

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Redwood City School District
CDS Code:	41-69005-6044531
LEA Contact Information:	Name: Liz Wolfe, Assistant Superintendent, Ed Services Position: Priscilla Aquino-Dichoso, Chief Business Official Email: paquinodichoso@rcsdk8.net Phone: paquinodichoso@rcsdk8.net (650) 482-2232
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$85,041,928
LCFF Supplemental & Concentration Grants	\$8,010,234
All Other State Funds	\$7,343,117
All Local Funds	\$7,864,250
All federal funds	\$19,207,111
Total Projected Revenue	\$119,456,406

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$124,975,688
Total Budgeted Expenditures in the LCAP	\$71,867,708
Total Budgeted Expenditures for High Needs Students in the LCAP	\$14,044,952
Expenditures not in the LCAP	\$53,107,980

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$8,238,134
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$7,814,101

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$6,034,718
2020-21 Difference in Budgeted and Actual Expenditures	\$-424,033

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The General Fund expenditures that are not included in the Local Control Accountability Plans are the general administrative and operating costs of the district such as utilities, salaries and benefits of school site office staff, business department, technology, human resources, superintendent's office and other departmental costs that are non-instructional related. Other contracted services including expenditures relating to the Special Education program which is funded through AB 602/SELPA are also not included in the LCAP. Most of the special education program costs are

	driven by the specific needs of the students as determined in their individualized educational plans (IEPs).
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	The difference in actual expenditures compared to the budgeted costs for planned actions and services for the 2020-21 fiscal year is mainly due to restrictions and challenges experienced by the district with the COVID-19 pandemic. Several planned staffing positions were not filled during the year such as data collection and analysis support, bilingual tech support, instructional assistants, and additional custodians at school sites for deep cleaning of classrooms. Stipends for teachers offering tutoring for most vulnerable students did not materialize due to absence of contract ratification. However, the District has incurred additional costs such as the establishment of classroom hubs to provide full time access to technology and adult supervision. The district has made every possible effort to bring students back to campus for in-person instruction.

LCFF Budget Overview for Parents

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CDS Code: 41-69005-6044531

School Year: 2021-22

LEA contact information:

Liz Wolfe, Assistant Superintendent, Ed Services

Priscilla Aquino-Dichoso, Chief Business Official

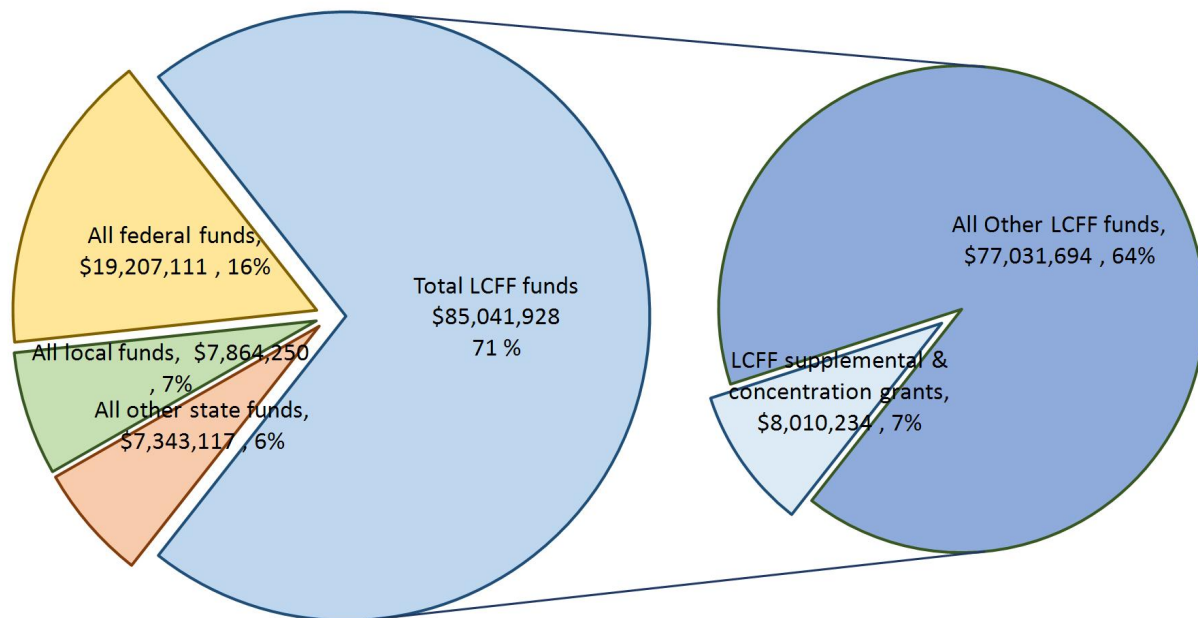
paquinodichoso@rcsdk8.net

paquinodichoso@rcsdk8.net (650) 482-2232

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



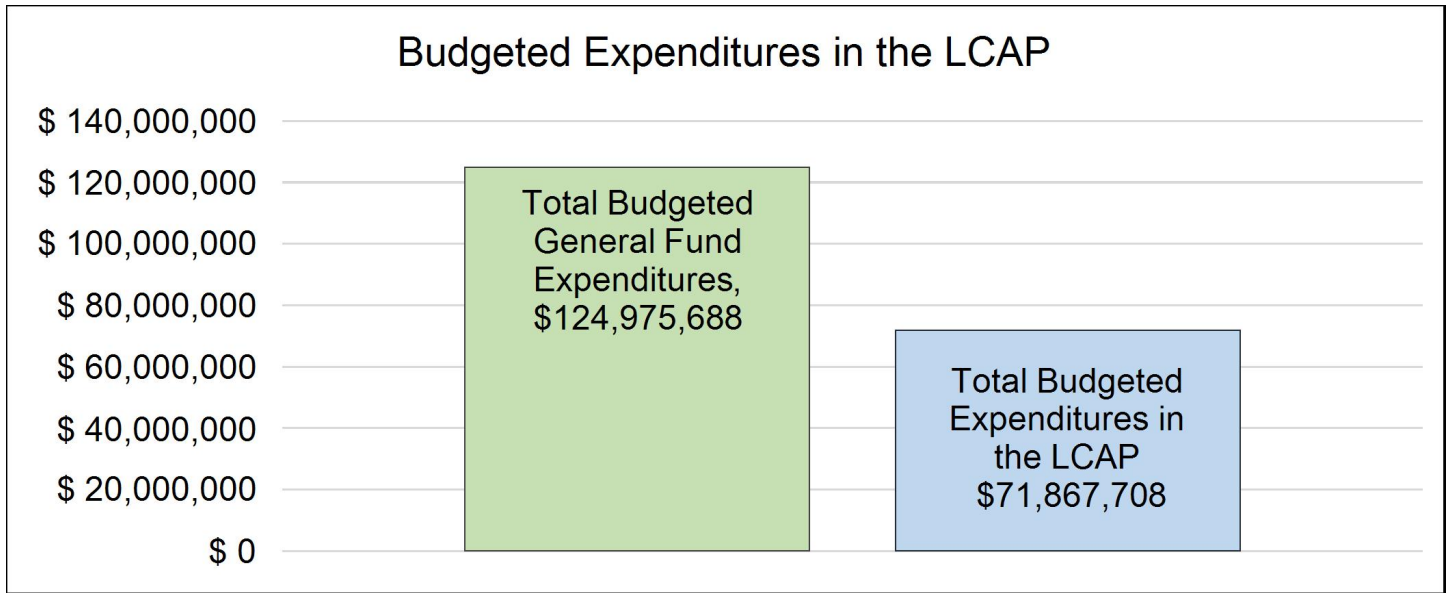
This chart shows the total general purpose revenue Redwood City School District expects to receive in the coming year from all sources.

The total revenue projected for Redwood City School District is \$119,456,406, of which \$85,041,928 is Local Control Funding Formula (LCFF), \$7,343,117 is other state funds, \$7,864,250 is local funds, and

\$19,207,111 is federal funds. Of the \$85,041,928 in LCFF Funds, \$8,010,234 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 School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Redwood City School District plans to spend \$124,975,688 for the 2021-22 school year. Of that amount, \$71,867,708 is tied to actions/services in the LCAP and \$53,107,980 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

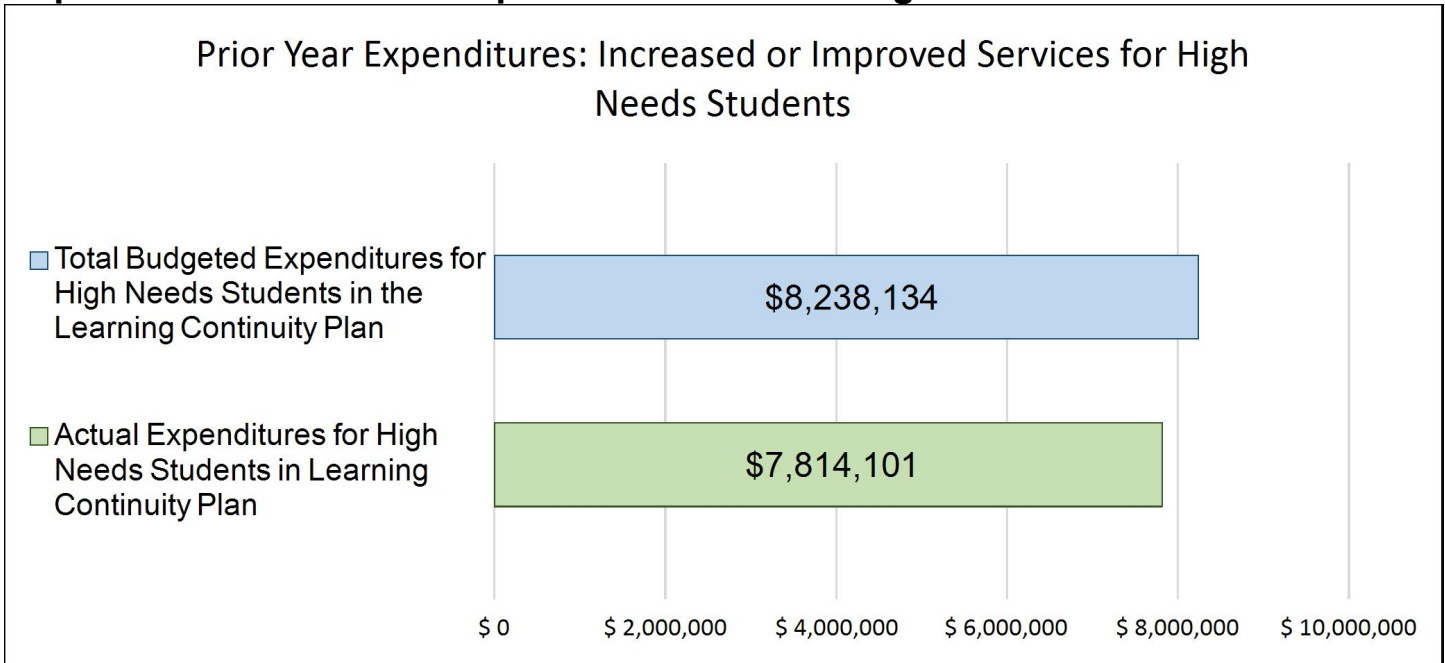
The General Fund expenditures that are not included in the Local Control Accountability Plans are the general administrative and operating costs of the district such as utilities, salaries and benefits of school site office staff, business department, technology, human resources, superintendent's office and other departmental costs that are non-instructional related. Other contracted services including expenditures relating to the Special Education program which is funded through AB 602/SELPA are also not included in the LCAP. Most of the special education program costs are driven by the specific needs of the students as determined in their individualized educational plans (IEPs).

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Redwood City School District is projecting it will receive \$8,010,234 based on the enrollment of foster youth, English learner, and low-income students. Redwood City School District must describe how it intends to increase or improve services for high needs students in the LCAP. Redwood City School District plans to spend \$14,044,952 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Redwood City School District's Learning Continuity Plan budgeted \$8,238,134 for planned actions to increase or improve services for high needs students. Redwood City School District actually spent \$7,814,101 for actions to increase or improve services for high needs students in 2020-21.

The difference in actual expenditures compared to the budgeted costs for planned actions and services for the 2020-21 fiscal year is mainly due to restrictions and challenges experienced by the district with the COVID-19 pandemic. Several planned staffing positions were not filled during the year such as data collection and analysis support, bilingual tech support, instructional assistants, and additional custodians at school sites for deep cleaning of classrooms. Stipends for teachers offering tutoring for most vulnerable students did not materialize due to absence of contract ratification. However, the District has incurred additional costs such as the establishment of classroom hubs to provide full time access to technology and adult supervision. The district has made every possible effort to bring students back to campus for in-person instruction.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Redwood City School District	Liz Wolfe, Assistant Superintendent, Ed Services Priscilla Aquino-Dichoso, Chief Business Official	lwolfe@rcsdk8.net (650) 482-2255 paquinodichoso@rcsdk8.net (650) 482-2232

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Ensure that all students are prepared to be successful in high school and beyond:
 Students are provided with safe and properly maintained schools and students are provided with a broad course of study that help them develop critical thinking skills and prepares them to be civically engaged and college and career ready.
 Teachers are fully credentialed to teach their subject area.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator SBAC ELA Points from Green</p> <p>19-20 Change in Methodology</p> <p>Baseline All -17.2 EL -106.7 LI -49.52 SPED -102.6</p>	<p>This metric was changed to reflect the points from "standard met" (see below)</p>
<p>Metric/Indicator NEW METHODOLOGY SBAC ELA Points from Standard Met</p>	<p>Revised Target for 2019 Administration All -5 EL -85 RFEP 0</p>

Expected	Actual
<p>19-20 Revised Target All -5 EL -85 RFEP 0 LI -30 SPED -80</p> <p>Baseline 16-17 SBAC ELA All -11.6 EL -53.9 LI -45.8 SPED -98.6</p>	<p>LI -30 SPED -80</p> <p>Actuals for 2019 Administration All 5 EL - 49.6 (below standard) RFEP 8.1 (above standard) LI -31.8 (below standard) SPED -86.3 (below standard)</p>
<p>Metric/Indicator SBAC Math Points from Green</p> <p>19-20 Change in Methodology</p> <p>Baseline All -37.3 pts EL -119.6 LI -70.8 SPED -126.9</p>	<p>This metric was changed to reflect the points from "standard met" (see below)</p>
<p>Metric/Indicator NEW METHODOLOGY SBAC Math Points from Standard Met</p>	<p>Spring 2019 Administration</p> <p>Target</p> <p>ALL -20</p>

