is 5.6% Socioeconomically Disadvantages rate is 2.3% Subgroup of SED: Homelessness rate is 1.5%</p> <p><b>Scope:</b> LEA-wide</p>	<p>socioeconomically disadvantaged (SED) students, who are often disproportionately impacted by suspensions, receive the support they need to succeed.</p> <p>The rollout of Tier 1 PBIS provides a universal, foundational support system for all students. This system promotes positive behavior and emotional well-being, which are critical for reducing suspensions. For ELs and SED students, who may face additional challenges in the school environment, this proactive approach helps create a more inclusive and supportive atmosphere. By Integrating SEL into the curriculum ensures that all students, particularly those from marginalized backgrounds, develop the competencies they need to manage emotions, build healthy relationships, and make responsible decisions. This is especially crucial for ELs, who may struggle with language barriers, and SED students, who may experience stress related to economic hardship.</p> <p>By emphasizing restorative practices, the LEA aims to address conflicts and behavioral issues through dialogue and community-building rather than punishment. This approach helps students, including ELs and SED students, feel heard and valued, which can lead to a stronger sense of belonging and reduce the likelihood of future behavioral issues.</p> <p>The focus on fostering a sense of belonging at each site is particularly important for ELs and SED students, who may feel isolated or marginalized. By creating an environment where these students feel they have a voice and are an integral part of the school community, the LEA is taking significant</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>steps to support their overall well-being and academic success.</p> <p>Prioritizing schools with high suspension rates ensures that the resources and interventions are directed where they are most needed. This targeted approach is crucial for making meaningful progress in reducing suspensions and improving outcomes for ELs and SED students.</p> <p>Overall, this action plan goes above and beyond by not only addressing the immediate issue of suspension rates but also by creating a supportive and inclusive environment that prioritizes the social and emotional needs of ELs and SED students. The ultimate goal is to reduce suspensions and increase social-emotional competencies, leading to better academic and behavioral outcomes for these vulnerable student groups.</p>	
1.3	<p><b>Action:</b> Tier 1: Student Services and outreach to families experiencing chronic absenteeism specifically unduplicated pupils.</p> <p><b>Need:</b> The chronic absenteeism rate for unduplicated pupils, including English learners (ELs) 26.6% and socioeconomically disadvantaged (SED) students 23.8%, is significantly higher than the district average of 18.9%. Specific subgroups such as homeless students, long-term English learners (LTELs), and foster youth show even</p>	<p>This action plan prioritizes English learners, foster youth, and low-income students by taking a proactive and personalized approach to address the unique challenges these groups face.</p> <p>The Director of Student Services and administrative assistant will actively reach out to families whose primary language is not English or who face economic challenges. By providing clear communication and support in the families' native languages, the LEA ensures that these families can fully engage in their children's education. This approach helps to bridge the gap between home and school, making it easier for families to participate meaningfully in their child's learning experience.</p>	Yearly Attendance Rate Monthly Attendance Reports

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>higher rates, necessitating targeted interventions.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The LEA’s outreach efforts specifically target foster youth who have chronic attendance issues. By addressing the root causes of absenteeism, which often include economic barriers and instability, the LEA can provide the necessary support to help these students attend school regularly. This includes offering resources that alleviate financial pressures, making it easier for foster youth to focus on their education.</p> <p>The plan acknowledges that economic challenges can significantly impact a student’s ability to attend school and succeed academically. By providing direct support and resources to low-income students and their families, the LEA is working to remove these barriers, ensuring that all students have equal opportunities to succeed.</p> <p>For families whose primary language is not English, the LEA is committed to ensuring they can communicate effectively with school officials. This support system helps families feel more connected to the school community and more empowered to advocate for their children’s needs.</p> <p>The LEA’s direct outreach approach allows for a deeper understanding of the specific challenges faced by students and their families. By addressing the root causes of absenteeism, whether they are language barriers, economic difficulties, or other factors, the LEA can implement targeted interventions that are more likely to result in positive outcomes.</p> <p>Overall, this action plan goes beyond standard practices by prioritizing personalized outreach and support for English learners, foster youth, and low-income students. The focus on communication, engagement, and addressing economic barriers</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		directly supports these students' academic success and overall well-being.	
<b>1.5</b>	<p><b>Action:</b> Tier II: Community School wrap-around service support for families CSI schools focus on wrap-around services for Roosevelt and Garfield. ATSI schools MIT, Taft, and Clifford will also receive support for wrap-around services</p> <p><b>Need:</b> Unduplicated pupils are achieving below standard in reading ( CAASP data ELs 5.1%, below district at 44.7% and Math CAASP data ELs 7%, below district at 34.6%. The learning gap due to lack of skills deficits are due to lack of engagement. According to the CA Dashboard, the gap on the CAASP assessment is large with English learners having achieved 120.8 points below standard where as English only students are 41.9 points about standard.</p> <p><b>Scope:</b> Schoolwide</p>	<p>This action plan prioritizes English learners, foster youth, and low-income students by creating a comprehensive support system that addresses their specific challenges and promotes their academic and personal well-being. Here's how the plan prioritizes these student groups: The Community School Coordinators and Office Assistants play a crucial role in welcoming families into the district and school community. By ensuring that families feel supported from the moment they engage with the school, the LEA fosters an inclusive environment where English learners, foster youth, and low-income students can thrive. The Family Centers provide resources tailored to the unique needs of unduplicated pupils, including language support services, bilingual counseling, and translation services. These resources ensure that families of English learners, who may face language barriers and cultural adjustments, can fully engage in their child's education, thereby enhancing the students' academic success. Recognizing the additional stressors faced by English learners, such as language barriers, cultural adjustments, and immigration-related issues, the LEA provides mental health services to help students cope with stress, anxiety, and other challenges. This support is essential for creating an equitable environment where English learners can focus on their education without being hindered by mental health issues. The LEA ensures that English learners and other vulnerable students have access to basic</p>	<p>Quantitative Data: Academic Performance on Local and State Assessments: CAASP, ELPAC, I-Ready Attendance Rate- monitor attendance and truancy rates Collect Data on mental health services Measure participation rates in family engagement workshops and events</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>necessities like food, clothing, and hygiene products. By removing these barriers, the LEA helps students focus on academics, contributing to a more equitable learning environment where all students have the opportunity to succeed.</p> <p>The provision of extended learning programs, such as after-school tutoring, homework assistance, and enrichment activities, is designed to support English learners in improving their language skills, catching up academically, and developing a sense of belonging within the school community. These programs are essential for helping English learners overcome academic challenges and build confidence in their abilities.</p> <p>By creating strong partnerships with community organizations through the Family Centers, the LEA is able to leverage additional resources that benefit English learners, foster youth, and low-income students. These partnerships enhance the support available to these students, helping to address their diverse needs more effectively.</p> <p>The action plan's focus on providing holistic support—ranging from mental health services to basic necessities—demonstrates a commitment to addressing the root causes of the challenges faced by English learners, foster youth, and low-income students. By tackling these issues directly, the LEA is ensuring that these students have the best possible chance to succeed academically.</p> <p>Overall, this action plan goes above and beyond by implementing targeted strategies that address the unique needs of English learners, foster youth, and low-income students. By providing a wide range of resources, support services, and extended learning opportunities, the LEA is ensuring that these students can overcome</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		barriers and achieve academic success in an equitable and supportive environment.	
1.6	<p><b>Action:</b> Tier II: Site-based Mental Health Supports. Full time counselors will continue at schools with high suspensions to support schools in CSI Roosevelt and Garfield) and ATSI ( Clifford, Taft and McKinley)</p> <p><b>Need:</b> Unduplicated pupils are achieving below standard in reading ( CAASP data ELs 5.1%, below district at 44.7% and Math CAASP data ELs 7%, below district at 34.6%. The learning gap due to lack of skills deficits are due to lack of engagement. According to the CA Dashboard, the gap on the CAASP assessment is large with English learners having achieved 120.8 points below standard where as English only students are 41.9 points about standard.</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action plan goes above and beyond to support students, particularly unduplicated pupils (those who are English learners, foster youth, or from low-income families), in the following ways: Families are welcomed not just by the school staff but by a coordinated team including Community School Coordinators, Administration, and Office Assistance. This multi-faceted approach ensures that families feel valued and supported from the moment they enter the school community, fostering a sense of belonging and trust. Eight school sites has a dedicated Community School Family Centers that provide resources tailored to the needs of unduplicated pupils. These centers act as hubs where families can access a wide range of services, creating a one-stop shop for support that goes beyond traditional school resources.</p> <p>By addressing mental health needs, the plan acknowledges that emotional well-being is critical for academic success. Access to counseling services, mental health workshops, and crisis intervention helps students and their families manage stress, anxiety, and other mental health issues that can impede learning.</p> <p>The plan leverages intentional partnerships with community organizations, local businesses, and healthcare providers to bring additional resources and opportunities to families. These partnerships can offer specialized services such as healthcare, legal aid, housing assistance, and job training,</p>	<p>Quantitative Data: Academic Performance on Local and State Assessments: CAASP, ELPAC, I-Ready Attendance Rate- monitor attendance and truancy rates Collect Data on mental health services Measure participation rates in family engagement workshops and events</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>which are beyond the typical scope of school services.</p> <p>Regular food distributions and access to basic necessities ensure that students do not face hunger or lack of essential items, which can significantly impact their ability to focus and perform in school. Meeting these basic needs creates a stable foundation for academic success. Offering after-school programs, tutoring, summer learning opportunities, and enrichment activities provides additional academic support and enrichment experiences. These programs are designed to help students catch up, keep up, and get ahead academically.</p> <p>Providing educational workshops and resources for parents equips them with the knowledge and skills to support their children's education effectively. This includes language classes for non-English speaking parents, workshops on navigating the school system, and training on supporting homework and learning at home.</p> <p>Addressing identified needs at both the individual and community levels ensures that support is personalized. Each student's unique circumstances and challenges are considered, allowing for tailored interventions that directly address their specific barriers to learning.</p> <p>The plan includes mechanisms for regular assessment and feedback to ensure that the support provided is effective. Adjustments are made as needed based on data and feedback, ensuring that the support remains relevant and impactful.</p> <p>Training staff in cultural competence ensures that they understand and respect the diverse backgrounds of students and their families. This</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>helps create an inclusive and welcoming environment where all students feel understood and supported.</p> <p>By implementing this multi-layered strategies, the action plan not only addresses immediate barriers to learning but also creates a supportive and enriching environment that fosters long-term academic success and overall well-being for unduplicated pupils.</p>	
1.7	<p><b>Action:</b> Tier III: Homeless Students</p> <p>Thrive case managers- Grant</p> <p><b>Need:</b> Unduplicated pupils are achieving below standard in reading CAASP data ELs 5.1%, below district at 44.7% and Math CAASP data ELs 7%, below district at 34.6%. The learning gap due to lack of skills deficits are due to lack of engagement and chronic absenteeism. District absenteeism rate is 18.9% indicating a notable proportion of students facing attendance challenges in the following sub groups: English learner rate 26.6% Sub group of ELs: Long-Term English Learners 20.5% SED 23.8% Subgroup of SED: Homeless Student 30.4% Foster Students 33.3%</p>	<p>Director of Student Services, Student Services Office Assistant, and Thrive Case Managers, aims to benefit all students by creating a more equitable, inclusive, and supportive school environment. Here's how this action plan will achieve positive outcomes and how all students will benefit:</p> <p>LEA takes on a Holistic Support for At-Risk Student to ensure that the basic needs of unduplicated pupils (English learners, socioeconomically disadvantaged students, and foster youth) are met by connecting them with necessary community services and resources. By addressing housing instability and other basic needs, the program ensures that these students are in a better position to focus on their education, reducing absenteeism and improving academic outcomes.</p> <p>Enhance the academic success of at-risk students by removing barriers to learning. With their basic needs met, students can concentrate more effectively on their studies, participate actively in school activities, and achieve higher academic performance.</p>	Student Attendance Rates Monthly Attendance documentation