Expected	Actual
<p>19-20 ALL -20 EL -60 RFEP +10 LI -55 SPED -95</p> <p>Baseline 16-17 SBAC Math ALL -33.4 EL -130.4 LI -65.95 SPED -114.4</p>	<p>EL -60 RFEP +10 LI -55 SPED -95</p> <p>Actuals of Spring 2019 Administration</p> <p>ALL -13.9 (below standard) EL -65.6 (below standard) RFEP -16.7 (below standard) LI -53.1 (below standard) SPED -110 (below standard)</p>
<p>Metric/Indicator ELA Reading Scores K-2 Based on reviewing historical data, our goals are determined by incremental increases over the next 3 years with a goal of students reading at grade level each year.</p> <p>F & P Reading Assessment March to March yearly comparison</p> <p>19-20 All 75% EL 50% LI 55% SPED 35%</p> <p>Baseline All 58% EL 18% LI 25%</p>	<p>Due to Covid-19, local assessments were not fully administered. This data reflects those students who took the assessment in March 2020 prior to at-home learning. Some students who in grade 2 were reading at grade level were given the STAR rather than F and P and are not reflected in this data set.</p> <p>Students receiving free or reduced lunch (LI) : No data available</p> <p>Target All 75% EL 50% LI 55% SPED 35%</p> <p>Actual All 56.3% EL 36.6% LI N/A SPED 27.4 %</p>

Expected	Actual
<p>SPED 3%</p>	
<p>Metric/Indicator ELA Reading Scores 3-5 Based on reviewing historical data, our goals are determined by incremental increases over the next 3 years with a goal of students reading at grade level each year. STAR Reading Assessment March to March yearly comparison</p> <p>19-20 All 80% EL 75% LI 69% SPED 52%</p> <p>Baseline All 60 % EL 7% LI 27% SPED 4 %</p>	<p>March -to- March Comparisons: No data available due to a change in the database that captures student data.</p> <p>Target All 80% EL 75% LI 69% SPED 52%</p> <p>Actual</p> <p>N/A for all data points</p>
<p>Metric/Indicator ELA Reading Scores 6-8 Based on reviewing historical data, our goals are determined by incremental increases over the next 3 years with a goal of at least 5-8% increase of students reading at grade level each year.</p> <p>STAR Reading Assessment March to March yearly comparison</p> <p>19-20 All 80% EL 65%</p>	<p>March -to- March Comparisons: No data available due to a change in the database that captures student data.</p>

Expected	Actual
LI 50% SPED 10% Baseline All 49 % EL 1 % LI 17 % SPED 3 %	
Metric/Indicator Progress on CELDT (% making 1 level growth on CELDT) Students will not take CELDT in the 2017-2018 instead student will be taking ELPAC 19-20 61% (ELPAC new assessment) Baseline 55%	Spring 2019 Administration of ELPAC NEW Assessment (Percentage of students making progress) Target 61% Actual 51%
Metric/Indicator RFEP Reclassification Rate 19-20 20% (ELPAC new assessment) Baseline 15%	Percent of students who reclassified 47%
Metric/Indicator Implementation of State Standards-Local Indicator. 1-5 scale progress towards full implementation. 5=full implementation in each subject area	Due to Covid-19, this local indicator was not completed. No data is available.

Expected	Actual
<p>District average is taken using a scoring guide for level of implementation on Common Core implementation also a 1-5 scale.</p> <p>19-20 ELA 3.6/5 ELD 3.6/5 Math 3.2/5 NGSS 3.5/5 H-SS 3.4/5</p> <p>Baseline ELA 3/5 ELD 3/5 Math 3/5 NGSS Science 1/5 History/SS 3/5</p>	
<p>Metric/Indicator Highly Qualified Teachers: Teachers are appropriately assigned in their content areas.</p> <p>19-20 At least 99%</p> <p>Baseline 100%</p>	<p>100% of Teachers were appropriately assigned to their content areas.</p>
<p>Metric/Indicator Priority 1: Facilities in Good Repair Good/Fair/Poor</p> <p>19-20 All Schools Ranked: Good</p> <p>Baseline All Schools Ranked: Good</p>	<p>100% schools ranked "good"</p>