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> Schoolwide	<p>Provide equitable access to resources and support services for all students, particularly those who are most vulnerable. This ensures that all students have the opportunity to succeed, regardless of their socioeconomic status, language proficiency, or foster care status. Benefits for all students is to be in an inclusive school environment where students feel supported in a positive school environment. Reduction in behavioral issues by supporting basic needs and emotional well being of at-risk students can lead to a reduction in behavioral issues. Enhances peer relationships fosters a sense of fairness and community, which leads to stronger peer relationships and supportive social network within the school. As the academic performance of at-risk students improve, overall school performance metrics also improve. By focusing on the needs of the most vulnerable students, the school creates a foundation of support that benefits the entire student body. This action plan aims to build a more equitable, inclusive, and high-performing school environment where all students have the opportunity to thrive academically and personally.</p>	
1.10	<b>Action:</b> Tier 1: MTSS System Monitoring  <b>Need:</b> Unduplicated pupils are achieving below standard in reading (CAASP data ELs 5.1%, below district at 44.7% and Math CAASP data ELs 7%, below district at 34.6%. The learning gap due to lack of skills deficits are due to lack of engagement and chronic absenteeism.	Offering this action on an LEA-wide basis allows for a consistent and cohesive implementation of the Multi-Tiered System of Supports (MTSS) across all school sites, ensuring that every student has access to the same level of support and resources. Here's why this approach is important and what it aims to achieve: Implementing MTSS LEA-wide ensures that all students, regardless of the school they attend, have access to the same quality of academic, emotional, and behavioral	Student Attendance Rates Monthly Attendance documentation

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	<p>District absenteeism rate is 18.9% indicating a notable proportion of students facing attendance challenges in the following sub groups:</p> <p>English learner rate 26.6%</p> <p>Sub group of ELs: Long-Term English Learners 20.5%</p> <p>SED 23.8%</p> <p>Subgroup of SED: Homeless Student 30.4%</p> <p>Foster Students 33.3%</p> <p><b>Scope:</b> LEA-wide</p>	<p>supports. This uniformity is essential for providing equitable services to all students, particularly those who are vulnerable, such as English learners, foster youth, and low-income students. By having MTSS Teachers on Special Assignment (TOSAs) at every site, the LEA facilitates collaboration between schools. TOSAs can work together to share best practices, problem-solve implementation issues, and ensure that interventions are applied consistently across the district. This collaboration helps in identifying trends, gaps, and successes, allowing for more informed decision-making and better resource allocation</p> <p>Offering MTSS at an LEA-wide level ensures that the support system is comprehensive and aligned with district goals. It allows for a unified approach to data collection, progress monitoring, and the provision of services, which is crucial for meeting the diverse needs of students. This approach also allows for centralized training and professional development, ensuring that all staff members are equipped with the skills and knowledge needed to implement MTSS effectively.</p> <p>The primary goal of implementing MTSS LEA-wide is to improve academic, emotional, and behavioral outcomes for all students. By providing tiered levels of support that are tailored to individual needs, the LEA aims to address students' challenges early and prevent them from becoming more significant issues. This proactive approach is expected to lead to better academic performance, increased emotional well-being, and reduced behavioral incidents.</p> <p>The LEA aims to ensure that all students, regardless of their background or circumstances,</p>	

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		<p>have equitable access to the supports they need to succeed. By coordinating services through MTSS and involving site-based teams in decision-making, the LEA can more effectively identify and address the needs of students who may require additional support, such as those with disabilities or those facing socioeconomic challenges. The LEA-wide implementation of MTSS is designed to support the whole child and their family. By aligning academic, emotional, and behavioral supports and ensuring appropriate access to services, the LEA aims to foster growth and development in all aspects of a student's life. This holistic approach helps in creating a supportive environment where students can thrive both inside and outside the classroom. The use of data-driven decision-making through the student referral system and MTSS Site TOSAs ensures that interventions are timely and appropriate. By monitoring progress and adjusting interventions as needed, the LEA aims to provide the most effective support to students, leading to more successful outcomes and a more efficient use of resources.</p> <p>Overall, offering MTSS on an LEA-wide basis is a strategic approach to ensure that all students have access to the support they need, leading to improved academic, emotional, and behavioral outcomes across the district. The LEA hopes to achieve a more equitable and supportive learning</p>	
2.2	<p><b>Action:</b> Tier I: PD for staff</p> <p><b>Need:</b></p>	<p>The LEA's commitment to enhancing the educational experiences and outcomes of unduplicated pupils, particularly English Learners (ELs), low-income students, and foster youth, is demonstrated through its professional</p>	<p>Formative assessments for English Learners Embedded assessments in Supplemental</p>



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	<p>Based on ELPAC test results English Learners that made one year growth was preliminary score of 40% for 2024, Subgroup of ELs: LTELs is 27% and RFEP rates are at 9%. Simultaneously on CAASP preliminary scores for English Learner in ELA 5.1% and Math 7%; Subgroup of LTELs in ELA is 2.3% and Math 1.7% which are below district rates for both ELA 44.7 and Math 43.4%. This performance gap for English learner according the CA dashboard for 2023 is that EL's are 130.4 points below standard where in English only students are 20.7 points above standard in Math creating a gap of 109.7 point difference. In language arts English learners are 120.8 points below standard and English only students are 41.9 points above standard creating a 53 point gap. Both of these gaps are due to literacy/language skills deficits in both academic areas.</p> <p><b>Scope:</b> LEA-wide</p>	<p>development initiatives. These initiatives go above and beyond to address the unique needs of low-income students by equipping educators with the skills and knowledge to provide effective, equitable, and targeted support. Here's how this action will achieve these goals and what the LEA hopes to achieve:</p> <ul style="list-style-type: none"> <li>o Targeted Instruction for educators on using ELD supplemental curriculum ensures that low-income EL students receive instruction that is specifically designed to address their language development needs. This specialized curriculum helps bridge gaps and accelerates language acquisition, which is essential for their academic success.</li> <li>o Providing this training ensures that educators can effectively utilize available resources, making high-quality educational materials accessible to low-income students who might otherwise be disadvantaged.</li> <li>o : Focused training on vocabulary and oral language development equips teachers with strategies to enhance the language skills of low-income EL students. Strong language skills are foundational for academic achievement across all subjects.</li> <li>o By incorporating interactive and engaging language development strategies, educators can make learning more enjoyable and effective for low-income students, who may face additional stressors outside of school.</li> <li>o Training on newcomer support strategies ensures that low-income students who are new to the school or the country receive the assistance they need to acclimate quickly and effectively. This includes social, emotional, and academic support tailored to their unique circumstances.</li> </ul>	<p>Curriculum to monitor progress K-2 Foundational Skills assessments Spanish assessment Aprendo a Leer and English BPST Literably ELPAC scores SBAC scores</p>