Expected	Actual
<p>Metric/Indicator State Priority 1: Textbooks (local indicator)</p> <p>19-20 100% in compliance with adopted materials and access for student usage</p> <p>Baseline 100% in compliance with adopted materials and access for student usage</p>	<p>100% in compliance with adopted materials and access for student usage.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Academic Services for All Students: Instruction:</p> <p>1.1.1 All TK-8 students will receive high quality instruction in Common Core standards. All students will be served by general education and special education teachers who are appropriately assigned and fully credentialed in their subject areas. The amounts noted are a reasonable estimate of all educational services and supplemental instructional related services and materials for students.</p> <p>1.1.2 Every student has access to all standards aligned materials. NEW For 2019-20 6-8 will pilot program for Science.</p> <p>K-2 Math Materials English K-2 Math Materials Spanish 3-5 EnVision Math materials for new classrooms 6-8 CPM Math for new classrooms 6-8 Science- new materials will be reviewed for adoption</p>	<p>1.1.1 High quality instruction will be provided by teachers who are appropriately assigned and fully credentialed in their subject areas including all teachers TK-8 and instructional services. 1000-1999: Certificated Personnel Salaries Base \$30,115,050</p> <p>1.1.2 Instructional Materials 4000-4999: Books And Supplies Base \$130,000</p> <p>1.1.2 Instructional Materials: Classroom Materials and Consumable Curriculum Materials 4000-4999: Books And Supplies Lottery \$394,896</p>	<p>1.1.1 High quality instruction was provided by teachers who were appropriately assigned and fully credentialed in their subject areas including all teachers TK-8 and instructional services. This continued via At -Home Learning when the pandemic began. 1000-1999: Certificated Personnel Salaries Base \$30,461,824</p> <p>1.1.2 Instructional Materials were purchased as needed. More items were purchased for distance learning. 4000-4999: Books And Supplies Base \$178,254</p> <p>1.1.2 Instructional Materials: Classroom Materials and Consumable Curriculum Materials were purchased as outlined in plan. A new Science program was not chosen as planned. 4000-</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1.3 Preschool: A comprehensive preschool program will be offered. Professional development using research based strategies will be offered for staff, using assessments to guide instruction, and ensure students are ready for Kindergarten.</p> <p>1.1.4 Formative Assessments: District aligned formative assessments will be administered in ELA and Math and results will be analyzed to determine student learning and any needed interventions. Online Reading Assessments will be administered to students for a total of 4 times per year to monitor assessments. K-2 Math Assessments will continue. All assessments are available in either Spanish or English depending on student needs.</p> <p>1.1.5 The district will partially fund the cost of the 5th grade Outdoor Education Program so that students may experience real world application of learning in science.</p> <p>1.1.6 DELETED as this was not fully realized. Class size reduction</p> <p>1.1.7 Alexandria and updated technology will support literacy/technology integration goals in the classroom. Costs changed to another fund. Not Supp/Conc.</p> <p>1.1.8 Technology Technician: To ensure our Unduplicated Pupils are accessing technology devices in the classroom, the District will maintain one technology technician directly targeted to support high needs schools, to support newly acquired devices in the classroom for technology integration of curriculum.</p> <p>1.1.9. Technology Devices in the Classroom to ensure Common Core implementation. Teachers will use laptops for technology integration instruction and to ensure students have access to digital media selections in instruction. Teachers will also use these devices to analyze student work and online assessments. This funding will be principally directed to schools with high numbers of Unduplicated</p>	<p>1.1.3 Preschool Program 1000-1999: Certificated Personnel Salaries Child Development \$1,287,052</p> <p>1.1.3 Preschool Program 2000-2999: Classified Personnel Salaries Child Development \$1,553,356</p> <p>1.1.3 Preschool Program 3000-3999: Employee Benefits Child Development \$1,253,445</p> <p>1.1.3 Preschool Program 5000-5999: Services And Other Operating Expenditures Child Development \$131,742</p> <p>1.1.4 Renaissance Learning Reading Online Assessments 5800: Professional/Consulting Services And Operating Expenditures Base \$67,000</p> <p>DELETE as no longer needed 5800: Professional/Consulting Services And Operating Expenditures Base \$0</p> <p>1.1.4 Schoolzilla Data Management System 5800: Professional/Consulting Services And Operating Expenditures Base \$50,000</p>	<p>4999: Books And Supplies Lottery \$176,102</p> <p>1.1.3 Preschool Program 1000-1999: Certificated Personnel Salaries Child Development \$1,352,792</p> <p>1.1.3 Preschool Program 2000-2999: Classified Personnel Salaries Child Development \$1,448,474</p> <p>1.1.3 Preschool Program 3000-3999: Employee Benefits Child Development \$1,297,472</p> <p>1.1.3 Preschool Program 5000-5999: Services And Other Operating Expenditures Child Development \$202,943</p> <p>1.1.4 Renaissance Learning Reading Online Assessments were purchased for local assessment data. This was interrupted as a result of school closure from pandemic. 5800: Professional/Consulting Services And Operating Expenditures Base \$59,010</p> <p>1.1.4 Schoolzilla Data Management System was purchased and utilized. 5800: Professional/Consulting Services</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Pupils. Ensure all technology devices are appropriate for classroom usage and administration of online district and formative assessments.</p> <p>1.1.10 Provide competitive salaries to like demographic districts to all staff to ensure students are taught by highly qualified and quality teachers and support staff.</p> <p>1.1.11 All school sites will be maintained to remain in good repair and good condition.</p> <p>1.1.12 NEW RCSD will begin a Multi-Tiered System of Support (MTSS) Framework for all students. MTSS will include clearly defined process for identifying students in need of Strategic and Intensive Supports. MTSS Framework Implementation including the initial understanding of Universal Design for Learning (UDL) strategies. RCSD and Site will form Problem Solving Data Teams</p> <p>1.1.13. NEW Belief in the Learner with NUA work across sites to raise student achievement by implementing high operational practices leading to higher intellectual performance in students: Target: Garfield, Hoover, Roosevelt, Taft, John Gill and MIT</p>	<p>1.1.5 Outdoor Education contribution 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$50,000</p> <p>1.1.2 NEW Science Lead Teachers to review Science 6-8 materials for adoptions and training of new resources for teachers. (part of 1.2.3) 1000-1999: Certificated Personnel Salaries Title II \$10,000</p> <p>1.1.7 Library Supplies and Materials (to purchase books for MTSS/SEL) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$25,000</p> <p>1.1.8 Technology Technician to support technology integration (benefits included) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$142,410</p> <p>1.1.9 Apple Lease and replacement devices to support online programs. 4000-4999: Books And Supplies Base \$225,000</p>	<p>And Operating Expenditures Base \$43,483</p> <p>1.1.5 Outdoor Education contribution : Due to the pandemic, the schools did not participate in Outdoor Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0</p> <p>1.1.2 A Science Coach for grades 6-8 was contracted to begin the adoption process. 1000-1999: Certificated Personnel Salaries Title II \$10,000</p> <p>1.1.7 Library Supplies and Materials - books for MTSS/SEL were ordered for sites and distributed 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$15,407</p> <p>1.1.8 A Technology Technician to support technology integration (benefits included) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$202,339</p> <p>1.1.9 The Apple Lease and replacement devices to support online programs were ordered 4000-4999: Books And Supplies Base \$112,206</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>1.1.10 Provide competitive salaries (2014-15 raise) fixed contribution 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,900,000.</p> <p>1.1.11 High quality instruction will be provided by teachers who are appropriately assigned and fully credentialed in their subject areas. 3-5 teachers will team and become core teachers focused on either Language Arts/Social Science or Math/Science. (Benefits for credentialed staff). 3000-3999: Employee Benefits Base \$13,690,548</p> <p>1.1.2 Instructional Materials (not including new ELA-ELD adopted curriculum)-No new materials needed. 4000-4999: Books And Supplies Base \$0</p> <p>Duplicated in error see 1.1.2 above \$394,896 4000-4999: Books And Supplies Lottery \$0</p> <p>1.1.11 Facilities in Good Repair 2000-2999: Classified Personnel Salaries Base \$6,765,443</p>	<p>1.1.10 Provide competitive salaries (2014-15 pay increase) fixed contribution- completed certificated, classified salaries and benefits 1000-3999 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,900,000</p> <p>1.1.11 High quality instruction was provided by teachers appropriately assigned and fully credentialed in their subject areas. 3000-3999: Employee Benefits Base \$13,312,789</p> <p>1.1.11 Facilities in Good Repair 2000-2999: Classified Personnel Salaries Base \$6,316,857</p>
<p>Academic Services for All Students: Professional Development:</p> <p>1.2.1 Teachers will engage in frequent, collaborative, analysis of student work products and assessment results via a reflection and inquiry cycle to determine effectiveness of lessons, student growth and</p>	<p>1.2.1 Teachers will engage in frequent, collaborative, analysis of student work products and assessment results 1000-1999: Certificated Personnel Salaries Base \$0.00</p>	<p>1.2.1 Teachers were provided with opportunities to engage in analysis of student work products and assessment results through February 2020. 1000-1999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>learning. This will occur after school on at least two Minimum Day Thursdays per month and new for the 2019-20 school year two "super" minimum days. This work will include:</p> <ul style="list-style-type: none"> • review assessments and discuss next steps of instruction for student achievement • discuss unit implementation • review recent professional development strategies/programs • Update groupings for ELD groupings and Targeted Reading Instruction • discuss samples of EL student work • Discuss lessons for Designated and Integrated ELD <p>1.2.2. All New Teachers will receive special training in Teaching English Learners and unit/lesson planning using Academic Vocabulary and EL Instructional Strategies with ELD Standards as the focus of lessons. The Beginning Teacher Support and Assessment (BTSA) Director and the ELD Department will focus on EL Instructional strategies in new teacher trainings for both Designated and Integrated ELD.</p> <p>1.2.3 Staff Development Team: Provide coaching and training for staff to include:</p> <ul style="list-style-type: none"> • Content area instructional strategies focused on Academic Language Development TK-8 (Math, ELA, Science, Social Science) • Technology Integration TK-8 • Targeted Reading Support (K-8) • Common Core State Standards implementation Preschool-8th grade. • SEAL Summer Bridge-10 day professional development for K-3 teachers. • Instruction for Designated and Integrated ELD <p>1.2.4 Classified staff will be given professional development on topics to ensure the state priorities are being met (eg supporting families, clean facilities, library services, food services etc).</p>	<p>1.2.2. All New Teachers will receive special training in Teaching English Learners and unit/lesson planning using Academic Vocabulary and EL Instructional Strategies. The Beginning Teacher Support and Assessment (BTSA) Director and the ELD Department will focus on EL Instructional strategies in new teacher trainings using EL Standards. (benefits included) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$630,621</p> <p>1.2.3a Staff Development Teachers to support ELD and Technology Integration (benefits included) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$521,150</p> <p>1.2.3b Staff Development Teachers to support ELD and Technology Integration (Sobrato Foundation) (benefits included) 50% position 1000-1999: Certificated Personnel Salaries Other Local Grant \$75,000</p> <p>1.2.3c Staff Development Teacher to support ELD and Technology</p>	<p>Certificated Personnel Salaries Base \$0.00</p> <p>1.2.2. All New Teachers received special training in Teaching English Learners and unit/lesson planning using Academic Vocabulary and EL Instructional Strategies. BTSA Director and the ELD Department focused on EL Instructional strategies in new teacher trainings . 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$576,313</p> <p>1.2.3a The Staff Development Teachers supported ELD and Technology Integration for sites as requested. (benefits included) One Staff Development Coach resigned mid year not all costs materialized. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$405,051</p> <p>1.2.3b Staff Development Teachers supported ELD and Technology Integration in grades Prek-3. (Sobrato Foundation) (benefits included) 50% position 1000-1999: Certificated Personnel Salaries Other Local Grant \$78,712</p> <p>1.2.3c Staff Development Teacher to support ELD and Technology</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.2.5 All TK-8 students will receive high quality instruction in Common Core standards.</p> <ul style="list-style-type: none"> Teachers will implement culturally responsive teaching strategies that will recognize and celebrate cultural traditions represented by the EL students in the district and incorporate this information as part of the daily curriculum. Teachers will attend trainings and conferences to develop their practice. Teachers will implement Tier 2 and Tier 3 supports for students who are 2 years or more below grade level by using existing resources. The District will continue to offer dual-language immersion and bilingual program options. <p>1.2.6 Transitional Kindergarten program at 4. Provide 4 instructional aides (one per classroom) at 4 hours per day.</p> <p>1.2.7 CHANGE: Summer School: Students identified will receive an online Summer School program using district approved ELA and Math tutoring programs. A teacher will be contracted to check on student progress.</p> <p>1.2.8 Optional program choices will be offered to allow for more options for parents to support bilingual education: SEAL, Bilingual Programs, Spanish and Mandarin Dual Immersion Programs for students at Hoover, Taft, Garfield, John Gill, and Selby Lane.</p> <p>1.2.9 DELETE DUE TO FUNDING</p> <p>1.2.10 DELETE DUE TO FUNDING</p>	<p>Integration (benefits included). Cut to 1 position 1000-1999: Certificated Personnel Salaries Other Local Grant \$120,672</p> <p>1.2.3d Staff Development Teachers to support Literacy and Technology Integration (benefits included) Partial funding of one position 1000-1999: Certificated Personnel Salaries Title III \$147,118</p> <p>1.2.3e Staff Development Teachers to support Literacy and Technology, Science. SS Integration (benefits included) 1000-1999: Certificated Personnel Salaries Title II \$108,972</p> <p>1.2.3.f Staff Development Teachers to support Literacy and Technology, Science. SS Integration (benefits included) 1000-1999: Certificated Personnel Salaries Base \$56,348</p> <p>1.2.3g/ 1.2.4 Professional development for Classified staff by Staff Development Personnel 1000-1999: Certificated Personnel Salaries Title I \$126,014</p>	<p>Integration (benefits included). this position was cut to 1 position. 1000-1999: Certificated Personnel Salaries Other Local Grant \$136,753</p> <p>1.2.3d One Staff Development Teacher supported Literacy and Technology Integration (benefits included) 1000-1999: Certificated Personnel Salaries Title III \$132,513</p> <p>1.2.3e Staff Development Teachers supported Literacy and Technology, Science. SS Integration. One Staff Development Coach resigned mid year not all costs materialized. (benefits included) 1000-1999: Certificated Personnel Salaries Title II \$87,185</p> <p>1.2.3.f Staff Development Teachers supported Literacy and Technology, Science. SS Integration (benefits included) 1000-1999: Certificated Personnel Salaries Base \$56,348</p> <p>1.2.3g/ 1.2.4 Professional development was provided for Classified staff by Staff Development Personnel as requested by classified staff. Classified staff participated in district trainings. 1000-1999: Certificated Personnel Salaries Title I \$79,206</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>1.2.6 Transitional Kindergarten program at 4. Provide 4 instructional aides (one per classroom) at 4 hours per day. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$106,500</p> <p>1.2.3. Increase Staff Development Math Coach to provide assistance to align instructional practice to CCSS targeting students meeting grant criteria (Low Performing Student Block Grant) 1000-1999: Certificated Personnel Salaries Other \$154,137</p> <p>\$0</p> <p>1.2.7 Summer School: Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading intervention principally targeted to Unduplicated pupils and Migrant Ed Students. (benefits included) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$25,000</p> <p>1.2.8 Implement the potential restructuring of School of Choice options. Implement the potential restructuring of academic courses offered for middle school students from the Bayside to Oceanside schools 1000-1999: Certificated Personnel Salaries Base \$0.00</p>	<p>1.2.6 Transitional Kindergarten was offered at 4 district sites. 4 instructional aides were assigned to each site. (one per classroom) at 4 hours per day. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$87,920</p> <p>1.2.3. There was an Increase Staff Development Math Coach to provide assistance to align instructional practice to CCSS targeting students who are not at grade level in math 1000-1999: Certificated Personnel Salaries Other \$180,978</p> <p>1.2.7 Summer School: was not provided 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>1.2.8 RCSD Implemented the restructuring of School of Choice options that brought schools across the district from 16 to 12 1000-1999: Certificated Personnel Salaries Base \$0.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>1.2.3 Staff Development Teachers to support Literacy and Technology Integration (benefits included) 1000-1999: Certificated Personnel Salaries Title I \$135,900</p> <p>1.2.9 Valdez Summer Math Institute Eliminated due to budget reductions 5800: Professional/Consulting Services And Operating Expenditures Title I \$0</p> <p>1.2.10 SEAL Summer Bridge Program (part of overall summer school cost from Supp/Con.) 5800: Professional/Consulting Services And Operating Expenditures Base \$0</p> <p>1.2.5 Conferences for ELs /subs for SEAL and other PD 5000-5999: Services And Other Operating Expenditures Title II \$20,000</p> <p>1.2.5 Conference attendance and materials. 5800: Professional/Consulting Services And Operating Expenditures Title III \$5,000</p>	<p>1.2.3 Staff Development Teachers did support Literacy and Technology Integration (benefits included) 1000-1999: Certificated Personnel Salaries Title I \$41,781</p> <p>1.2.10 SEAL Summer Bridge Program was not offered \$0</p> <p>1.2.5 Conferences for ELs /subs for SEAL and other PD were provided prior to school closure due to pandemic 5000-5999: Services And Other Operating Expenditures Title II \$11,722</p> <p>1.2.5 Conference attendance and materials was partially met prior to pandemic 5800: Professional/Consulting Services And Operating Expenditures Title III \$30,000</p>
<p>Additional Academic Services for Unduplicated Pupils:</p> <p>1.3.1 EL students will be identified, appropriately grouped for instruction, and receive both integrated and designated ELD on a daily basis. Results of state assessments will be used to group EL students appropriately for designated ELD instruction. EL students will be</p>	<p>1.3.1 English Learner students will be identified, appropriately grouped for instruction, and receive both integrated and designated ELD on a daily basis. ELPAC Testers. 1000-1999:</p>	<p>1.3.1 English Learner students will be identified, appropriately grouped for instruction, and receive both integrated and designated ELD on a daily basis. ELPAC Testers were contracted</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>provided with materials, strategies and groupings that support their learning of the grade level academic standards in all subjects. ELPAC Testing Program: ELPAC Testers will be hired to test EL students. ELPAC Assessments will be purchased for testing.</p> <p>1.3.2. Professional development will be provided to new teachers and district administrators in the ELD standards and new curriculum. (see materials cost 1.5.1). All will receive training on the new CDE EL Roadmap that ensures RCSD focuses on principles of:</p> <ul style="list-style-type: none"> • Assets Oriented and Needs Responsive Practices • Intellectual Quality of Instruction and Meaningful Access to content • System Conditions that Support Effectiveness for ELs (alignment across PD, instruction and assessment) • Alignment and Articulation Within and Across Systems to Reclassification (program models across district are aligned) <p>1.3.3 The ELD Director or staff development team will meet with school sites to seek input and identify differentiated learning needs for EL teaching and learning. (See funding for ELD Director or staff development team above).</p> <p>1.3.4 Sobrato Early Academic Learning Partnership will provide training at identified sites, increasing professional development to ensure all veteran and new teachers receive professional development for the development of academic language. The Sobrato Early Academic Language Model is designed as a comprehensive model of intensive, enriched language and literacy education designed for English language learners, starting in preschool and continuing through third grade.</p> <p>1.3.5 Provide EL students with enriched educational opportunities. The Gifted and Talented Education (GATE) Teacher will support all teachers with enrichment options in the classroom and a GATE program will be developed targeting high needs schools at Hoover School.</p> <p>1.3.6 Provide specialized ELD courses/programs in middle school for Long Term English Learners to ensure monitoring and progress towards</p>	<p>Certificated Personnel Salaries Base \$120,469</p> <p>1.3.2 New ELA-ELD materials will be adopted and will align with the ELA standards and curriculum. (see materials funding above 1.1.2) 4000-4999: Books And Supplies Base \$0.00</p> <p>1.3.3 The ELD Director or EL specialists will meet with school sites to seek input and identify differentiated learning needs for EL teaching and learning. (See funding for ELD Director above). 1000-1999: Certificated Personnel Salaries Base \$0.00</p> <p>1.3.4 SEAL/NUA Partnership /subs needed 5800: Professional/Consulting Services And Operating Expenditures Title II \$50,000</p> <p>1.3.5 GATE Teacher to build GATE program at high needs schools.