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		<ul style="list-style-type: none"> <li>o Holistic Support of newcomers helps mitigate the challenges of transition, ensuring that these students do not fall behind academically due to their socio-economic status.</li> <li>o Integrated units that focus on language development across different subjects help low-income EL students apply their language skills in various academic contexts, reinforcing learning and improving overall academic performance.</li> <li>o Creating engaging and relevant curriculum units that connect language learning with real-world contexts makes education more meaningful and accessible to low-income students.</li> <li>o Ellevation is a tool that helps educators track and analyze the progress of EL students. Training teachers to use this tool effectively ensures that they can provide data-driven instruction tailored to the needs of low-income EL students, ensuring timely interventions and support. Utilizing Ellevation allows educators to identify specific areas where low-income students need additional support, enabling personalized learning plans that address individual student needs.</li> <li>o Partnering with a institutions like Stanford University provides middle school teachers with access to cutting-edge research and best practices in supporting low-income EL students. This collaboration enhances the quality of education provided to these students.</li> <li>o Incorporating innovative teaching practices and research-based strategies from Stanford helps ensure that low-income students receive the highest quality instruction that promotes equity and excellence.</li> <li>o Providing targeted professional development for teachers in grades 3-5 ensures that educators are</li> </ul>	

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		<p>well-equipped to support low-income students during critical developmental years. This early intervention is crucial for setting a strong foundation for future academic success.</p> <ul style="list-style-type: none"> <li>o Ensuring that all teachers in these grades receive consistent training promotes equity in the quality of education provided, ensuring that all low-income students benefit from high standards of instruction.</li> </ul> <p>The LEA's professional development initiatives aim to provide targeted, effective support for low-income students, ensuring their unique needs are met. By equipping educators with the necessary skills and knowledge, the LEA promotes equity, consistency, and high standards of instruction across the educational system. This approach ultimately leads to improved educational outcomes for low-income students and benefits the entire student population by fostering an inclusive, high-quality learning environment.</p>	
2.3	<p><b>Action:</b> Tier I: Academic Planning for Success</p> <p><b>Need:</b> Based on ELPAC test results English Learners that made one year growth was preliminary score of 40% for 2024, Subgroup of ELs: LTELs is 27% and RFEP rates are at 9%. Simultaneously on CAASP preliminary scores for English Learner in ELA 5.1% and Math 7%; Subgroup of LTELs in ELA is 2.3% and Math 1.7% which are below district rates for both ELA 44.7 and Math 43.4%. This performance gap for English learner according the CA</p>	<p>This plan goes above and beyond to support unduplicated pupil families, particularly English learners (ELs), LTELs, foster youth, and homeless families, by ensuring they receive the information and resources needed for successful high school preparation. Here's how this action plan surpasses standard support measures: Providing specific information on high school preparation, such as enrollment processes, assessment requirements, A-G requirements, accelerated pathways, and advocacy for high-level class placements, ensures that unduplicated pupils and their families are well-prepared and informed.</p>	<p>Continue regular meetings and workshops. Provide ongoing advocacy and enrollment assistance. Maintain regular communication and updates.</p>

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	<p>dashboard for 2023 is that EL's are 130.4 points below standard where in English only students are 20.7 points above standard in Math creating a gap of 109.7 point difference. In language arts English learners are 120.8 points below standard and English only students are 41.9 points above standard creating a 53 point gap. Both of these gaps are due to literacy/language skills deficits in both academic areas.</p> <p><b>Scope:</b> LEA-wide</p>	<p>By giving families the tools and knowledge they need to navigate the high school system, the LEA empowers them to take an active role in their children's education, which is especially important for families who may face language or socio-economic barriers.</p> <p>Conducting one-on-one meetings with families, especially targeting Spanish-speaking families and those from Bayside schools, ensures personalized and focused support. This individualized attention helps address specific concerns and questions, fostering a better understanding of the high school preparation process.</p> <p>One-on-one meetings help build trust between families and the school, creating a supportive relationship that encourages ongoing engagement and collaboration.</p> <p>Hosting workshops on navigating the high school system, understanding A-G requirements, and preparing for college admissions provides comprehensive support that covers all critical aspects of high school preparation.</p> <p>Offering these sessions in both English and Spanish ensures that all families, regardless of language proficiency, have access to vital information. This inclusivity is crucial for supporting Spanish-speaking families and others who may struggle with English.</p> <p>Distributing informational materials on high school requirements, college readiness, and available pathways in both digital and print formats ensures that all families, regardless of their access to technology, can benefit from the information.</p> <p>Providing materials in multiple languages further ensures that non-English speaking families receive</p>	

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		<p>the same level of support and information, promoting equity across the student population. This action plan goes above and beyond by offering tailored, comprehensive support to unduplicated pupil families. By ensuring that all families, particularly those facing language or socio-economic barriers, receive the information and resources needed for high school preparation, the LEA promotes equity, engagement, and long-term academic success. The combination of personalized meetings, bilingual workshops, and multi-format informational materials ensures that all students and their families are well-equipped to navigate the high school system and beyond.</p>	
2.4	<p><b>Action:</b> Tier I: Outreach to Spanish-speaking families: Specifically CSI schools, Roosevelt and Garfield</p> <p><b>Need:</b> Based on ELPAC test results English Learners that made one year growth was preliminary score of 40% for 2024, Subgroup of ELs: LTELs is 27% and RFEP rates are at 9%. Simultaneously on CAASP preliminary scores for English Learner in ELA 5.1% and Math 7%; Subgroup of LTELs in ELA is 2.3% and Math 1.7% which are below district rates for both ELA 44.7 and Math 43.4%. This performance gap for English learner according the CA dashboard for 2023 is that EL's are 130.4 points below standard where in English only students are 20.7 points above standard in</p>	<p>The LEA's plan to enhance support for unduplicated pupil families—specifically English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth, and Homeless families—by focusing on communication supports and outreach goes beyond typical measures in several impactful ways. Here's a breakdown of how this action will exceed standard practices and the benefits it aims to achieve:</p> <p>Providing interpreters for families who speak languages other than English ensures that communication barriers are eliminated. This allows families to fully understand and engage with enrollment processes, assessment requirements, and academic pathways. It also ensures that their questions and concerns are addressed effectively. By offering interpreters, the LEA demonstrates a commitment to inclusivity, making sure that non-English speaking families are not left out of important educational discussions and decisions.</p>	<p>Continue regular meetings and workshops. Provide ongoing advocacy and enrollment assistance. Maintain regular communication and updates.</p>

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	<p>Math creating a gap of 109.7 point difference. In language arts English learners are 120.8 points below standard and English only students are 41.9 points above standard creating a 53 point gap. Both of these gaps are due to literacy/language skills deficits in both academic areas. CAASP data shows that 65% of low income are have not met standard in 2022-2023 creating a 35% gap with those who have met standard.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Actively reaching out to unduplicated pupil families, including those who are often marginalized or face additional challenges, ensures they receive timely and relevant information. This proactive approach helps prevent misunderstandings and ensures that families are aware of and can take advantage of available resources and opportunities. Tailoring advocacy efforts to address the specific needs of ELs, LTELs, Foster Youth, and Homeless families means that each group receives the support necessary to overcome their unique challenges, rather than a one-size-fits-all approach. Supporting families through the enrollment process with interpreters and targeted assistance simplifies what can be a complex and intimidating process. This reduces barriers to entry and ensures that students are enrolled in appropriate programs and classes. Ensuring that all families have equal access to information about enrollment and academic pathways promotes equity, particularly for those who might otherwise struggle to navigate the system due to language or other barriers.</p> <p>Providing clear and accessible explanations of assessment requirements and accelerated pathways ensures that families understand how these elements impact their child's education and future opportunities. By improving communication about assessments and academic pathways, families are empowered to make informed decisions and advocate effectively for their children's educational needs.</p> <p>Offering dedicated communication support fosters trust between families and the school, demonstrating that the school values and respects</p>	

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		<p>their diverse backgrounds and needs. Creating an environment where all families feel supported and included enhances overall school culture, benefiting all students by fostering a more collaborative and respectful school community. By implementing targeted communication supports and outreach for unduplicated pupil families, the LEA goes beyond standard practices to provide equitable, inclusive, and effective support. This approach not only helps individual students and families but also enhances the overall educational environment, promoting academic success and a positive school climate for all students</p>	
2.6	<p><b>Action:</b> Tier II: Specialized support for recently arrived Newcomer students</p> <p><b>Need:</b> Based on preliminary data indicating that 40.1% of grade 2-8 English Learners (ELs) progressed at least one level on the English Language Proficiency Assessments for California (ELPAC). This performance gap for English learner according the CA dashboard for 2023 is that EL's are 130.4 points below standard where in English only students are 20.7 points above standard in Math creating a gap of 109.7 point difference. In language arts English learners are 120.8 points below standard and English only students are 41.9 points above standard creating a 53 point gap.</p>	<p>The LEA's decision to implement this initiative on an LEA-wide basis stems from the desire to create a consistent, equitable, and comprehensive support system across all schools within the district. The LEA's initiative to appoint a dedicated TOSA (Teacher on Special Assignment) to work with newcomer families and staff is a strategic approach designed to support the successful integration of newcomer students into the school environment at all sites. This initiative focuses on providing bilingual instruction, targeted academic support, family engagement, and professional development. Here's what the LEA hopes to achieve for all students and how it benefits them: Improve the percentage of English Learners (ELs) progressing at least one ELPAC (English Language Proficiency Assessments for California) level through targeted interventions and supports. By focusing on tailored interventions and support, the LEA aims to boost English language proficiency for newcomer students. As their</p>	<p>Ellevation progress monitoring i-Ready Assessment to monitor progress 3rd-8th ELPAC IAB's to monitor and adjust progress</p>



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	<p>Both of these gaps are due to literacy/language skills deficits in both academic areas.</p> <p><b>Scope:</b> LEA-wide</p>	<p>language skills improve, they will be better able to participate in academic activities and achieve higher educational outcomes.</p> <p>Ensure newcomer students receive the academic support needed to succeed in their new educational environment. With targeted academic support, including bilingual instruction and tailored interventions, newcomer students can better understand and engage with the curriculum. This results in improved academic performance and a higher likelihood of meeting grade-level expectations.</p> <p>Support the social integration of newcomer students into the school community. By addressing social and emotional needs through family engagement and dedicated support, newcomer students are more likely to feel welcomed and included. This enhances their overall school experience and reduces feelings of isolation or cultural disconnection.</p> <p>Increase family engagement by providing support and resources to newcomer families. Engaged families are better equipped to support their children's education and advocate for their needs. This involvement contributes to a more supportive home environment, which positively impacts student achievement and well-being.</p> <p>Provide professional development for staff to better support newcomer students. Enhanced teacher skills and knowledge lead to more effective instruction and support for newcomer students. This benefits all students by ensuring that teachers are well-prepared to meet diverse needs and provide high-quality education.</p> <p>The LEA's initiative to assign a dedicated TOSA to support newcomer families and students aims to</p>	

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		enhance English language proficiency, academic performance, social integration, and family engagement. By addressing the specific needs of newcomer students through comprehensive support and professional development, the LEA not only helps these students thrive but also contributes to a more inclusive and effective educational environment for all students. This approach ensures that all students benefit from a supportive, engaging, and high-quality learning experience.	
2.8	<p><b>Action:</b> Program Monitoring</p> <p><b>Need:</b> Based on preliminary data indicating that 40.1% of grade 2-8 English Learners (ELs) progressed at least one level on the English Language Proficiency Assessments for California (ELPAC), the LEA will take targeted actions to further support EL students. The following initiatives will build on these preliminary results to ensure continued progress and improved outcomes. This performance gap for English learner according the CA dashboard for 2023 is that EL's are 130.4 points below standard where in English only students are 20.7 points above standard in Math creating a gap of 109.7 point difference. In language arts English learners are 120.8 points below standard and English only students are 41.9 points above standard creating a 53 point gap. Both of these gaps</p>	<p>The LEA's decision to implement the initiative on an LEA-wide basis, with the appointment of a dedicated Multilingual Director and the provision of a structured ELD period, is driven by the goal of ensuring that all English Learner (EL) students receive consistent, high-quality support across the district.</p> <p>Here's how this action will benefit students on an LEA-wide basis and what the LEA hopes to achieve:</p> <p>Improve the percentage of ELs progressing at least one ELPAC (English Language Proficiency Assessments for California) level through targeted interventions and supports.</p> <p>By providing dedicated ELD instruction and monitoring progress using the Ellevation platform, the LEA aims to significantly enhance English language proficiency among EL students. This targeted approach helps ensure that students make measurable progress in their language skills, which is crucial for their overall academic success.</p> <p>Ensure that all EL students receive a structured and consistent ELD period. A dedicated ELD</p>	<p>Ellevation progress monitoring</p> <p>i-Ready Assessment to monitor progress</p> <p>3rd-8th ELPAC IAB's to monitor and adjust progress</p>

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	<p>are due to literacy/language skills deficits in both academic areas.</p> <p><b>Scope:</b> LEA-wide</p>	<p>period allows for focused instruction on language development. This consistency ensures that all EL students across the LEA have access to high-quality language support, contributing to more uniform progress and reducing disparities in language proficiency.</p> <p>Utilize the Ellevation platform to monitor EL students' progress and tailor interventions. Monitoring through Ellevation provides real-time data on student progress, allowing educators to make data-driven decisions and implement targeted interventions. This ensures that support is personalized and responsive to each student's needs, leading to more effective language development and academic support.</p> <p>Support EL students in thriving academically and socially within the school environment. By addressing both academic and social needs through dedicated ELD instruction and family engagement, the LEA helps EL students integrate more effectively into the school community. This support contributes to a more positive school experience and helps students build confidence and succeed in their academic pursuits.</p> <p>Provide all EL students with equitable access to resources and support. Ensuring that every EL student has access to dedicated ELD instruction and ongoing monitoring promotes equity across the LEA. This approach helps bridge gaps and ensures that all EL students receive the support they need to succeed.</p>	
3.5	<b>Action:</b>	By providing designated coaching support at Garfield, Roosevelt, and Hoover, the LEA aims to provide classrooms supports, build teacher	K-2 BPST/ Aprendo A Leer Assessments for Foundational Skills

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	<p>Tier 1: Provide coaches to high priority schools to support Tier 1 instruction or identified school in CSI and priority site.</p> <p><b>Need:</b> The identified schools have a high number of students identified as English learner at each of the three sites: Garfield: 96.4%, Hoover: 97.5%, Roosevelt 74.19% who are in the lowest performance red indicator on the California dashboard for ELA. Both Roosevelt and Hoover are Red for English Learner and Both Garfield and Roosevelt have the red indicator for Math.</p> <p><b>Scope:</b> Schoolwide</p>	<p>capacity, improve instructional practices, strengthen classroom conditions for high engagement, and quality scaffolds instructions to enable English learner academic success. Through collaborative efforts and targeted support, teachers will be better equipped to meet the diverse needs of their students and create inclusive learning environments where all students can thrive.</p>	<p>Literably Oral Assessment 1st-3rd I-Ready Assessment ( 2x a year)</p>
3.6	<p><b>Action:</b> Tier 1: Provide lower class size in grades at high priority schools by providing instructional assistants for identified school in CSI and ATSI for academics</p> <p><b>Need:</b> The LEA has identified a gap for English learners based on CAASP preliminary scores; English Learner in ELA 5.1% and Math 7%; subgroup of LTELs in ELA is 2.3% and Math 1.7% which are below district rates for both ELA 44.7 and Math 43.4%. For low income</p>	<p>Maintaining class sizes in K-2 at 25:1 and providing instructional assistants at priority sites address the critical needs of unduplicated pupils by ensuring they receive individualized attention and targeted support. Implementing these actions on a schoolwide basis ensures equitable access to resources, consistency in educational experiences, and enhanced learning environments. This approach helps close the achievement gap and fosters a supportive educational framework for all students, particularly those who are most vulnerable.</p>	<p>Local Assessment: K-5-: BPST/ IWT, and Aprendo a Leer (Every 6-8 weeks) 1-3: Oral Fluency Literably (Every 6-8 weeks) Math Assessments- Chapter Test i-Ready diagnostic (2 times a year)</p>