(benefits included) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$19,000</p> <p>1.3.6 Long Term English Learner Teacher for Kennedy Middle School (benefits included) and</p>	<p>and some students assessed as this was interrupted due to pandemic. 1000-1999: Certificated Personnel Salaries Base \$119,166</p> <p>1.3.2 New ELA-ELD materials were adopted and aligned with the ELA standards and curriculum. These resources were used. (see materials funding above 1.1.2) 4000-4999: Books And Supplies Base \$0.00</p> <p>1.3.3 The ELD Director or EL specialists met with school sites to seek input and identify differentiated learning needs for EL teaching and learning. (See funding for ELD Director above). 1000-1999: Certificated Personnel Salaries Base \$0.00</p> <p>1.3.4 SEAL/NUA Partnership /subs were not fully utilized due to school closures during the March-June. 5800: Professional/Consulting Services And Operating Expenditures Title II \$33,141</p> <p>1.3.5 GATE Teacher to build GATE program at high needs schools.(benefits included) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$25,178</p> <p>1.3.6 Long Term English Learner Teacher for Kennedy Middle School (benefits included) and</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>reclassification.</p> <p>1.3.7. The current Middle School Content Area Instructional Coaches will continue their professional development in ELD strategies to support teachers in their work with LTELs.</p> <p>1.3.8. The ELD Director will ensure Designated and Integrated ELD Instruction by Professional Development provided on the following topics:</p> <ul style="list-style-type: none"> • Schools will implement Designated ELD for all EL students. • K-5 Teachers will implement integrated content area units to support Integrated ELD. • 6-8 grade teachers will implement ELD strategies to support Long Term English Learners • Use of Individual Language Plans for students in grades 5-8 • ELD Standards directly connected to objectives and grade level standards • New ELPAC assessment • Newcomer Program <p>1.3.9 Implement the Newcomer program for grades 3-8. In order to meet the needs of middle school newcomer students, hire one teacher to teach 6-8th grade students. 3-5th grade students will be supported with instructional assistants.</p> <p>1.3.10 A data management system will store and analyze English Learner data, including ELPAC scores and reclassification information, and store all Individual Language Plans.</p> <p>1.3.11 Staff Development Team will provide coaching and training for The Sobrato Early Academic Language (SEAL) Model. SEAL is designed as a comprehensive model of intensive, enriched language and literacy education designed for English language learners, starting in preschool and continuing through third grade.</p> <p>1.3.12 Literacy Coaches will be hired to increase academic achievement for students at risk that are Low Income, Foster Youth and English Learners in Reading principally focused to schools with high numbers of Unduplicated pupils.</p>	<p>1.3.7 Middle School Staff Development Training for ELD as part of ongoing coaching (See Goal 1 for funding) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$136,427</p> <p>1.3.9. 1 FTE IA for Newcomer program (added service) and materials as needed. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$56,500</p> <p>1.3.9 Implement the Newcomer program for grades 3-8: Instructional Assistant (2 FTEs) (benefits included) 2000-2999: Classified Personnel Salaries Title III \$101,000</p> <p>1.3.9 Implement the Newcomer program for grades 3-8: Instructional Assistant (1.2FTE) (benefits included) 2000-2999: Classified Personnel Salaries Title I \$63,500</p> <p>1.3.9 Implement the Newcomer program for grades 3-8:</p>	<p>1.3.7 Middle School Staff Development Training for ELD as part of ongoing coaching (See Goal 1 for funding) were both partially implemented. PD and coaching were interrupted. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 137,716</p> <p>1.3.9. 1 FTE IA for Newcomer program was added and materials purchased for the newcomer students. One IA left mid year and not all costs materialized. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$49,055</p> <p>1.3.9 The Newcomer program for grades 3-8: Instructional Assistant (2 FTEs) were contracted and offered services throughout the year and into school closures. (benefits included) 2000-2999: Classified Personnel Salaries Title III \$103,461</p> <p>1.3.9 The Newcomer program for grades 3-8: Instructional Assistant (2 FTEs) were contracted and offered services throughout the year and into school closures. (benefits included) 2000-2999: Classified Personnel Salaries Title I \$44,664</p> <p>1.3.9 The Newcomer program for grades 3-8: Newcomer Teacher</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.3.13 Train staff on the new History Social Studies and Science Framework and focus on specific support for ELs in these documents through the use of the integrated units.</p> <p>1.3.14 More focused professional development for special education teachers in the area of guided reading provided by District Literacy Coaches with priority given to high needs students and/or schools. An emphasis on a comprehensive approach toward service will be implemented that includes direct instruction and the use of meta-cognitive strategies.</p> <p>1.3.15 The focus on the use of Individual Language Learning Plans for all Long-Term English Learners and student at-risk of becoming LTEL's facilitated by the Assistant Principals when available or site principals using the RCSD online EL data management system. RCSD will continue to support teachers in the use of the new online data management system for EL students. The ELLevation Database also include strategies for instruction that are grade specific, EL language level specific and content specific. Teachers will be introduced to monitoring English Learners using the online tool.</p> <p>1.3.16. NEW Belief in the Learner with NUA work across sites to raise student achievement by implementing high operational practices leading to higher intellectual performance in students: Target: Garfield, Hoover, Roosevelt, and Taft, John Gill and MIT</p>	<p>Newcomer Teacher(1) (benefits included) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$103,000</p> <p>1.3.10 A data management system will store and analyze English Learner data, including ELPAC scores and reclassification information. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$65,000</p> <p>1.3.8.The ELD Director will ensure Designated and Integrated ELD Instruction Professional Development is provided (see 1.2.3). 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0.00</p> <p>1.3.11 Staff Development Team will provide coaching and training for The Sobrato Early Academic Language (SEAL) Model (see 1.2.4). 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0.00</p> <p>1.3.12 Literacy Coaches will be hired to increase academic achievement for students at risk in Reading principally focused to schools with high numbers of Unduplicated pupils. (benefits included) 1000-1999: Certificated</p>	<p>was implemented fully. (benefits included) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$102,988</p> <p>1.3.10 A data management system will store and analyze English Learner data, including ELPAC scores and reclassification information was purchased. Ellevation 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$59,640</p> <p>1.3.8.The ELD Director ensured Designated and Integrated ELD Instruction Professional Development is provided (see 1.2.3). 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0.00</p> <p>1.3.11 Coaching was provide by the Staff Development Team for The Sobrato Early Academic Language (SEAL) Model (see 1.2.4). 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0.00</p> <p>1.3.12 Literacy Coaches provided teachers with the teaching of reading PD. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$671,970</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Personnel Salaries Kwan Foundation Funds \$554,904</p> <p>1.3.13 Train new concepts with teachers on the new History Social Studies and Science Framework and focus on specific support for ELs in these documents through the use of the integrated units (see 1.2.4) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0.00</p> <p>1.3.14 More focused professional development for special education (Included in overall SPED costs see 1.4.1) 1000-1999: Certificated Personnel Salaries Base \$0.00</p> <p>1.3.15 Individual Language Learning Plans (Part of cost for 1.1.1.) 1000-1999: Certificated Personnel Salaries Base \$0.00</p> <p>1.3.16. SEAL and NUA work across sites to raise student achievement by implementing high operational practices leading to higher intellectual performance in students (fees for both programs) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$200,000</p> <p>1.3.16 SEAL and NUA subs, materials and other conferences 5000-5999: Services And Other</p>	<p>1.3.13 Teachers were trained on new concepts on the new History Social Studies and Science Framework with focus on specific support for ELs (see 1.2.4) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0.00</p> <p>1.3.14 More focused professional development for special education was provided as needed 1000-1999: Certificated Personnel Salaries Base \$0.00</p> <p>1.3.15 The Individual Language Learning Plans were not provided Part of cost for 1.1.1.) 1000-1999: Certificated Personnel Salaries Base \$0.00</p> <p>1.3.16. SEAL and NUA work across sites to raise student achievement was supported 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$138,253</p> <p>1.3.16 SEAL and NUA subs, materials and other conferences was not fully realized 5000-5999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Operating Expenditures Title II \$50,000	Services And Other Operating Expenditures Title II \$1,468
<p>1.4.1 NEW/Adjusted Goal as per the Performance Indicator Review will be to create an RCSD PD Framework to ensure there is standardization across the district for expectations on curriculum implementation. The Special Education Directors will ensure that the SPED Teachers will implement content units for ELA/Social Studies across programs.</p> <p>1.4.2 Continued focused professional development for new and veteran special education teachers in the area of guided reading provided by District Literacy Coaches with priority given to high needs students and/or schools. The focus as per the SPED Performance Indicator Review will be to provide PD on Specialized Academic Instruction with ongoing coaching as needed.</p> <p>1.4.3 Implement appropriate program(s) such as DreamBox/Touch Math/ Barton Reading or other researched based programs to supplement special education programs. Train staff. There will be alignment across the district on programs that will be implemented as per the SPED Performance Indicator Review.</p> <p>1.4.4 Monitor effectiveness of the tiered approach to provide students with social emotional supports.</p> <p>1.4.5 Continue partnership with Special Education Parent Teacher Association for Redwood City (SEPTAR) in which we have a vehicle from mutual dialogue and support network for our kids. The cost will include speakers, facilities to meet, translations, and at times child care.</p> <p>1.4.6 NEW As per SPED Performance Indicator Review. all SPED students will have access to and participate in all state and local assessments and preparations for assessments. This will include use of computer assisted supports for Specialized Academic Instruction.</p>	<p>1.4.1 The SPED Directors will ensure that the SPED teachers and Instructional Assistants implement content units for ELA/Social Studies for Mod Severe Special Education population utilizing best practices and strategies. (Includes benefits) 1000-1999: Certificated Personnel Salaries Special Education \$22,830,893</p> <p>1.4.2 Continued focused professional development for new and veteran special education teachers in the area of guided reading provided by District Literacy Coaches with priority given to high needs students and/or schools. 1000-1999: Certificated Personnel Salaries Special Education \$0.00</p> <p>1.4.3 Implement appropriate program(s) such as DreamBox/Touch Math/Mastering Math Facts or other researched based programs to supplement special education programs. Train staff. Purchase supplemental instructional materials as needed. 1000-1999: Certificated Personnel Salaries Special Education \$0.00</p> <p>1.4.4 Monitor effectiveness of the tiered approach to provide</p>	<p>1.4.1 The SPED Directors ensured that the SPED teachers and Instructional Assistants implement content units for ELA/Social Studies for Mod Severe Special Education population utilizing best practices and strategies. PD was offered as support. (Includes benefits) 1000-1999: Certificated Personnel Salaries Special Education \$21,538,167</p> <p>1.4.2 Focused professional development for new and veteran special education teachers was provided in the area of guided reading by District Literacy Coaches with priority given to high needs students and/or schools. 1000-1999: Certificated Personnel Salaries Special Education \$0.00</p> <p>1.4.3 Supplemental special education programs were implemented in the area of math and staff was Trained. 1000-1999: Certificated Personnel Salaries Special Education \$0.00</p> <p>1.4.4 The effectiveness of the tiered approach to provide</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>students with social emotional supports such as the Student Assistance Program program. 1000-1999: Certificated Personnel Salaries Special Education \$0</p> <p>1.4.5 Continue partnership with Special Education Parent Teacher Association for Redwood City (SEPTAR) in which we have a vehicle from mutual dialogue and support network for our kids. 5800: Professional/Consulting Services And Operating Expenditures Special Education \$0</p>	<p>students with social emotional supports in the Student Assistance Program program was monitored. 1000-1999: Certificated Personnel Salaries Special Education \$0.00</p> <p>1.4.5 Special Education Parent Teacher Association for Redwood City (SEPTAR) engaged in mutual dialogue and support network for RCSD students 5800: Professional/Consulting Services And Operating Expenditures Special Education \$0.00</p>
<p>1.5.1 The new English Language Proficiency Assessment of California (ELPAC) that align to the common core standards and will be used to guide instruction. will be administered to students in the fall in grades K-8 at all schools.</p> <p>1.5.2 Professional Development will be provided to teachers at the beginning of the year to better prepare students for the ELPAC at the end of the year.</p> <p>1.5.3 Four Literacy Coaches will further strengthen the work we have started in our district and provide the key elements to move our students forward toward become proficient readers. Though most teachers have begun implementing guided reading groups and following the components of guided reading lessons, there is a huge variety in skill of implementation of analyzing students needs, providing the right amount of scaffolding for students to read successfully yet negotiate problem-solving in their reading, prompting students to develop their reading strategies (and not relying only on decoding), providing effective word work, and building students background knowledge, vocabulary, and comprehension skills. Teachers also need support when students</p>	<p>1.5.1 The new English Language Proficiency Assessment of California (ELPAC) that aligns to the common core standards will be used to guide instruction to support Newcomer program as well as all ELs 4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>1.5.2 Professional Development will be provided to teachers at the beginning of the year to better prepare students for the ELPAC and reclassification. 5800: Professional/Consulting Services And Operating Expenditures Base \$0.00</p> <p>1.5.3 Literacy Coaches will continue at the current sites (see 1.3.12). 1000-1999: Certificated</p>	<p>1.5.1 The new English Language Proficiency Assessment of California (ELPAC) was used to guide instruction to support the Newcomer program as well as all ELs 4000-4999: Books And Supplies Supplemental and Concentration \$0.00</p> <p>1.5.2 Professional Development was provided to teachers throughout the year. 5800: Professional/Consulting Services And Operating Expenditures Base \$0.00</p> <p>1.5.3 Literacy Coaches continued to provide PD as needed and coaching through a rotation schedule by site needs. 1000-</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>are efficient readers and are ready for more sophisticated reading group models such as literature circles or reciprocal teaching book groups.</p> <p>1.5.4 SEAL sites will continue as part of their planning days in minimum day Thursdays. New sites will include Garfield and Henry Ford Teachers.</p> <p>1.5.5 Implement ALD1 and ALD2 (Academic Language Development) at the middle schools. Provide small group or targeted courses for support of ELs using ELD Standards for Designated and Integrated ELD for ELs.</p>	<p>Personnel Salaries Kwan Foundation Funds \$0</p> <p>1.5.4 Monitor professional development and coaching support at the Sobrato Early Academic Learning (SEAL) program to assist with new grade levels added to this program. Add Garfield and Henry Ford. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0.00</p> <p>1.5.5 Monitor and review data from the ALD1 and ALD2 (Academic Language Development) courses at the two comprehensive middle schools. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0.00</p>	<p>1999: Certificated Personnel Salaries Kwan Foundation Funds \$0.00</p> <p>1.5.4 The professional development and coaching support at the Sobrato Early Academic Learning (SEAL) program to assist with new grade levels added to this program was monitored. Henry Ford was the only site added. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0.00</p> <p>1.5.5 The two new ALD1 and ALD2 (Academic Language Development) courses at the two comprehensive middle schools was monitored to check for effectiveness. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0.00</p>
<p>1.6.1 The Redwood City School District will increase and improve services for low income, English Learners, and foster youth by implementing a new comprehensive ELA –ELD state adopted common core standards curriculum which includes integrated English Language Development and Designated English Language Development lessons for all TK-8th grade students including the ELD Standards across content areas.</p> <p>1.6.2 District aligned assessments for ELA and Math will be administered to students in grades 3-8. District facilitated data analysis meetings will be planned twice a year so teachers may plan next steps in instruction. K-2 Math Assessments will continue to guide instruction. Interim Assessment Blocks (IABs) from CDE will also be utilized.</p>	<p>1.6.1 The ELA-ELD curriculum will be fully implemented. The Staff development team will offer support to all new teachers. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0.00</p> <p>1.6.1 Implement the ELA-ELD Curriculum for TK-8th grade General Education and Special Education students 4000-4999: Books And Supplies Base \$0.00</p>	<p>1.6.1 The ELA-ELD curriculum was implemented. The Staff development team supported new teachers as needed. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0.00</p> <p>1.6.1 The ELA-ELD Curriculum for TK-8th grade General Education and Special Education students was implemented. 4000-4999: Books And Supplies Base \$0.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.6.3 Focus on Principal coaching and targeted supports for schools with highest percentage of unduplicated students in order to increase reading levels in K-8 grades. LEA Directors will meet with Principals during monthly meetings following the MTSS Data Protocols.</p> <p>1.6.4 Focus on Principal coaching and targeted supports for the two comprehensive middle schools in order to decrease Long Term English Learners in grades 6-8. The LEA will meet with Principals to review data and to monitor progress.</p> <p>1.6.5 Teachers will review the ELPAC scores and develop lessons for Designated ELD to best support the language development of the ELs using the ELD Standards for lesson planning.</p>	<p>1.6.2 District aligned assessments for ELA and Math will be administered to students in grades 3-8 (see funding for online assessments above). 5800: Professional/Consulting Services And Operating Expenditures Base \$0.00</p> <p>1.6.3 Focus on Principal coaching and targeted supports for highest needs schools in order to increase reading levels in K-8 grades. (see 1.2.3) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0.00</p> <p>1.6.4 Focus on Principal coaching and targeted supports for the two comprehensive middle schools in order to decrease Long Term English Learners in grades 6-8 (see 1.2.3) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0.00</p> <p>1.6.5 Teachers will review the ELPAC scores and develop lessons for Designated ELD to best support the language development of the ELs using the ELD Standards for lesson planning. 1000-1999: Certificated Personnel Salaries Base \$0.00</p>	<p>1.6.2 Some District aligned assessments for ELA and Math were administered to students in grades 3-8 (see funding for online assessments above) prior to the pandemic. 5800: Professional/Consulting Services And Operating Expenditures Base \$0.00</p> <p>1.6.3 Principal coaching and targeted supports for highest needs schools was provided with special emphasis on data analysis. (see 1.2.3) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0.00</p> <p>1.6.4 More Focused PD was provided to Principals of the two comprehensive middle schools in order to decrease Long Term English Learners in grades 6-8 (see 1.2.3) by Staff Development and EL Director. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0.00</p> <p>1.6.5 Teachers will review the ELPAC scores and develop lessons for Designated ELD to best support the language development of the ELs using the ELD Standards for lesson planning. Staff Development personnel led this training per site request. 1000-1999: Certificated Personnel Salaries Base \$0.00</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the Covid-19 Pandemic and the resulting school closures the funds that were not implemented in the spring of 2020 supported the Distance Learning that took place in the Fall-Spring of 2020-21. The funds were utilized to provide parent workshops on the online platforms that students would use. The parent classes were held via Zoom sessions and provided in both English and Spanish. More intensive support was provided to the Newcomer Families to better connect students and families to the US School system. In addition, teachers were provided with professional development sessions in order to more effectively teach via Distance Learning. Teachers participated in many sessions in ELA, Math, ELD, Writing and online platforms with specific applications to engage students. These were provided with the support on our Staff Development coaches as well as contracted organizations.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The RCSD adapted to the many challenges experienced beginning the spring of 2020. Tk-1 students received their technology devices in the Fall of 2021, many families did not have the wifi connections they needed even though the students may have had a tech device in grades 2-8, and unexpectedly, even though a hotspot was provided- with multiple students from the same household using the one hotspot- many students and families experienced numerous connection issues, sometimes missing an entire online class offered. This remains a concern.