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	<p>students they are 58.7% below standard in ELA and 87.1% below standard in Math which is below district rates for ELA 44.7. This performance gap is due to literacy/language skills deficits in both academic areas.</p> <p><b>Scope:</b> LEA-wide</p>		
<b>3.10</b>	<p><b>Action:</b> Tier II: Extending learning time</p> <p><b>Need:</b> The LEA has identified a gap for English learners based on CAASP preliminary scores; English Learner in ELA 5.1% and Math 7%; subgroup of LTELs in ELA is 2.3% and Math 1.7% which are below district rates for both ELA 44.7 and Math 43.4%. For low income students they are 58.7% below standard in ELA and 87.1% below standard in Math which is below district rates for ELA 44.7. This performance gap is due to literacy/language skills deficit</p> <p><b>Scope:</b> LEA-wide</p>	<p>The LEA's strategic actions, such as prioritizing summer school for unduplicated students behind in ELA and Math, offering after-school tutoring, and implementing supplemental tutoring models, directly address the unique needs of unduplicated pupils. By providing these supports on an LEA-wide basis, the LEA promotes equity and ensures that all students, especially the most vulnerable, have the opportunity to succeed academically. This approach helps close the achievement gap and fosters a more inclusive educational environment.</p>	<p>Quantitative Data: Academic Performance on Local Assessments: K-3, BPST, Literably for oral fluency, Math assessments State Assessments: CAASP, ELPAC, I-Ready</p>
<b>3.11</b>	<p><b>Action:</b> Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.</p> <p><b>Need:</b></p>	<p>The LEA's decision to implement Reading Intervention Teachers on a school-wide basis goes above and beyond in several significant ways, ensuring that all students, especially those who are struggling with literacy skills, receive the support they need to succeed. By implementing Reading Intervention Teachers schoolwide, the</p>	<p>BPST foundational skills (every 6-8 weeks) Literably oral fluency (every 6-8 weeks) i-Ready diagnostic (twice a year)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The LEA has identified a gap for English learners based on CAASP preliminary scores; English Learner in ELA 5.1% subgroup of LTELs in ELA is 2.3% which are below district rates for both ELA 44.7%. For low income students they are 58.7% below standard in ELA and 87.1% below standard in Math which is below district rates for ELA 44.7. This performance gap is due to literacy/language skills defici</p> <p><b>Scope:</b> Schoolwide</p>	<p>LEA is ensuring that support is available to all students who need it, particularly unduplicated pupils (such as English Learners, foster youth, and low-income students). This approach goes beyond traditional methods that may limit literacy support to specific subgroups or select students. Instead, it promotes equity by allocating resources based on individual student needs, ensuring that no student is left behind. Unlike interventions that are often targeted only at certain grades or specific populations, the school-wide implementation ensures that any student who struggles with literacy, regardless of their background or grade level, can access specialized instruction. This broad-based approach helps to close literacy gaps across the entire student population, providing every struggling reader with the opportunity to improve their skills.</p> <p>The school-wide deployment of Reading Intervention Teachers facilitates the collection of extensive data on student literacy performance across the entire school. This data-driven approach enables the LEA to identify patterns, monitor progress, and assess the effectiveness of the interventions being used. Such a comprehensive data strategy allows for more informed decision-making regarding instructional strategies and resource allocation, which is a step beyond more limited, site-specific approaches. With Reading Intervention Teachers embedded school-wide, the LEA can provide more personalized, targeted interventions that are specifically designed to address the unique challenges faced by individual students. This ability to tailor support ensures that students receive the most effective instruction possible,</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>leading to better literacy outcomes. It also allows for flexibility in adapting strategies as students' needs evolve.</p> <p>The widespread presence of Reading Intervention Teachers allows for early identification of literacy challenges among students. By addressing these issues proactively, rather than waiting until they become significant barriers to learning, the LEA is taking a preventive approach that helps students stay on track academically. This goes beyond reactive measures and demonstrates a commitment to supporting students before they fall too far behind.</p> <p>The LEA's school-wide implementation of Reading Intervention Teachers goes above and beyond by ensuring equitable access to specialized literacy support for all students, employing a data-driven approach to enhance decision-making, and fostering a proactive, inclusive culture focused on literacy success.</p>	
3.12	<p><b>Action:</b> Tier 1: Standards-based materials for Spanish Bilingual Classroom</p> <p><b>Need:</b> The LEA has identified a gap for English learners based on CAASP preliminary scores; English Learner in ELA 5.1% and Math 7%; subgroup of LTELs in ELA is 2.3% and Math 1.7% which are below district rates for both ELA 44.7 and Math 43.4%. This performance</p>	<p>The LEA's decision to implement these strategies on a school-wide basis is driven by the need to create a consistent and comprehensive support system that benefits all English Learners (ELs) and specifically targets Long-Term English Learners (LTELs).</p> <p>By implementing targeted strategies school-wide, the LEA ensures that all ELs, including those at risk of becoming LTELs, receive consistent, high-quality instruction. This approach prevents gaps in support that might occur if interventions were limited to certain groups or sites, thereby</p>	<p>K-2 BPST/ Aprendo A Leer Assessments for Foundational Skills Literably Oral Assesment 1st-3rd I-Ready Assesment ( 2x a year)</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>gap is due to literacy/language skills deficits in both academic areas.</p> <p><b>Scope:</b> Schoolwide</p>	<p>increasing the likelihood of all ELs achieving English proficiency.</p> <p>Enhancing Biliteracy programs across dedicated sites ensures that all students have access to a strong foundation in both their native language and English. This comprehensive approach supports students' academic growth and language development in a balanced way, leading to better outcomes in both languages.</p> <p>Implementing Tier 1 instruction that addresses missing foundational language and reading comprehension skills ensures that all students, regardless of their proficiency level, receive the essential support they need from the start. This school-wide focus on foundational skills helps prevent students from falling behind and reduces the likelihood of them becoming LTELs.</p> <p>The school-wide implementation allows the LEA to monitor the effectiveness of these strategies using specific metrics across all sites. This data-driven approach enables the LEA to identify trends, assess the impact of interventions, and make informed adjustments to improve outcomes for ELs. A school-wide strategy ensures that no student falls through the cracks and that progress is tracked systematically.</p> <p>A school-wide approach ensures that all ELs, including those in underserved areas, have equitable access to the resources and support they need to succeed. This focus on equity helps close achievement gaps and ensures that every student has the opportunity to develop their language skills and succeed academically.</p> <p>The LEA's school-wide implementation of these targeted strategies is essential for ensuring that all ELs, especially LTELs, receive the support they</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		need to achieve English proficiency, succeed academically, and ultimately reach their full potential. This approach creates a cohesive, equitable system that benefits every student across the district.	