In addition, many students and teachers were new to using chromebooks in grade 2. Prior to the pandemic, 2nd grade students used iPads. Teachers and students quickly learned to navigate using applications and platforms on a chromebook in the spring of 2020.

The Staff Development team provided numerous training in June 2020 and in August of 2020 to better support teachers. This was highly successful and provided teachers with the preparation they needed to start classes in the Fall of 2020.

There were some items not provided due to the pandemic. These include:

- Outdoor Education (Goal 1) did not happen
- District aligned assessments for ELA and Math were not administered to students in grades 3-8 in May
- Summer School was not provided
-

Goal 2

Ensure that all schools are places where children grow intellectually, socially, physically and emotionally. Ensure a safe, healthy and respectful environment for students, staff and community. Work with our community to engage, support, and take collective responsibility for our children and our schools.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Attendance Rates Increase the attendance rate of all of our students and subgroups. % attendance in 2015-16</p> <p>19-20 Target All Students: 97% English Only: 96% English Learner: 96% Low Income: 95%</p> <p>Baseline All Students: 96.15% English Only: 93.8% English Learner: 94.5% Low Income: 93.4%</p>	<p>19-20 Actual Attendance Rate collection was interrupted due to school closures from Pandemic in March. The attendance data below reflects attendance rates captured from August-June 2020.</p> <p>Target All Students: 97% English Only: 96% English Learner: 96% Low Income: 95%</p> <p>Actuals as of March 2020 All Students: 96.8% English Only: 96.% English Learner: 96.6% Low Income: LI Data not available as this information was not captured in the monitoring tool used.</p>

Expected	Actual
<p>Metric/Indicator Chronic Absenteeism Reduced the absenteeism percent of all students and subgroups.</p> <p>19-20 All Students: 5.7% English Only: 5.0 % English Learner: 4.4% Low Income: 4.8%</p> <p>Baseline All Students: 5.9% English Only:6.2 % English Learner: 5.5% Low Income: 6.0%</p>	<p>Target All Students: 5.7% English Only: 5.0 % English Learner: 4.4% Low Income: 4.8%</p> <p>Actual All Students: 5.6% English Only: 4.5% English Learner: 5.9% Low Income: LI Data not available as this information was not captured in the monitoring tool used.</p>
<p>Metric/Indicator Suspensions Reduce the number of student suspensions each year.</p> <p>19-20 ADJUSTED Target All Students: 2.0% English Learner: 2.5% Low Income: 2.4%</p> <p>Baseline All Students: 3.6% Yellow English Learner: 4.9% Orange Low Income: 4.7% Yellow</p>	<p>Suspension Data</p> <p>Target All Students: 2.0% English Learner: 2.5% Low Income: 2.4%</p> <p>Actual All Students: 1.9% English Learner: 2% Low Income: 2%</p>

Expected	Actual
<p>Metric/Indicator Climate Survey: School Connectedness Increase the % of students who feel connected to the school Grades 3-5 Grades 6-8</p> <p>19-20 Climate Survey: School Connectedness % of students who feel connected to the school Grades 3-5: 75 Grades 6-8: 51</p> <p>Baseline Baseline Spring 2018 Grades 3-5 69% Grades 6-8 45%</p>	<p>School Connectedness was taken out of survey for Spring 2020 as per District Climate Survey Committee.</p> <p>No data is available for this item.</p>
<p>19-20</p>	
<p>Metric/Indicator Climate Survey Percentage of students who feel safe at school</p>	<p>Safe at School Overall Target Grade 3-5 70% Grade 6-8 69%</p>

Expected	Actual
<p>19-20 New Target Grade 3-5 70% Grade 6-8 69%</p> <p>Baseline Baseline Grade 3-5 60% Grade 6-8 59%</p>	<p>Actual Grade 3-5 61% Grade 6-8 54%</p> <p>The results may be attributed to the fact that four schools were consolidated as the district experienced a decline in student enrollment and funding. Many schools were required to attend new schools and there was a decline in student, family and staff moral during this time.</p>
<p>Metric/Indicator Climate Survey Percentage of students who feel motivated at school</p> <p>19-20 New Target Grade 3-5 67% Grade 6-8 45%</p> <p>Baseline Baseline Grade 3-5 57% Grade 6-8 33%</p>	<p>School Connectedness was taken out of survey for Spring 2020 as per District Climate Survey Committee.</p> <p>No data is available for this item.</p>
<p>Metric/Indicator Climate Survey The percentage of families who become involved with and interact with their child's school.</p> <p>19-20 New Target All 55% EL 47%</p>	<p>Target All 55% EL 47% LI 50% FY 52%</p> <p>Actual All 35%% EL 38%</p>

Expected	Actual
<p>LI 50% FY 52%</p> <p>Baseline Baseline May 2018 All 40% EL 37% LI 40% FY 44%</p>	<p>LI 25% FY 31%%</p> <p>The results may be attributed to the fact that four schools were consolidated as the district experienced a decline in student enrollment and funding. Many schools were required to attend new schools and families were not fully participating when the pandemic began.</p>
<p>Metric/Indicator Middle School Dropout</p> <p>19-20 Maintain 0%</p> <p>Baseline Maintain 0%</p>	<p>Actual Maintained 0%</p>
<p>Metric/Indicator Expulsion Rate</p> <p>19-20 Maintain 0%</p> <p>Baseline Maintain 0%</p>	<p>Actual Maintained 0%</p>
<p>Metric/Indicator Middle School Dropout</p> <p>19-20 Maintain 0%</p> <p>Baseline Maintain 0%</p>	<p>Actual Maintained 0%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Services for All Students:</p> <p>2.1.1 Positive Schoolwide Discipline: Improve onsite supervision of students and set school-wide behavioral expectations for students. Implement safety plans and behavioral expectations at site level using positive school wide discipline programs.</p> <p>2.1.2 Provide a .5 P.E. Teacher at K-8 school sites to serve 6-8 students (8 sites).</p> <p>2.1.3 The District will ensure that parents and students are educated about the importance of arriving to school on time and avoiding absences. An attendance program will provide an attendance database monitoring program and communicate to families who have excessive absences/tardies.</p> <p>2.1.4 Preschool: Parent Education Opportunities for Preschool families to learn about kindergarten readiness, child development, literacy and math development (see preschool funding in Goal 1).</p>	<p>2.1.1 Positive Schoolwide Discipline Program (continued per site funds) \$0.00</p> <p>2.1.2 Credentialed PE teachers at K-8 sites for Middle School PE programs (benefits included) 1000-1999: Certificated Personnel Salaries Base \$383,484</p> <p>2.1.3 Director of Attendance and Welfare (partial funding) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$84,000</p> <p>2.1.4 Preschool: Parent Education Opportunities (see funding Goal 1) 2000-2999: Classified Personnel Salaries Child Development \$0.00</p>	<p>2.1.1 Each site continued their plans for the implementation of a Positive Schoolwide Discipline Program (continued per site funds) \$0.00</p> <p>2.1.2 Credentialed PE teachers at K-8 sites for Middle School PE programs were contracted and services were provided. (benefits included) 1000-1999: Certificated Personnel Salaries Base \$383,484</p> <p>2.1.3 The Director of Attendance and Welfare was contracted and services were provided. (partial funding) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$84,602</p> <p>2.1.4 Preschool: Parent Education Opportunities for preschool parents were provided. 2000-2999: Classified Personnel Salaries \$0.00</p>
<p>Additional Services for Unduplicated Pupils:</p> <p>2.2.1 Provide equitable mental health services at school sites. (STAR Vista mental health counseling), principally directed to high needs schools. District funded clinical social workers provide mental health consultations and collaborates with parents, teachers, administrators and other community partners to help students access mental health services or needed classroom therapeutic interventions.</p> <p>2.2.2 School Psychologists will support mental health and special education services and referrals of students for services. Priority given</p>	<p>2.2.1 Provide equitable mental health services at school sites 5800: Professional/Consulting Services And Operating Expenditures Other Local Grant \$181,750</p> <p>2.2.2 School Psychologists (benefits included) 1000-1999: Certificated Personnel Salaries</p>	<p>2.2.1 Equitable mental health services at school sites were provided to ensure all site received mental health services, with most needy sites receiving more services. 5800: Professional/Consulting Services And Operating Expenditures Other Local Grant \$181,750</p> <p>2.2.2 School Psychologists were contracted serving the sites with the most needs. (benefits</p>

<p align="center">Planned Actions/Services</p>	<p align="center">Budgeted Expenditures</p>	<p align="center">Actual Expenditures</p>
<p>to high needs schools. These district-funded psychologists will work closely with students with disabilities or be an integral part of the referral process for students requiring special education testing. The psychologists are available to work with all students, but with services principally directed to Unduplicated pupils. Two bilingual psychologists will support our bilingual students.</p> <p>2.2.3 Outreach Specialist Support: Outreach specialists meet with teachers, classified staff, parents, students and Administrators to determine and monitor strategies to meet the social, emotional and academic needs of students. Two bilingual psychologists will support our bilingual students.</p> <p>2.2.4 District contribution for after school programs will be available at the ASES Grant schools targeting economically disadvantaged students.</p> <p>2.2.5 District Translators will provide written and oral communication to English Learner families during site and district meetings; including but not limited to LCAP, Superintendent Advisory Committee, and other district meetings. \$10,000 will also be allocated for additional translation services as needed.</p> <p>2.2.6 The Community School model will provide mental health and resources to families. A Community School Coordinator will be partially funded by the District to ensure programs are available to families at the non-Community Schools.</p> <p>2.2.7 Communication and Outreach to the Community. The District will ensure families receive timely information about programs, initiatives and information about Schools of Choice program options. Information will be targeted for all students, especially at high needs schools.</p> <p>2.2.8 Family Engagement Opportunities. Schools will offer family engagement opportunities. Continue the Raising a Reader and Familias Unidas and SEAL Parent Engagement Programs to increase</p>	<p>Supplemental and Concentration \$1,238,856</p> <p>2.2.3 Provide outreach specialists to school sites (benefits included) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$316,820</p> <p>2.2.4 District contribution for after school programs 5800: Professional/Consulting Services And Operating Expenditures After School Education and Safety (ASES) \$90,000</p> <p>2.2.4 Admin Assistant for Community Schools and Attendance Department to foster stronger school and family engagement practices. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$91,000</p> <p>2.2.5 District Translators (benefits included) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$200,000</p> <p>2.2.6 The Community School Coordinator (partial funding) 2000-2999: Classified Personnel Salaries Base \$125,000</p>	<p>included) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,266,842</p> <p>2.2.3 Provided outreach specialists to school sites with the most vulnerable youth. (benefits included) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$226,679</p> <p>2.2.4 District contribution was provided for after school programs 5800: Professional/Consulting Services And Operating Expenditures After School Education and Safety (ASES) \$90,000</p> <p>2.2.4 An Admin Assistant for Community Schools and Attendance Department was contracted to foster stronger school and family engagement practices. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$66,475</p> <p>2.2.5 District Translators were contracted to provided interpretations and translations to families who represent English Learner students. (benefits included) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$202,997</p> <p>2.2.6 The Community School Coordinator was contracted (partial funding) 2000-2999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>parent awareness and education to support students. The District, through Familias Unidas is building capacity for parent leadership across the District. Certificates will be given to parents at graduation who attend Parent Education classes in these programs.</p> <p>2.2.9 The Redwood City School District will increase and improve services for low income, English Learners, and foster youth by researching and developing a framework and training program for all certificated and classified employees on social-emotional practices that support students mental, social and emotional health in the classroom over the next three years with priority given to schools with high numbers of Unduplicated pupils, including LGBTQ+ youth.</p> <p>2.2.10 The Director of Attendance (see item 2.1.3) will specifically support the SPED populations and the Homeless youth to ensure daily attendance, that basic needs are being met, and that assessment needs are supported. (see funding from 2.1.3).</p>	<p>2.2.7 Communication and Community Outreach with Community Liaison/Coordinator 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$214,000</p> <p>2.2.8 Family Engagement Opportunities (Familias Unidas) 5800: Professional/Consulting Services And Operating Expenditures Title I \$43,000</p> <p>2.2.9 Provide training for all employees and volunteers on social-emotional practices (including LGBTQ+ youth) that support students mental, social and emotional health in the classroom priority given to schools with high numbers of Unduplicated pupils.</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$112,850</p> <p>2.2.9 Continue training all certificated administrators and teachers on social-emotional practices that support students</p>	<p>Classified Personnel Salaries Base \$125,000</p> <p>2.2.7 The Communication and Community Outreach from the Community Liaison/Coordinator provided services needed to the most vulnerable sites and families. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$215,051</p> <p>2.2.8 Family Engagement Opportunities were provided to the sites with the most vulnerable students (Familias Unidas) 5800: Professional/Consulting Services And Operating Expenditures Title I \$22,500</p> <p>2.2.9 Provided training for all employees and volunteers on social-emotional practices (including LGBTQ+ youth) that support students mental, social and emotional health in the classroom priority given to schools with high numbers of Unduplicated pupils with the collaboration of NUA and other local agencies. Some training was canceled due to covid. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$30,202</p> <p>2.2.9 RCSD provided training to all certificated administrators and teachers on social-emotional practices using in person and</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	mental, social and emotional health in the classroom via Educational Services Directors. 1000-1999: Certificated Personnel Salaries Base \$0.00	Zoom sessions as needed 1000-1999: Certificated Personnel Salaries Base \$0.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions from Goal 2 moved from an in-person to an online platform. PE instruction, Outreach Specialists support, family engagement, and mental health support for students and families were provided using an online platform. In persons contracts were canceled and those that could be moved to Zoom trainings were provided.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

A huge success for the RCSD was the quick move from in-person to online support for students and families. The Actions and Services from Goal 2 were provided using an online or via phone calls beginning in the spring of 2020. PE Teachers recorded lessons and sent these to students and the Outreach Specialists made daily calls to families to connect and determine areas of need. Familias Unidas joined the RCSD efforts in calling families and connecting them to tech devices and talking them through how to connect their wif. This practice continued into the 2020-21 school year. Training for teachers from the National Urban Alliance (NUA) staff was provided as planned to teachers via Zoom sessions beginning in May 2020 and continued in the 20-21 school year.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personnel: Certificated and classified staff salaries, district administration salaries for operating both in-class and distance learning	\$65,132,910	\$62,900,529	No
Personnel: Stipends for teachers offering 1-1 or small group tutoring after school hours to most vulnerable students (TK - 2, EL, pre-school and K-8 SDC classes, Homeless and Foster Youth), additional custodians at 6 school sites to ensure deep cleaning of the rooms	\$150,000	0	Yes
Additional devices: Additional in-class technology devices for students and teachers (so students do not need to bring home devices into the after-school classes).	\$1,501,155	\$2,337,771	Yes
PPE equipment, disinfectant and sanitizing materials	\$459,800	\$506,308	No
Classroom materials: Materials needed for student in-class work, replacement texts and additional curriculum for supporting accelerated learning	\$2,026,193	\$1,302,742	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Due to the restrictions and challenges of the pandemic, several planned positions were not filled. In addition, the planned increase for classified salaries did not take place, due to the absence of contract ratification. In addition, we did not offer 1-1 or small group tutoring. Instead, classroom hubs were established, to provide full time access to technology and adult supervision. These costs were paid by the general fund. The need for classroom materials, replacement texts was lower than anticipated, as students began to return to in-person instruction beginning in November in our pilot program. Replacement texts and additional curriculum were not needed before the end of this school year.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

With the constantly changing pandemic safety guidelines at the nation, state and county levels, the Redwood City School District (RCSD) made every possible effort to bring students back to campus for in-person instruction. Beginning in November, small groups of students were safely welcomed back to campus in both district and partner-sponsored learning "hubs". (These hubs were funded by district general fund and district partners such as the Boys and Girls Club of the Peninsula, REACH and the YMCA). Students identified as most in need of connectivity support and adult guidance were brought back to multi-age classroom settings where they were supported in participating in the distance learning instruction being provided by their classroom teachers. In addition to this practice that was available at each of our school sites for selected students, schools began to welcome students back for in-person instruction beginning in November. RCSD considered this a "pilot" program, in order to determine best practices for a larger scale return. Successes included more engagement and participation on the part of the students, challenges included teachers having to teach 2 groups of students - both in person and distance learning, and the need to pivot to full distance learning when a positive covid case was detected.

After both the winter and spring breaks, schools were able to open up their campuses to many more in-person classes, and by the end of March, each child who wanted to be in person was offered that opportunity. In the spring of the school year, two district schools were able to offer full-time in-person instruction at several grade levels. Challenges remained in the middle grades where students, unable to mix cohorts as per the Pandemic Framework guidelines, remained in a cohort for the entire day, thus necessitating a significant portion of their instruction to remain in distance learning, although they are present on campus.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Personnel: (Certificated, classified and district administrative staff already accounted for on page 6. These same staff members are present in both distance and hybrid learning options)</p> <p>Positions not accounted for previously, but essential to the academic, social and mental outreach for children during distance learning: .5 TOSA at each site to monitor student engagement, participation, and emotional health)</p>	\$764,605	\$841,234	Yes
<p>Devices: Provide devices to each student (iPads to PreK - 2), Chromebooks 3 - 8, SDC students. Provide devices to teachers and classified staff who will be working with small groups of students, 1-1 check-ins. Provide hot spots to families and staff in need.</p>	\$1,501,155	\$2,337,771	No
<p>Materials: Provide:</p> <ul style="list-style-type: none"> • subscriptions for classroom access to learning applications (e.g. RAZ kids, Dreambox, Newsela, Google Suite, Amplify, Clever, Seesaw, Nearpod, Brainpop) • materials to staff to facilitate teaching from their homes (e.g. doc cameras, white boards, etc.) • materials for students for class work at home (paper, scissors, composition books, etc.) • additional textbooks to students for grade level work, library books for students to read independently and as part of small group activities with district librarians • provide gift cards for food, clothing for homeless and FY 	\$2,617,403	\$1,886,422	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development for staff: <ul style="list-style-type: none"> 3 days in August Ongoing: NUA, SEAL, Tech supports, MTSS/UDL training, Doug Fisher Distance Learning, SEL	\$475,337	\$484,155	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Personnel costs were higher than anticipated. There was also a greater need for devices and hot spots as the length of time in distance learning continued to be extended. We were able to negotiate lower costs for some of our online classroom subscriptions.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction:
There was no break in instruction for students (other than scheduled holiday breaks) for the 2020-21 school year. Students were provided 100% distance learning through a variety of digital tools.

Access to Devices and Connectivity:
Each student was assigned a chromebook or ipad, and was provided with hot spots, as needed. As mentioned earlier, students who were experiencing difficulty in connecting to the internet, had a need for adult support, and/or supervision, or had IEPs were invited to attend site-based multi-grade learning hubs.

Pupil Participation and Progress:
Student participation was monitored through both the engagement/attendance forms that were certified by each classroom teacher on a weekly basis and by onsite record keeping. Students who showed a pattern of lack of attendance or engagement (assignments) were reached out to by school staff. Each school has a Teacher on Special Assignment (TOSA) who had the responsibility of monitoring attendance and engagement and reaching out to students and families when problems arose. If the TOSAs were unable to contact the students or families, the Director of Student Services was contacted and additional efforts were made, including home visits. Even with all of these efforts, we saw an increase in chronic absenteeism rates and a drop in daily attendance. Student

progress was measured both informally and formally. The iReady diagnostic exam was administered three times over the course of the school year (two times through distance learning, and the last administration was hybrid). The results highlight the concern that many students struggled in distance learning.

Distance Learning Professional Development:

Teachers were provided with significant amounts of professional development in the area of virtual instruction, and became proficient in the use of interactive tools and platforms. Our staff development coaches developed curriculum units that were designed to be taught using virtual tools and platforms, and emphasized interaction and engagement. The coaches also were available for "office hours" each Wednesday for teachers to drop in with questions and to receive support in planning. Our ongoing work with National Urban Alliance (NUA) provided teachers with equity based engagement strategies to highlight student voice and interaction, while learning online. Teachers attended training Distance Learning seminars with Doug Fisher (Corwin Press) and put several of these highly interactive and student - centered strategies into place. A Digital Lead Learner cohort was begun by our staff development coaches to raise up digital practices that focus on equity. The teachers involved in this teacher leadership project will present their projects to all staff at an upcoming professional training.

Staff Roles and Responsibilities:

Teachers continued to provide uninterrupted instruction throughout the school year. As students were brought back to in-person instruction, teachers provided hybrid instruction (both in-person and distance learning) to students, as per student and family decisions to return to the school site. Teachers certified student engagement on a weekly basis, using the form developed to collect engagement and attendance information. Site administrators were frequently asked to poll families about returning to in-person instruction, to encourage the return of students to on-site instruction. Site administrators prepared site-based safety plans, following the district plan which was based on the San Mateo County Pandemic Response Framework. District administrators provided oversight and support to all of these efforts, along with frequent communication to the community as described in an upcoming section of this document.

Support for Students with Unique Needs:

Learning hubs were available at selected school sites, beginning in November of 2020. These initial sites were those with the largest number of English Learners, low income students, and students with special needs. Hubs were staffed by Redwood City teachers, guest teachers, and district partner staff (Boys and Girls Club of the Peninsula, Reach, and YMCA). These hubs rapidly grew in number, and by early 2021, each school site had at least one hub. Students in the general ed hubs were supported in following their classroom schedule and virtual instruction, and were given support as necessary by the hub leader. Students with IEPs attending hubs were provided with the required services and had access to their regular instructor and/or instructional assistants.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Assessments: <ul style="list-style-type: none"> iReady assessment to administer remotely, assessing student beginning of the year skills and progress throughout the year Pioneer Valley reading assessment, TK - 2, administered remotely Administration of ELPAC (bilingual testers) 	\$207,494	\$217,757	Yes
Professional Development: <ul style="list-style-type: none"> Staff Development coaches (developing lessons, pacing guides, providing trainings, holding office hours, partnering for model lessons) 	\$1,600,000	\$1,705,662	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures in this section.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The iReady diagnostic assessment was administered three times over the course of school year. This assessment shows student progress in learning math and reading grade level standards. While the first two test administrations were remote, the third and last administration was delivered in person to the students who had returned to in person instruction. Students remaining in distance learning were invited to come to the school to take the exam. We consider the results from the 3rd administration to be most reliable, as we were more easily able to control the testing environment for the students. The final administration shows ...

As mentioned previously, the RCSD Staff Development coaches provided weekly support in lessons, office hours, and, at the end of the school year when all teachers had returned to hybrid in-person instruction, they provided opportunities for coaching and feedback. Weekly newsletters were sent to all teaching staff that provided hybrid teaching tips, responses to questions, lessons and sample effective use of technology tips.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

School climate surveys, such as CHKS and Panorama, are administered to measure a range of aspects of the educational environment. They assess student perceptions, circumstances and behaviors that help assist with identifying specific strengths and weaknesses within a school. The goal is to gain an accurate, representative picture of the school in order to improve in various targeted areas. Student survey results. According to the year end administration of the California Healthy Kids Survey, for 5th Grade - Areas of Strength: Eighty five percent of students reported they felt safe or very safe at school; 75% reported feeling that teachers cared about them; 88% report that teachers and other grown-ups at school believe that they can do a good job. Challenges: Meaningful participation - 33% of students reported that they are Never given a chance to help decide class activities or rules. 42% report that teachers Never ask them what they want to learn about.

For 7th Grade - Areas of Strength: Ninety seven percent of students report that there is an adult who really cares about me at school; 96% of students reported feeling safe or very safe at school; 97% of students reported that there is a teacher at school who always wants me to do my best. Challenges: 28% of students reported feeling so sad or hopeless almost every day for two weeks or more that they stopped doing some usual activities; 11% seriously consider attempting suicide during the last 12 months.

The results of the Panorama survey showed: Eighty two percent of 3-5 grades reported a strong social connection to teachers; 89% of 7th grade students reported that their teachers are respectful toward them; 77% of 7th graders reported that school is diverse, integrated, and fair for students from different races, ethnicities, or cultures. Many students across a variety of races/ethnicities responded favorably to the topic of Diversity and Inclusion. However, ELL students in grades 6-8 are reporting lower favorable scores on Diversity and Inclusion and School Safety. Overall, School Safety scores increased for RCSD; however, families of homeless children, foster youth and receiving free or reduced lunch are reporting lower favorability.

School-Based Counseling

The goal of school-based mental health counseling and support is to encourage students' academic, social, emotional and personal development by addressing challenges students are experiencing related to their mental health. Mental health services include teacher support, student assessment, crisis intervention, individual and group therapy for students, and consultations with teachers, parents and other school staff. Star Vista, One Life Counseling and Acknowledge Alliance provide mental health counseling, social emotional learning lessons and supportive services for students in 10 RCSD schools. Acknowledge Alliance and One Life Counseling resilience consultants/therapists work side by side with teachers to better support the social emotional needs of students in the classroom. The resilience program increases awareness of student social emotional issues and helps teachers identify strategies to engage and reach students.

One Life Counselors use evidence-based trauma intervention strategies to support students experiencing trauma. Therapists develop a comprehensive trauma treatment program for identified students (e.g. Newcomers) designed to relieve the symptoms of post-traumatic stress disorder (PTSD), depression and anxiety among students exposed to multiple forms of trauma.

Challenges: Services are uneven across the district with some schools having more services than others; some schools having higher needs among their student population and need more mental health services than are currently available.

Effective School Solutions (ESS) provided mental health services to those children with identified needs. The process to refer students is the following:

1. An initial referral is made based on concerns in regards to MH
2. Assessment is conducted, and eligibility is determined
3. Results of assessment are presented to the IEP team, including parents
4. Goals are drafted and MH services are added to the IEP. This includes how services will be provided

Site based monitoring:

A Teacher on Special Assignment (TOSA) was assigned to each school site to monitor the needs of the students - both mentally, socially and academically. This TOSA was responsible for weekly Screen Team meetings, facilitation of the Student Success Teams, monitoring student data and student placements into, through and beyond academic and mental health supports, and the revamping of our Student Success Team process. Our TOSAs function as liaisons between stakeholders within the school and in the greater community in order to equitably coordinate and align supports that cultivate growth for the whole child and their families. In addition, the TOSAs followed up with families of students who were not engaged in learning. After 3 consecutive days of not seeing students attending schools, the TOSAs were notified of these absences. TOSA's reached out to parents to identify the attendance issue and to assist families in resolving engagement issues in ways that worked for the families.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

During the 2020-21 school year, Redwood City School District (RCSD) implemented the Roadmap to Reopening My School communications plan to keep its community informed and updated during a school year of change as the district implemented its reopening plan following guidelines at the County and State level, some of which changed on a daily basis. The plan included the use of the district's communications tools as well as strategies to engage its community in both languages, English and Spanish. These tools and strategies included:

- The district created a special webpage on the district's website to serve as a one-stop-shop of information related to the reopening plan and how the district implemented changes as directed by public health and education entities.
- The information was pushed out to families, staff, and community members through a weekly update, which included the most recent information as discussed at School Board meetings.