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<b>1.4</b>	<p><b>Action:</b> Tier 1: Trauma based training for teachers at Kennedy, Hoover, CSI school Garfield, ATSI school Taft</p> <p><b>Need:</b> RCSD has a number of newcomer students who enter the public school system every year who have experienced Trauma. In 2023-2024, 76 students receive check-ins due to trauma symptoms and 19 students received individual therapy for trauma symptoms out of 450 newcomer students.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>This action plan prioritizes English learners, foster youth, and low-income students by equipping teachers with the skills and strategies necessary to address their unique needs. Here's how the plan prioritizes these student groups: Teachers will receive specialized training to provide targeted academic support to English learners, particularly newcomers who may be facing language barriers and adjusting to a new educational system. This training will ensure that English learners receive the necessary resources and support to succeed academically, helping to close any achievement gaps. By incorporating Tier 1 SEL support in the classroom, the LEA ensures that all students, especially those from vulnerable groups like foster youth and low-income students, have the emotional and social skills needed to succeed in school. SEL helps students develop self-awareness, self-management, social awareness,</p>	<p>Ongoing Support: Continue providing professional development and coaching for staff on trauma informed practices Data Monitoring: Regularly track student progress and adjust interventions as needed. Feedback and Adjustment: Gather feedback from students, families, and staff to refine and improve trauma informed strategies.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>relationship skills, and responsible decision-making, which are crucial for their overall well-being and academic success.</p> <p>Teachers will be trained in trauma-informed care, which is essential for supporting students who have experienced trauma, such as foster youth or those from low-income backgrounds.</p> <p>Understanding how trauma affects learning and behavior allows teachers to create a safe and supportive environment, where students feel understood and are better able to engage in learning.</p> <p>The training will also equip teachers with strategies to de-escalate behaviors and manage crises effectively. This is particularly important for students who may struggle with emotional regulation due to trauma or other stressors. By preventing situations from escalating, teachers can maintain a safe and supportive learning environment, which is critical for the success of English learners, foster youth, and low-income students.</p> <p>The combination of SEL, trauma-informed care, and behavior management training will help create a classroom atmosphere where all students, particularly those who are most vulnerable, feel safe, supported, and ready to learn. This environment is essential for fostering academic success and emotional well-being.</p> <p>Overall, this action plan goes above and beyond by providing teachers with the tools and knowledge they need to effectively support English learners, foster youth, and low-income students. By focusing on SEL, trauma-informed care, and behavior management, the LEA is prioritizing the needs of these students and ensuring they have</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		the resources and support necessary to thrive in the classroom.	
2.1	<p><b>Action:</b> Tier I: Program</p> <p><b>Need:</b> Based on ELPAC test results English Learners that made one year growth was preliminary score of 40% for 2024, Subgroup of EL's: LTELs is 27% and RFEP rates are at 9%. Simultaneously on CAASP preliminary scores for English Learner in ELA 5.1% and Math 7%; Subgroup of LTELs in ELA is 2.3% and Math 1.7% which are below district rates for both ELA 44.7 and Math 43.4%. This performance gap for English learner according the CA dashboard for 2023 is that EL's are 130.4 points below standard where in English only students are 20.7 points above standard in Math creating a gap of 109.7 point difference. In language arts English learners are 120.8 points below standard and English only students are 41.9 points above standard creating a 53 point gap. Both of these gaps are due to literacy/language skills deficits in both academic areas.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>The LEA's dedicated focus on improving Biliteracy programs and supporting newcomers, particularly low-income students, aims to address their unique needs through comprehensive and targeted strategies. Here's how this action plan will go above and beyond to support low-income students, what the LEA hopes to achieve, and the broader benefits for all students: By implementing and improving Biliteracy programs, the LEA ensures that low-income English learners receive high-quality, culturally relevant instruction that builds on their native language skills. This approach respects and leverages their linguistic backgrounds, enhancing their learning experience. By Providing supplemental ELD (English Language Development) curriculum to address missing foundational language skills and key reading comprehension skills helps bridge gaps that may have resulted from interrupted or inadequate prior education, which is often a challenge for low-income students. Tier 1 instruction focuses on ensuring all students, including low-income ELs, receive high-quality, evidence-based teaching that builds foundational language and literacy skills. This is crucial for preventing long-term academic difficulties and ensuring early success. Addressing gaps through targeted intervention programs ensures that low-income students receive the additional support they need to catch up with their peers. This personalized approach</p>	<p>Formative assessments for English Learners Embedded assessments in Supplemental Curriculum to monitor progress K-2 Foundational Skills assessments Spanish assessment Aprendo a Leer and English BPST</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>helps mitigate the impact of socio-economic barriers on their education.</p> <p>Building in supports for newcomers ensures that recent immigrants, who are often low-income, receive tailored assistance as they acclimate to the new educational system. This includes language instruction, cultural orientation, and socio-emotional support. Newcomer programs address academic as well as social and emotional needs, ensuring a smoother transition and promoting overall well-being, which is critical for academic success.</p> <p>By specifically targeting LTELs with interventions designed to accelerate their English proficiency, the LEA addresses the risk of low-income students remaining in ELD programs indefinitely. This includes intensive language support, strategic instructional practices, and regular progress monitoring.</p> <p>Utilizing specific metrics to monitor the effectiveness of these strategies ensures that low-income students are making measurable progress toward reclassification as Fluent English Proficient (RFEP). Regular data analysis allows for timely adjustments to interventions, ensuring they remain effective. The LEA's dedicated focus on improving Biliteracy programs and supporting newcomers, particularly low-income students, aims to address their unique needs through comprehensive and targeted strategies. Here's how this action plan will go above and beyond to support low-income students, what the LEA hopes to achieve, and the broader benefits for all students:</p> <p>Going Above and Beyond for Low-Income Students</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>o By implementing and improving Biliteracy programs, the LEA ensures that low-income English learners receive high-quality, culturally relevant instruction that builds on their native language skills. This approach respects and leverages their linguistic backgrounds, enhancing their learning experience.</p> <p>o By Providing supplemental ELD (English Language Development) curriculum to address missing foundational language skills and key reading comprehension skills helps bridge gaps that may have resulted from interrupted or inadequate prior education, which is often a challenge for low-income students.</p> <p>Tier 1 instruction focuses on ensuring all students, including low-income ELs, receive high-quality, evidence-based teaching that builds foundational language and literacy skills. This is crucial for preventing long-term academic difficulties and ensuring early success.</p> <p>Addressing gaps through targeted intervention programs ensures that low-income students receive the additional support they need to catch up with their peers. This personalized approach helps mitigate the impact of socio-economic barriers on their education.</p> <p>Building in supports for newcomers ensures that recent immigrants, who are often low-income, receive tailored assistance as they acclimate to the new educational system. This includes language instruction, cultural orientation, and socio-emotional support. Newcomer programs address academic as well as social and emotional needs, ensuring a smoother transition and promoting overall well-being, which is critical for academic success.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>By specifically targeting LTELs with interventions designed to accelerate their English proficiency, the LEA addresses the risk of low-income students remaining in ELD programs indefinitely. This includes intensive language support, strategic instructional practices, and regular progress monitoring.</p> <p>Utilizing specific metrics to monitor the effectiveness of these strategies ensures that low-income students are making measurable progress toward reclassification as Fluent English Proficient (RFEP). Regular data analysis allows for timely adjustments to interventions, ensuring they remain effective.</p>	
2.5	<p><b>Action:</b> Tier II: Providing for additional needs</p> <p><b>Need:</b> Student science performance gaps due to lack of background knowledge deficits are key for our unduplicated pupils of English Learners, Foster Youth and SED are key to engagement in school. Cost of Outdoor Education and Yosemite Field trips create a hardship for families of unduplicated pupils.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>This action is designed to ensure that English Learners, Foster Youth, and Socioeconomically Disadvantaged (SED) students have equitable access to alternative and engaging methods of learning Science content.</p> <p>By covering the costs associated with alternative Science learning methods, the LEA removes financial barriers that might otherwise prevent English Learners, Foster Youth, and low-income students from participating in these opportunities. This ensures that these students can fully engage in innovative and hands-on Science learning experiences without the burden of additional expenses.</p> <p>The action prioritizes English Learners, Foster Youth, and SED students, ensuring that they are at the forefront of receiving these educational opportunities. This targeted focus helps bridge gaps in access and achievement, particularly for</p>	<p># of students who need financial support CAASP Science Dashboard Indicator</p>



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>students who may face additional challenges in traditional learning environments. By offering alternative and engaging ways to learn Science, such as through project-based learning, interactive labs, or technology-enhanced instruction, the action supports students who may struggle with conventional teaching methods. These engaging approaches make Science content more accessible and relatable, helping students develop a deeper understanding and interest in the subject.</p> <p>Foster Youth often face unique challenges, such as frequent school changes or emotional stress, which can impact their academic performance. By providing engaging and alternative ways to learn Science, this action helps foster youth stay engaged in their education, offering stability and continuity in their learning experiences.</p> <p>Socioeconomically Disadvantaged students may have limited access to resources outside of school that can enhance their learning. By ensuring that they have full access to these alternative Science learning opportunities within the school, the action helps to close achievement gaps and provides these students with the tools and experiences they need to succeed academically.</p> <p>This action will support English Learners, Foster Youth, and low-income students by removing financial barriers, prioritizing their access to engaging Science learning opportunities, and providing educational experiences that are tailored to their unique needs. This ensures that these students can fully participate in and benefit from a high-quality Science education, leading to improved academic outcomes and a stronger foundation for future success.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.9	<p><b>Action:</b> Tier 1: Integrated ELD</p> <p><b>Need:</b> The LEA has identified a gap for English learners based on CAASP preliminary scores; English Learner in ELA 5.1% and Math 7%; subgroup of LTELs in ELA is 2.3% and Math 1.7% which are below district rates for both ELA 44.7 and Math 43.4%. This performance gap for English learner according the CA dashboard for 2023 is that EL's are 130.4 points below standard where in English only students are 20.7 points above standard in Math creating a gap of 109.7 point difference. In language arts English learners are 120.8 points below standard and English only students are 41.9 points above standard creating a 53 point gap. CAASP data shows that 65% of low income are have not met standard in 2022-2023 creating a 35% gap with those who have met standard. These gaps are due to literacy/language skills deficits in both academic areas.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>The LEA's plan goes above and beyond by not only addressing the immediate needs of EL students but also by implementing a comprehensive, system-wide approach that elevates the overall quality of education for all students, particularly those who are most vulnerable.</p> <p>By enhancing the quality of instruction for EL students by integrating ELD strategies into everyday teaching practices. Training teachers in Integrated ELD strategies ensures that language development is embedded in all subject areas, not just isolated to specific language lessons. This integrated approach helps make academic content more accessible and engaging for EL students, improving their overall learning experience. Ensure that Integrated ELD strategies are implemented consistently across all school sites. By standardizing instructional practices district-wide, the LEA aims to provide a uniform level of support for EL students. This consistency helps ensure that all EL and low income students receive high-quality instruction, regardless of which school they attend, leading to more equitable outcomes.</p> <p>Provide direct classroom supports and professional learning to strengthen classroom conditions. The instructional coaching model supports teachers in planning and delivering effective Integrated ELD instruction. This direct support helps create classroom environments that are more engaging and responsive to the needs of EL and low income students, facilitating better learning outcomes.</p>	Formative assessment in ELA/SLA, and ELD ELPAC growth on assessment I-Ready assesement ( two times a year)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Implement scaffolded instruction that enables EL and low income students to succeed academically. By focusing on high-quality, scaffolded instruction, teachers can better support EL and low income students in understanding and mastering academic content. Scaffolding provides the necessary support to help students gradually build their language skills and academic knowledge, leading to improved performance and success. Enhance teacher skills through targeted professional learning focused on Integrated ELD strategies. Ongoing professional development equips teachers with the skills and knowledge needed to effectively support EL students. This continuous improvement in teaching practices directly benefits students by ensuring they receive instruction that is both high-quality and responsive to their needs.	

For any limited 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, as applicable.

N/A

### ***Additional Concentration Grant Funding***

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.