- A series of videos were produced to help families "see" what school would like on campus with new public health safety guidelines as the district was getting ready to welcome families back to school campuses.
- Social media posts to update the community as changes were implemented and to drive them back to the reopening webpage.
- Infographics to help stakeholders quickly digest the great amount of information presented during a time of change.
- A series of parent webinars to engage families about the tools students would use during full distance learning and how parents could support students at home
- Data from the district's department of communications shows that in July of 2020, as the district got ready to implement its plan for full distance learning to start the 2020-21 school year, the district's reopening webpage was visited more than 7,000 times a day. The district's in-house produced videos were viewed more than 300 times. Followers increased on all social media channels with the district's Facebook page in Spanish seeing the greatest increase at a 507% increase rate.

In addition, our Coordinator of Communication and Family Outreach produced 5 podcasts in Spanish episodes which had 2.5K downloads total. This year one of the key Parent Engagement activities was the Spanish Parent Forum. It was sponsored by the Sequoia Health Care District, RCSD (Department of Health & Wellbeing), and the Sequoia High School District. Organized by the Parent Venture, more than 300 parents attended 12 virtual forums regarding parenting during the pandemic, the COVID-19 vaccine, mental health, social media safety, videogames management, and effective discipline. The Coordinator helped to suggest the topics, doing the outreach, and moderating the forums.

Familias Unidas:

United through Education engaged with many English language learners and newcomer families through virtual parent engagement workshops. They conducted specific sessions for technology, newcomer families and for families with students in grades 5-8 to meet the needs of these specific groups. Before the start of the 2020-2021 school year, FU connected families to organizations to obtain the necessary technology for their students during distance learning such as Chromebooks, iPads, wi-fi hotspots and headphones. Specific sessions were led to teach technology and online programs that students used for distance learning. Families were called individually to ask what their needs were and offered individualized support after realizing that many families needed individual support for specific technology questions and to learn the programs at their own pace. They needed extra support in addition to the workshop, as the learning curve was steep. Furthermore, Familias Unidas provided targeted information to help families with economic support, rent support, food distribution, COVID testing, vaccines information, and preventative measures to keep their families safe during the pandemic. During the workshop, staff also helped families prepare for the reopening of schools by sharing the four pillars for a safe return.

Participating families were very grateful to receive these services knowing that they are part of a community where they could come together for support. Familias Unidas is a trusted resource in the community where families feel supported and comfortable asking for help and asking personal questions to help them through the challenges of distance learning which helps reduce stress. This helped with the mental health of both the parents and students knowing that they were not alone in their challenging situation. Families have been able to share their experiences with one another and learn from each other which helped build and grow our community into parents who are active participants in their children's education.

Teachers monitored student attendance and engagement 4 days a week, Monday, Tuesday, Thursday and Friday. Site Administrators monitored attendance on Wednesday when enrichment and SEL lessons were conducted. Two organizations sent encouraging letters to families whose children were showing poor attendance or engagement in the virtual educational programs provided by their teachers. We found that with all of the outreach listed above, attendance rates improved over time and that we were able to closely monitor students by following the attendance and engagement protocol required by the Department of Education. Students and families were able to get immediate assistance as needed.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The Covid-19 pandemic posed major challenges for the child nutrition department. The biggest challenges are the disruption to the food and supply chain and shifting the way meals are provided to the students. No longer could students be offered a wide variety of fruits and vegetables and entrée choices. The distribution of the supply chain caused many product shortages not just in food but also in the packaging supplies needed to safely distribute meals. Last minute menu changes are expected to continue as the manufacturers are still unable to keep up with demand. Child nutrition services is very successful in adapting to all the challenges and changes posed by the pandemic. In less than a week service shifted to from a traditional school food service serving line which gave students the opportunity to select from a choice of hot or cold entrees, a wide selection for fruits and vegetable, and different milks to a curb side drive through grab and go meal pick up that adhere to the Covid-19 safety protocols. The child nutrition department is very successful at adapting to change and never once stopped providing meals to hungry children. To prevent food insecurity and provide access to nutritious foods, child nutrition staff continue to provide curbside pick up of grab and go meal kits and since October 2020 meals for on campus students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Continuity of Instruction)	<p>Additional personnel: Proposed additional personnel:</p> <ul style="list-style-type: none"> • Addition of 4 .5 TOSA positions to provide full time supports at Hoover, Garfield, Taft, Roosevelt \$255,000 (including benefits) • .5 Assistant Principal for Taft School (the district school most in need of support) \$80,800 • Addition of 4 designated bilingual tech support at targeted sites (Taft, Hoover, Garfield, Roosevelt) \$500,000 • Addition of 1.0 data support at District level to collect and input data to ensure immediate access to information about students and families \$125,000 • Addition of 1.5 instructional assistants to support newcomer students at Hoover and Kennedy schools and across district schools \$78,300 • Addition of 1.0 district translator to support with IEPs and site translations for communications 	\$1,405,418	\$400,608	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	<p>\$90,600</p> <ul style="list-style-type: none"> Stipends for teacher leaders for a variety of opportunities (tech/distance learning, progress/data monitoring, curriculum/app choices, SEL, parent training as examples) <p>\$100,000</p> <ul style="list-style-type: none"> Incentives for additional time for Instructional Assistants at designated sites to provide office hours, 1-1 check ins with families and students <p>\$5,000</p> <ul style="list-style-type: none"> Addition of .5 office staff at District Office dedicated to family outreach to making daily calls and check-ins to FY and homeless students <p>\$43,200</p> <ul style="list-style-type: none"> 1.0 TOSA position oversee in-class offerings, successful transition from hybrid to distance learning model <p>\$127,500</p>			
Distance Learning Program (Access to Devices and Connectivity)	<p>Connectivity:</p> <p>Investigate mobile tech units for areas in Redwood City with "dead spots".</p>	\$50,000 est	0	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Pupil Participation and Progress)	<p>Materials:</p> <ul style="list-style-type: none"> • provide additional materials specifically designed for Newcomer students (Imagine Math, Imagine Learning) • traveling libraries/book-mobiles • investigate providing local learning spaces for students with little or no access to an adequate learning environment (e.g. local libraries, working with Parks and Rec, possibly renting rooms) 	\$50,000 est	0	Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	<p>Professional Development for staff:</p> <ul style="list-style-type: none"> • investigating contract with Doug Fisher, Distance Learning Playbook • investigating online resources that can target gaps in Math and support students in closing gaps in math skills 	\$75,000 est	\$59,365	Yes
Mental Health and Social and Emotional Well-Being	<p>Professional Development for staff:</p> <ul style="list-style-type: none"> • webinars for mental and emotional supports • training for staff in SEL strategies • Effective School Solutions trainings for sites <p>\$500 per day</p>	\$500,000	\$172,500	Yes
Mental Health and Social and Emotional Well-Being	Purchase of new district SEL curriculum	\$120,000	0	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Additional supports for Family Centers at Taft and Hoover <ul style="list-style-type: none"> to be investigated, as per need 	\$120,000	\$108,412	Yes
Pupil Engagement and Outreach	Parent trainings: <ul style="list-style-type: none"> Support for Spanish speaking families in access to tech, devices, Distance Learning/Familias Unidas Parent Leadership series 	\$200,000	\$105,000	Yes
Pupil Engagement and Outreach	Additional items needed for effective remote translations (e.g. headsets, iPads)	\$1,500	0	Yes
School Nutrition	Staffing and food cost of meal preparation and distribution	\$2,496,000	\$1,992,310	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The following actions and services were implemented during this school year to support the Distance Learning Program:

- Added four .5 TOSAs to schools with higher needs
- Added VP at Taft
- Added .5 District translator to bring the total to 2.5 translators (an additional .5 will be added next school. year)
- Maintained the instructional assistants that support newcomer students
- Teacher stipends for leadership (DLL, MELL, book clubs)
- Added .5 clerical support for outreach to families
- Full time Distance Learning TOSA
- PD with Doug Fisher
- addition of office staff at Family Centers
- Familias Unidas provided parent trainings

Learning spaces/hubs were provided at all sites, as mentioned earlier, and were funded from general fund. Newcomer instructional materials are currently being investigated. School nutrition costs were lower as there were fewer students on campus and less of a need for substitutes.

The following actions and services were not implemented this year, or were paid for from an alternative funding source:

- 4 bilingual tech support (not needed)
- 1.0 tech support at district level (currently working on this)
- incentives for instructional assistants (not needed)
- Mobile tech units not needed, as city put in additional towers in Bayside
- purchasing SEL curriculum (postponed until next year)
- additional headsets and iPads were purchased from federal funding
- the Instructional Assistants for the newcomer students were paid for from Title funding

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Among our take-aways from this year of hybrid learning, is the commitment to engaging, student driven lessons that involve interactions with print, media, other students, and teachers. Our focus moving forward is supporting students, teachers and administrators as active learners and drivers of their own learning. We saw how quickly students would disengage from lessons that were not interactive or of interest, and, as they were virtual lessons, students were able to "log in" and leave the lesson - something that is harder for them when they are in person. Our teachers who created engaging, interactive, motivational lessons for students had greater success in leading learning experiences where the students had their cameras on, participated either verbally or in the chat, and completed their assignments. This learning is woven into our goals focused on reading and math achievement, and English Learner progress.

As students returned to in-person instruction, the need for community building and social-emotional supports became apparent. As a result, this focus has become one of our goals. Many students and their families were significantly impacted by the pandemic, and some continue to be so. Students were often left unattended by working parents, and had to manage their brothers and sisters, many struggling to follow different schedules with connectivity challenges. While students are very happy to return to in-person instruction, wearing masks, not being able to work in small groups or change classes, keeping separate at recess time, etc., the in-person school experience in itself is not sufficient to overcome mental and emotional health struggles present in many of our students.

Our English Learners did not follow expected growth patterns as in the past, due to insufficient access to English speaking peers and sufficient English instruction. Our focus on English Language growth in a specific focus goal addresses this. Smaller class size, summer school and tutoring are actions that address additional time needed by our English Learners.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

As mentioned previously, we are using the iReady diagnostic assessment as a tool to both determine baseline and progress data on our students, grades 1 - 8, in language arts and math (these exams will be available in both Spanish and English next year). Not only is this an adaptive tool that pinpoints student skills levels, regardless of their grade level, but it also provides specific individual lessons for each student, based on their exam results, that target the skills that are needed by each student. In addition, teachers in Kindergarten and 1st grade give individual reading assessments to each student. These assessments will be essential at the beginning of the next school year, as teachers will be able to assess each student in person and determine their level of skill and need. The iReady data is disaggregated by English Learner, low income, migrant, and race. Results are available to each school, teacher and at the district level. Results are also reported publicly at Board meetings.

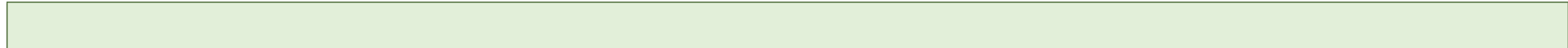
The iReady results from this school year led to the development of our goal addressing Reading and Math growth. While there has been improvement in reading scores over time, our math scores lag behind, and we are not satisfied with our students' progress in reading.

The English Learner state assessment, ELPAC, is administered to newly enrolling students and as a year end summative assessment to determine growth and students who meet reclassification requirements. In addition to ELPAC results for our English Learners, one of our bilingual TOSAs also administers the Spanish IPT to our newcomer students in order to determine their proficiency level in their native language, providing teachers with information about student strengths. This information allows our newcomer teachers to design appropriate differentiated lessons, being able to both accelerate student learning and also remediating where gaps exist.

Students with IEPs are assessed with the tools mentioned above, as appropriate. All students with IEPs are evaluated and monitored based on their IEP goals. Formative and benchmark assessment (i-Ready) is used for students with mild/moderate disabilities. Students with more severe needs and those who are medically fragile will be evaluated using different observation tools and having conversations with parents and IEP team members. As per legal guidelines, all children with IEPs who are up for a triennial evaluation will continue with the process of being evaluated meeting the IEP deadlines (before triennial IEP is due).

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

As described above, while many of the actions and services were implemented this past school year, several were not. Among the reasons for this was the inability to find personnel, or that a few of the items were not necessary, as the intent of the action/service was met through another means.



Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

RCSD's 2021-24 LCAP contains 3 goals, the first being an equity goal as operationalized the the implementation of the Multi Tiered Systems of Support (MTSS) framework. Providing equitable services and supports to our students, families and schools has become a priority for our School Board and our district. The inequities across our district have been highlighted this year - inequities of access, resources and supports at our district schools that impact the instructional program for our students, and the social/emotional supports needed to thrive (goal 1).

With equity at the foundation of each conversation, District and LCAP stakeholder groups used year end local data to identify academic needs in the areas of reading and math understanding and application (goal 3). This data also supports the need for accelerated growth in English language development for our English Learners (goal 2). While every effort was made to reach out to, and teach each student through the pandemic, we are seeing evidence that many students, particularly English Learners and students with IEPs did not make a year's academic growth, and are in need of acceleration.