Not applicable to RCSD because the district did not receive the additional concentration grant add-on funding.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	77,045,753	10,272,560	13.333%	0.000%	13.333%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$65,092,235.00	\$1,787,472.00	\$0.00	\$574,000.00	\$67,453,707.00	\$66,064,759.00	\$1,388,948.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Tier 1: Social-emotional (SEL) supports	All	No			All Schools	August to June	\$25,000.00	\$7,000.00		\$32,000.00			\$32,000.00	
1	1.2	Tier 1: Positive Behavioral Interventions and Supports (PBIS)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Roosevelt, Henry Ford, Kennedy, Garfield, MIT, Clifford K-8	August to June	\$0.00	\$35,000.00	\$35,000.00				\$35,000.00	
1	1.3	Tier 1: Student Services and outreach to families experiencing chronic absenteeism specifically unduplicated pupils.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August to June	\$245,310.00	\$0.00	\$245,310.00				\$245,310.00	
1	1.4	Tier 1: Trauma based training for teachers at Kennedy, Hoover, CSI school Garfield, ATSI school Taft	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Garfield, Taft, Hoover and Kennedy	August to June	\$8,000.00	\$0.00	\$8,000.00				\$8,000.00	
1	1.5	Tier II: Community School wrap-around service support for families CSI schools focus on wrap-around services for Roosevelt and Garfield. ATSI schools MIT, Taft, and Clifford will also receive support for wrap-around services	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools Specific Schools: Adelante Selby, Clifford, Garfield, Hoover, Roosevelt,	August to June	\$1,204,801.00	\$0.00	\$1,204,801.00				\$1,204,801.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Kennedy, MIT and Taft Tk-8									
1	1.6	Tier II: Site-based Mental Health Supports. Full time counselors will continue at schools with high suspensions to support schools in CSI Roosevelt and Garfield) and ATSI ( Clifford, Taft and McKinley)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	August to June	\$4,281,211.00	\$0.00	\$3,281,211.00	\$1,000,000.00			\$4,281,211.00	
1	1.7	Tier III: Homeless Students  Thrive case managers-Grant	English Learners Foster Youth Low Income Homeless and Foster Youth	No  Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hoover, Garfield, Taft, MIT(Hoover, Garfield, Taft, MIT)	August to June	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.8	Tier 1: MTSS System Monitoring	All	No			All Schools	August to June	\$302,624.00	\$69,000.00	\$371,624.00				\$371,624.00	
1	1.9	Tier III: Behavior Specialists	All Homeless, Foster Youth, English Learner	No			Specific Schools: Hoover, Garfield, Roosevelt, Henry Ford, Taft K-8	August to June	\$300,000.00	\$0.00	\$300,000.00				\$300,000.00	
1	1.10	Tier 1: MTSS System Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	August to June	\$1,364,874.00	\$0.00	\$1,364,874.00				\$1,364,874.00	
2	2.1	Tier I: Program		Yes	Limited to Unduplicated Student Group(s)		All Schools	August to June	\$477,000.00	\$0.00	\$477,000.00				\$477,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Tier I: PD for staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: CSI Target Schools: Garfield and Roosevelt, Hoover, Taft, as well as ATSI schools Clifford, Henry Ford, MIT K-8	August to June	\$89,500.00	\$0.00	\$89,500.00				\$89,500.00	
2	2.3	Tier I: Academic Planning for Success	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Kennedy, McKinley, Hoover, Clifford 8th	August to June	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.4	Tier I: Outreach to Spanish-speaking families: Specifically CSI schools, Roosevelt and Garfield	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools TK-8	August to June	\$683,098.00	\$10,000.00	\$693,098.00				\$693,098.00	
2	2.5	Tier II: Providing for additional needs	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Roosevelt, Garfield, MIT, Taft, Hoover 5th and Middle School	August to June	\$0.00	\$70,000.00	\$70,000.00				\$70,000.00	
2	2.6	Tier II: Specialized support for recently arrived Newcomer students	English Learners	Yes	LEA-wide	English Learners	Specific Schools: Adelante Selby, Clifford, Garfield, Henry Ford, Hoover, Roosevelt, Taft, McKinley,	August to June	\$434,299.00	\$186,000.00	\$299,299.00			\$321,000.00	\$620,299.00	



Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Kennedy K-8									
2	2.7	Tier III: SPED and EL dual-identified students	Students with Disabilities English Learners	No				August to June	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.8	Program Monitoring	English Learners	Yes	LEA-wide	English Learners	All Schools Tk-8	August to June	\$274,915.00	\$39,500.00	\$314,415.00				\$314,415.00	
2	2.9	Tier 1: Integrated ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Garfield, Roosevelt, McKinley Middle School, Clifford, Henry Ford, Taft, and Hoover 3rd-8th	August to June	\$287,000.00	\$0.00	\$89,000.00			\$198,000.00	\$287,000.00	
3	3.1	Tier I: Personnel: All teaching staff, classified staff, site administrators	All	No				August to June	\$51,342,990.00	\$0.00	\$51,342,990.00				\$51,342,990.00	
3	3.2	Tier I: Professional Development (PD) and coaching for all staff	All	No			All Schools	August to June	\$1,142,388.00	\$275,000.00	\$1,130,120.00	\$232,268.00		\$55,000.00	\$1,417,388.00	
3	3.3	Tier 1: Standards-based materials: all subject areas	All	No			All Schools	August to June	\$0.00	\$367,653.00	\$365,711.00	\$1,942.00			\$367,653.00	
3	3.4	Tier I: Instruction	All	No				August to June	\$0.00	\$264,033.00	\$264,033.00				\$264,033.00	
3	3.5	Tier 1: Provide coaches to high priority schools to support Tier 1 instruction or identified school in CSI and priority site.	English Learners	Yes	School wide	English Learners	Specific Schools: Garfield, Roosevelt, and Hoover K-5	August to June	\$558,141.00	\$0.00	\$558,141.00				\$558,141.00	
3	3.6	Tier 1: Provide lower class size in grades at high priority schools by providing instructional assistants for identified school in CSI and ATSI for academics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Garfield, Roosevelt, Taft, and Hoover	August to June	\$361,904.00	\$0.00	\$361,904.00				\$361,904.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							K-5									
3	3.7	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.	All	No			All Schools	August to June	\$63,051.00	\$0.00	\$63,051.00				\$63,051.00	
3	3.8	Tier 1: General Ed and Special Ed connections and inclusive practices	Students with Disabilities	No				August to June	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.9	Tier 1: Support for the Transitional Kindergarten (TK) program	All	No			All Schools	August to June	\$811,363.00	\$0.00	\$811,363.00				\$811,363.00	
3	3.10	Tier II: Extending learning time	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Garfield, Roosevelt, Hoover, Taft, McKinley 3rd-8th	August to June	\$703,500.00	\$0.00	\$703,500.00				\$703,500.00	
3	3.11	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Adelante Selby, Orion, Garfield, Roosevelt, Taft, Hoover K-5	August to June	\$1,103,790.00	\$0.00	\$582,528.00	\$521,262.00			\$1,103,790.00	
3	3.12	Tier 1: Standards-based materials for Spanish Bilingual Classroom	English Learners	Yes	School wide	English Learners	Specific Schools: Taft, Adelante Selby, Garfield, and Hoover K-3	August to June	\$0.00	\$45,762.00	\$45,762.00				\$45,762.00	

# 2024-25 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
77,045,753	10,272,560	13.333%	0.000%	13.333%	\$10,443,343.00	0.000%	13.555 %	<b>Total:</b>	\$10,443,343.00
								<b>LEA-wide Total:</b>	\$7,388,111.00
								<b>Limited Total:</b>	\$644,000.00
								<b>Schoolwide Total:</b>	\$2,411,232.00

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: Positive Behavioral Interventions and Supports (PBIS)	Yes	LEA-wide	English Learners Low Income	Specific Schools: Roosevelt, Henry Ford, Kennedy, Garfield, MIT, Clifford K-8	\$35,000.00	
1	1.3	Tier 1: Student Services and outreach to families experiencing chronic absenteeism specifically unduplicated pupils.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$245,310.00	
1	1.4	Tier 1: Trauma based training for teachers at Kennedy, Hoover, CSI school Garfield, ATSI school Taft	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Garfield, Taft, Hoover and Kennedy	\$8,000.00	

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 (%)
1	1.5	Tier II: Community School wrap-around service support for families CSI schools focus on wrap-around services for Roosevelt and Garfield. ATSI schools MIT, Taft, and Clifford will also receive support for wrap-around services	Yes	Schoolwide	English Learners Low Income	All Schools Specific Schools: Adelante Selby, Clifford, Garfield, Hoover, Roosevelt, Kennedy, MIT and Taft Tk-8	\$1,204,801.00	
1	1.6	Tier II: Site-based Mental Health Supports. Full time counselors will continue at schools with high suspensions to support schools in CSI (Roosevelt and Garfield) and ATSI (Clifford, Taft and McKinley)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	\$3,281,211.00	
1	1.7	Tier III: Homeless Students  Thrive case managers-Grant	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hoover, Garfield, Taft, MIT	\$20,000.00	
1	1.10	Tier 1: MTSS System Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	\$1,364,874.00	
2	2.1	Tier I: Program	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$477,000.00	
2	2.2	Tier I: PD for staff	Yes	LEA-wide	English Learners Low Income	Specific Schools: CSI Target Schools: Garfield and Roosevelt, Hoover, Taft, as well as ATSI schools Clifford, Henry Ford, MIT	\$89,500.00	

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 (%)
2	2.3	Tier I: Academic Planning for Success	Yes	LEA-wide	English Learners Foster Youth Low Income	K-8  Specific Schools: Kennedy, McKinley, Hoover, Clifford 8th	\$0.00	
2	2.4	Tier I: Outreach to Spanish-speaking families: Specifically CSI schools, Roosevelt and Garfield	Yes	LEA-wide	English Learners Low Income	All Schools TK-8	\$693,098.00	
2	2.5	Tier II: Providing for additional needs	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Roosevelt, Garfield, MIT, Taft, Hoover 5th and Middle School	\$70,000.00	
2	2.6	Tier II: Specialized support for recently arrived Newcomer students	Yes	LEA-wide	English Learners	Specific Schools: Adelante Selby, Clifford, Garfield, Henry Ford, Hoover, Roosevelt, Taft, McKinley, Kennedy K-8	\$299,299.00	
2	2.8	Program Monitoring	Yes	LEA-wide	English Learners	All Schools Tk-8	\$314,415.00	
2	2.9	Tier 1: Integrated ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Garfield, Roosevelt, McKinley Middle School, Clifford, Henry Ford, Taft, and Hoover 3rd-8th	\$89,000.00	
3	3.5	Tier 1: Provide coaches to high priority schools to support Tier 1 instruction or identified school in CSI and priority site.	Yes	Schoolwide	English Learners	Specific Schools: Garfield, Roosevelt, and Hoover K-5	\$558,141.00	

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 (%)
3	3.6	Tier 1: Provide lower class size in grades at high priority schools by providing instructional assistants for identified school in CSI and ATSI for academics	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Garfield, Roosevelt, Taft, and Hoover K-5	\$361,904.00	
3	3.10	Tier II: Extending learning time	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Garfield, Roosevelt, Hoover, Taft, McKinley 3rd-8th	\$703,500.00	
3	3.11	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.	Yes	Schoolwide	English Learners Low Income	Specific Schools: Adelante Selby, Orion, Garfield, Roosevelt, Taft, Hoover K-5	\$582,528.00	
3	3.12	Tier 1: Standards-based materials for Spanish Bilingual Classroom	Yes	Schoolwide	English Learners	Specific Schools: Taft, Adelante Selby, Garfield, and Hoover K-3	\$45,762.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$80,589,206.00	\$80,511,771.00

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	\$47,600,000.00	47,457,572
1	1.2	Tier 1: Standards-based materials: all subject areas	Yes	\$2,774,500.00	3,302,780
1	1.3	Tier 1: Facilities in good repair	No	\$9,269,000.00	9,654,653
1	1.4	Tier I: Professional Development (PD) and coaching for all staff	Yes	\$2,449,200.00	2,205,922
1	1.5	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.	Yes	\$1,270,242.00	1,279,912
1	1.6	Tier 1: Provide lower class size in grades at high priority schools by providing instructional assistants	Yes	\$803,000.00	712,385
1	1.7	Tier 1: Support for the Transitional Kindergarten (TK) program	Yes	\$525,000.00	584,103
1	1.8	Tier 1: Social-emotional (SEL) supports	Yes	\$40,200.00	16,701
1	1.9	Not Continuing		\$0.00	0
1	1.10	Tier 1: Positive Behavioral Interventions and Supports (PBIS)	Yes	\$28,500.00	28,500
1	1.11	Tier 1: Student Services and outreach to families experiencing chronic absenteeism	Yes	\$243,230.00	184,826



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	1.12	Tier 1: Family Outreach	Yes	\$10,000.00	6,780
1	1.13	Tier 1: General Ed and Special Ed connections and inclusive practices	No	\$0.00	0
1	1.14	Tier II: Extending learning time	Yes	\$1,133,500.00	1,017,573
1	1.15	Tier II: Provide additional staff at sites for supplementary small group instruction in reading	Yes	\$1,840,000.00	1,775,764
1	1.16	Tier II: Community School wrap around service supports for families	Yes	\$1,772,667.00	1,776,260
1	1.17	Not Continuing		\$0.00	0
1	1.18	Tier II: Site-based Mental Health Supports	Yes	\$3,797,946.00	3,253,300
1	1.19	Tier III: Class-based Behavior Support	Yes	\$50,000.00	0
1	1.20	Tier III: Homeless Students	Yes	\$20,000.00	0
1	1.21	Tier III: Behavior Specialists	Yes	\$440,000.00	388,429
1	1.22	MTSS System Monitoring	Yes	\$1,500,790.00	1,836,030
2	2.1	Tier I: Program	Yes	\$1,282,000.00	1,103,377
2	2.2	Tier I: PD for staff	Yes	\$30,000.00	51,441
2	2.3	Tier I: Academic Planning for Success	Yes	\$27,500.00	21,567

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)
2	2.4	Tier I: Outreach to Spanish speaking families	Yes	\$711,067.00	659,983
2	2.5	Tier II: Providing for additional needs	Yes	\$150,000.00	15,555
2	2.6	Tier II: Specialized support for recently arrived Newcomer students	Yes	\$1,874,500.00	2,166,843
2	2.7	Tier III: SPED and EL dual identified students	Yes	\$5,000.00	0
2	2.8	Program Monitoring	Yes	\$290,541.00	346,281
3	3.1	Tier I: Instruction	Yes	\$10,000.00	7,741
3	3.2	Tier I: Professional Development and coaching	Yes	\$0.00	0
3	3.3	Tier I: Enriched course offerings for unduplicated students	Yes	\$80,000.00	120,041
3	3.4	Tier I: Monitoring	No	\$260,823.00	273,567
3	3.5	Tier II: Provide additional staff at sites for supplementary small group instruction	Yes	\$0.00	0
3	3.6	Not Continuing		\$0.00	0
3	3.7	Not Continuing		\$0.00	0
3	3.8	Tier II: Materials	Yes	\$300,000.00	263,885

# 2023-24 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)
\$10,581,122	\$15,037,889.00	\$23,125,969.00	(\$8,088,080.00)	0.000%	5.900%	5.900%

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	1.2	Tier 1: Standards-based materials: all subject areas	Yes	\$2,390,000.00	3,302,780		.38
1	1.4	Tier I: Professional Development (PD) and coaching for all staff	Yes	\$1,254,644.00	2,205,922		.76
1	1.5	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.	Yes	\$300,000.00	1,279,912		3.26
1	1.6	Tier 1: Provide lower class size in grades at high priority schools by providing instructional assistants	Yes	\$803,000.00	712,385		-.11
1	1.7	Tier 1: Support for the Transitional Kindergarten (TK) program	Yes	\$525,000.00	584,103		.11
1	1.8	Tier 1: Social-emotional (SEL) supports	Yes	\$40,200.00	16,701		-.58
1	1.10	Tier 1: Positive Behavioral Interventions and Supports (PBIS)	Yes	\$28,500.00	28,500		0%
1	1.11	Tier 1: Student Services and outreach to families experiencing chronic absenteeism	Yes	\$243,230.00	184,826		-.24
1	1.12	Tier 1: Family Outreach	Yes	\$10,000.00	6,780		-.32

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	1.14	Tier II: Extending learning time	Yes	\$473,500.00	1,017,573		-1.14
1	1.15	Tier II: Provide additional staff at sites for supplementary small group instruction in reading	Yes	\$340,000.00	1,775,764		-.42
1	1.16	Tier II: Community School wrap around service supports for families	Yes	\$964,000.00	1,776,260		.54
1	1.18	Tier II: Site-based Mental Health Supports	Yes	\$1,916,417.00	3,253,300		.70
1	1.19	Tier III: Class-based Behavior Support	Yes	\$50,000.00	0		0
1	1.20	Tier III: Homeless Students	Yes	\$20,000.00	0		0
1	1.21	Tier III: Behavior Specialists	Yes	\$440,000.00	388,429		-.12
1	1.22	MTSS System Monitoring	Yes	\$1,500,790.00	1,836,020		.22
2	2.1	Tier I: Program	Yes	\$1,282,000.00	1,103,377		-.14
2	2.2	Tier I: PD for staff	Yes	\$30,000.00	51,441		.71
2	2.3	Tier I: Academic Planning for Success	Yes	\$27,500.00	21,567		-.22
2	2.4	Tier I: Outreach to Spanish speaking families	Yes	\$711,067.00	659,983		-.07
2	2.5	Tier II: Providing for additional needs	Yes	\$150,000.00	15,555		-.89
2	2.6	Tier II: Specialized support for recently arrived Newcomer students	Yes	\$927,500.00	2,166,843		1.33
2	2.7	Tier III: SPED and EL dual identified students	Yes	\$5,000.00	0		0
2	2.8	Program Monitoring	Yes	\$290,541.00	346,281		.19
3	3.1	Tier I: Instruction	Yes	\$10,000.00	7,741		-.23

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	3.2	Tier I: Professional Development and coaching	Yes	\$0.00	0		0
3	3.3	Tier I: Enriched course offerings for unduplicated students	Yes	\$5,000.00	120,041		2.30
3	3.5	Tier II: Provide additional staff at sites for supplementary small group instruction	Yes	\$0.00	0		0
3	3.8	Tier II: Materials	Yes	\$300,000.00	263,885		-.12

## 2023-24 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)
\$74,107,635.00	\$10,581,122	5.55%	19.828%	\$23,125,969.00	5.900%	37.106%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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](mailto: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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC



Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

**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*

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

- Identify the schools within the LEA that have been identified for CSI.

*Support for Identified Schools*

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

- 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*

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

**Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

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.

**Type of Goal**

Identify the type of goal being implemented as a Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An 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.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad 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.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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**

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

#### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

#### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

#### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

#### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - 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.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**  
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**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.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## 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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).



**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

#### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

#### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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).
  - **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.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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.

- 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, based on the LEA’s current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - 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)**

- 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**
  - 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)**
  - 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**
  - 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)**
  - 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 (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - 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)**
  - 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 plus Carryover %)**

- 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)**
  - 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)**
  - 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).

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