With an MTSS structure as a framework for providing each student what they need when they need it, and with a laser-like focus on reading, math and English language development, we believe we can put an end to the predictability of outcomes and operationalize our commitment to equity.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	89,454,827.00	86,914,883.00
	0.00	0.00
After School Education and Safety (ASES)	90,000.00	90,000.00
Base	51,728,342.00	51,168,421.00
Child Development	4,225,595.00	4,301,681.00
Kwan Foundation Funds	554,904.00	671,970.00
Lottery	394,896.00	176,102.00
Other	154,137.00	180,978.00
Other Local Grant	377,422.00	397,215.00
Special Education	22,830,893.00	21,538,167.00
Supplemental and Concentration	8,238,134.00	7,792,708.00
Title I	368,414.00	188,151.00
Title II	238,972.00	143,516.00
Title III	253,118.00	265,974.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	89,454,827.00	86,914,883.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	63,200,887.00	62,056,248.00
2000-2999: Classified Personnel Salaries	9,418,709.00	8,862,293.00
3000-3999: Employee Benefits	14,943,993.00	14,610,261.00
4000-4999: Books And Supplies	749,896.00	466,562.00
5000-5999: Services And Other Operating Expenditures	201,742.00	216,133.00
5800: Professional/Consulting Services And Operating Expenditures	939,600.00	703,386.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	89,454,827.00	86,914,883.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	30,675,351.00	31,020,822.00
1000-1999: Certificated Personnel Salaries	Child Development	1,287,052.00	1,352,792.00
1000-1999: Certificated Personnel Salaries	Kwan Foundation Funds	554,904.00	671,970.00
1000-1999: Certificated Personnel Salaries	Other	154,137.00	180,978.00
1000-1999: Certificated Personnel Salaries	Other Local Grant	195,672.00	215,465.00
1000-1999: Certificated Personnel Salaries	Special Education	22,830,893.00	21,538,167.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	6,974,874.00	6,725,369.00
1000-1999: Certificated Personnel Salaries	Title I	261,914.00	120,987.00
1000-1999: Certificated Personnel Salaries	Title II	118,972.00	97,185.00
1000-1999: Certificated Personnel Salaries	Title III	147,118.00	132,513.00
2000-2999: Classified Personnel Salaries		0.00	0.00
2000-2999: Classified Personnel Salaries	Base	6,890,443.00	6,441,857.00
2000-2999: Classified Personnel Salaries	Child Development	1,553,356.00	1,448,474.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	810,410.00	823,837.00
2000-2999: Classified Personnel Salaries	Title I	63,500.00	44,664.00
2000-2999: Classified Personnel Salaries	Title III	101,000.00	103,461.00
3000-3999: Employee Benefits	Base	13,690,548.00	13,312,789.00
3000-3999: Employee Benefits	Child Development	1,253,445.00	1,297,472.00
4000-4999: Books And Supplies	Base	355,000.00	290,460.00
4000-4999: Books And Supplies	Lottery	394,896.00	176,102.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Child Development	131,742.00	202,943.00
5000-5999: Services And Other Operating Expenditures	Title II	70,000.00	13,190.00
5800: Professional/Consulting Services And Operating Expenditures	After School Education and Safety (ASES)	90,000.00	90,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	117,000.00	102,493.00
5800: Professional/Consulting Services And Operating Expenditures	Other Local Grant	181,750.00	181,750.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5800: Professional/Consulting Services And Operating Expenditures	Special Education	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	452,850.00	243,502.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	43,000.00	22,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	50,000.00	33,141.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	5,000.00	30,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	86,374,067.00	84,019,301.00
Goal 2	3,080,760.00	2,895,582.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$69,270,058.00	\$67,047,350.00
Distance Learning Program	\$5,358,500.00	\$5,549,582.00
Pupil Learning Loss	\$1,807,494.00	\$1,923,419.00
Additional Actions and Plan Requirements	\$4,842,918.00	\$2,838,195.00
All Expenditures in Learning Continuity and Attendance Plan	\$81,278,970.00	\$77,358,546.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$67,618,903.00	\$64,709,579.00
Distance Learning Program	\$4,593,895.00	\$4,708,348.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$120,000.00	
All Expenditures in Learning Continuity and Attendance Plan	\$72,332,798.00	\$69,417,927.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,651,155.00	\$2,337,771.00
Distance Learning Program	\$764,605.00	\$841,234.00
Pupil Learning Loss	\$1,807,494.00	\$1,923,419.00
Additional Actions and Plan Requirements	\$4,722,918.00	\$2,838,195.00
All Expenditures in Learning Continuity and Attendance Plan	\$8,946,172.00	\$7,940,619.00

Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

For more than 100 years, the Redwood City School District (RCSD) has educated Pre-School through 8th grade students in Redwood City and portions of San Carlos, Menlo Park, Atherton, and Woodside. The area has continued to change and the school district's demographics are different than even five years ago. Today, we serve 6,770 TK-8th grade students and 220 pre-school students, including 52% participating in Free and Reduced Lunch, 34% who qualify as English Learners, .86% Homeless students, and .06% Foster Youth students.

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

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

In the last decade, RCSD has experienced a decline of student enrollment due to families moving out of the Bay Area because of high cost of living and three charter schools that operate within the district's attendance zone. The loss of 3,000 students to date forced the school district in 2018 to restructure the organization with the moving of programs and consolidation of schools, which resulted in the district reducing the operations of its facilities from 16 to 12 school sites. This result in fewer students means reduced funding from both state and federal funds.

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

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

Our Mission

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

Our Vision

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

Our Values

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

Innovation

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

Student Voice

To encourage students' bravery, voice and leadership.

Equity

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

Engagement

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

Partnerships

To build family and community partnerships for student success

MTSS

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

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

Dual Language Immersion and World Language Programs:

Redwood City School District's (RCSD) has two TK-8 Dual Language Immersion Programs: Spanish and Mandarin. Both bring 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 five Community Schools: Adelante Selby (TK-5), Garfield (K-8), Hoover (TK-8), Kennedy (6-8), 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.

School of Choice:

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

District demographics

As of the census date in the 2020-21 school year, there were 6770 TK - 8th grade students, 3,515 students receiving free and reduced lunch (low income), 4 foster youth, 58 homeless youth and 2,387 English Learners.

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

- Adelante Selby: 66%
- Clifford: 37%
- Garfield: 93%
- Henry Ford: 65%
- Hoover: 94%
- Kennedy: 65%
- MIT: 84%
- North Star: 6%
- Orion: 43%
- Roosevelt: 66%
- Roy Cloud: 12%
- Taft: 91%

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

- Adelante Selby: 67

Clifford: 118
Garfield: 67
Henry Ford: 86
Hoover: 93
Kennedy: 112
MIT: 76
North Star: 33
Orion: 54
Roosevelt: 109
Roy Cloud: 71
Taft: 42

There are 140 preschool students with IEPs.

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

Reflections: Successes

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

The 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 2021 survey data indicates an increase in the perceived level of academic care received, the perception of student physical and psychological safety in schools, and the perception of overall social and climate of schools.

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

In partnership with the National Urban Alliance (NUA) over the past three years, RCSD has dedicated attention to the social and emotional well-being of students as well as to crafting culturally relevant and sustaining pedagogical approaches. The LEA associates these efforts with the overall increases in positive data from school climate surveys.

The 2019 California Dashboard data demonstrates a decrease in suspensions compared to 2018 for English Learners, Hispanic Students, Socioeconomically Disadvantaged Students, African American Students, and Students with Disabilities. Most notably, suspensions declined by 8% for Homeless Students and by 4.2% for Foster Youth.

This school year, RCSD began the use of 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 2020-21 academic year. Local iReady assessment data from academic year 2020-21 indicated academic growth in reading and mathematics for most student subgroups, and significant academic growth during the school year is indicated for Native American and African American students in particular. Also, iReady data demonstrated significant growth during the academic year for Kindergartners.

Stakeholders recommended the inclusion of the both the Equity Committee and the LCAP Committee processes as districtwide successes for their outreach to and inclusion of a variety of stakeholders in the decision making process that will impact the school community into the future.

Reflections: Identified Need

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

The 2019 California Dashboard highlights specific areas of need, based on the LCAP template requirements:

- Chronic absenteeism rates were rated "orange", for all students.
- While "all" students scored "green" in English Language Arts (ELA), African American students and students with disabilities scored in the "orange".
- "All" students scored "green" in Mathematics, however, African American students, English Learners and students with disabilities scored in the "orange".

Further examination of the 2019 California Dashboard:

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

Student performance in English Language Arts (ELA) is another area that needs significant improvement in RCSD, for key student subgroups, based on a review of 2019 Dashboard and 2021-21 local data. Dashboard data indicates that while English Learners, Hispanic

Students, and Students with Disabilities had gained an average of 8 points over 2018, these subgroups remained in the “Yellow” tier at an average of 35.2 points below the standard. While Students with Disabilities gained 8 performance points over 2018, they remained 86.3 points below the standard in the “Orange” tier. African American Students math performance declined by 12 points compared to 2018 and they were 45 points below the standard in the “Orange” tier. Local iReady ELA assessment data from academic year 2020-21 demonstrates that 67% of English Learners; 66% of Students in the Special Education program; 49% of Hispanic students; 39% of Native American and Pacific Islander students; and 38% of African American students are two or more grade levels behind.

To address student needs in mathematics and ELA performance, RCSD will hire retired RCSD teachers to provide 1:1 and small group supplementary instruction in Language Arts and mathematics; purchase additional mathematics/ELA instructional materials and assessments for intervention; and create math pathways to ensure that historically marginalized students have access to core and integrated math curriculum as well as English Language Development focused interdisciplinary units of investigation integrating ELA, Social Studies, and Science.

Additionally, RCSD will launch an equity-focused elementary mathematics pilot and adoption committee to review district mathematics assessment data in conjunction with the new California mathematics framework. The committee shall be composed of diverse stakeholders from throughout the district representing all schools and grade levels. The RCSD staff development team will continue providing ongoing coaching and mentoring support to all teachers in implementing Common Core Mathematics.

Another area of improvement for RCSD, based on local Panorama school climate assessment data, is in fostering a sense of belonging and engagement for our families of color.

Specific CA Dashboard (2019) highlight the following areas of need:

African American; English Learners (EL); Students with Disabilities (SPED) are in the “Orange” tier for Mathematics
Hispanic; Pacific Islander; Socio-Economically Disadvantaged are in the “Yellow” tier for Mathematics
African American; Students with Disabilities are in the “Orange” tier for ELA
Hispanic; English Learners; Socio-Economically Disadvantaged are in the “Yellow” tier for ELA

Specific local diagnostic assessment (iReady) results show the following areas of need:

52% ELs students two or more grade levels below in Math
38% Hispanic students two or more grade levels below in Math
40% Grade 8 students two or more grade levels below in Math
59% Special Education students two or more grade levels below in Math
Only 33% of Hawaiian/Pacific Islander students proficient in ELA

Specific Panorama Climate Survey results show the following areas of need:

Belonging & Engagement low for Chinese (-11) / Vietnamese (-11) students (Grades 3-5)
Belonging & Engagement low for multiple Asian student groups (Grades 6-8)
Grades 3-5 - Support for EL and SPED students around school safety
Grades 3-5 - Support for Chinese, “other Asian”, and Vietnamese students around belonging

Grades 6-8 - Support for EL students around diversity and inclusion

Grades 6-8 - Support for African American, Japanese, Filipino, "other Asian", and Vietnamese for belonging

Grades 6-8 - Support across many groups for engagement

LCAP Highlights

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

Providing equitable services and supports to our students, families, and schools has become a priority for our School Board and our district. The inequities across our district have been highlighted this year - inequities of access, resources, and supports at our district schools that impact the instructional program for our students, and the social/emotional supports needed to thrive. The RCSD Board of Trustees has recently adopted a new equity policy, accompanied by administrative regulations that have been designed to ensure each student in our district receives what they need, when they need it, to meet the Board's mission:

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

The Board's vision is: 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.

The RCSD Board is committed to the following 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

The LCAP goals operationalize this vision, mission, and set of beliefs. Based on the district's ongoing commitment to the implementation of the Multi-Tiered System of Supports (MTSS) framework, and through ongoing discussion of the identified needs of our district students to accelerate progress in English language development, reading, and mathematics, the LCAP committee developed and approved the following three goals:

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

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

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

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

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

With the newly developed equity goal and vision, the district's commitment to unduplicated pupils is at the forefront of every plan and discussion. Our study of year end data highlights the needs for these goals and this renewed focus on our English Learners, low income students, and foster youth. In addition, it is clear we need to provide a more supportive, inclusive environment for our students with IEPs. Our SEPTAR (Special Education Parent Teacher Association of Redwood City) committee has been included and active in our stakeholder conversations, and has advocated strongly for the inclusive environments and practices provided by the MTSS structure.

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

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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

There were five LCAP stakeholder engagement sessions held on March 2, April 6, May 4, June 1, and June 15. At each of these meetings, all materials were provided in Spanish and there was simultaneous translation provided for the Spanish speaking participants. The format of the meeting was a combination of a presentation of information and breakout rooms for discussion, input, and feedback. Each breakout room had a facilitator who kept notes and reported back to the whole group. Notes were all kept on the agenda format and shared with all committee members.

Committee members were selected from all required groups. In addition, many of the LCAP committee members had served on the Equity Policy Administrative Regulation (AR) writing committee, so they were very familiar with, and committed to, the operationalization of the Board's recent work in equity and the development of the policy. The committee members brought their equity lenses to each breakout discussion.

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

The final draft of the LCAP was taken to the LCAP Committee on June 15. All final questions were answered by the Superintendent in writing. The RCSD Board held a public hearing to review the LCAP on June 23, and approved the LCAP on June 30.

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

A summary of the feedback provided by specific stakeholder groups.

At the June 1 stakeholder meeting, the LCAP committee went through the proposed goals paying attention to the stated priorities. Each goal was analyzed for the inclusion of conditions of learning, pupil outcomes and engagement priorities. Comments made included:

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

Pupil Outcomes considerations:

- A co-teaching model in which certificated Special Education and Multiple Subject or Single Subject teachers conduct simultaneous small group instruction would support inclusion.
- Ensuring all educators are certificated with appropriate training is essential. Careful assessment of case-by-case inclusion or separation for students receiving special education services is needed.
- Structures that explicitly create teams and relationship building activities between students and teachers is necessary.
- Support teachers with training in facilitating student social and emotional development and student well-being.
- Provide additional support to schools with larger percentages of teachers new to the profession.
- Provide teachers with reorganized schedules that support structures for ongoing collaboration time within grade levels, across grade levels, and between regular education and special education.
- Determine the training needs of each teacher and provide differentiated professional development.
- Partner seasoned teachers with newer teachers for mentor-protege relationships, beyond Induction, for designated collaboration time.

Engagement considerations: Student Voice/Student Council at all schools?

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

Conditions of Learning:

- Implementation of NGSS Science Curriculum; training for teachers in NGSS & Environmental Principles & Concepts
- Why do only some schools have gardens? Advocate for gardens at every site.
- Access to outdoor learning / field trips.

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

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

Pupil Outcomes:

- Ensure that D- and I-ELD is prioritized during planning (in both ELA and math). Since we are talking about the bulk of our students, we shouldn't be bridging for D-ELD.
- We should be bridging for non D-ELD students. ELD Standards should be a focal point rather than something to look for after we have started the unit plan.
- Monitoring and feedback loops need to be short, targeted, and intentional in order to make them more effective.
- At the same time, we need to continue monitoring EL students over the course of their career at RCSD.
- A comprehensive assessment plan needs to emphasize speaking and listening in addition to reading and math. Consider newcomer support starting younger than third grade. Our data indicates that these students need the program, too.

Engagement:

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

Conditions of Learning:

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

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

Pupil Outcomes:

- Training for assistive technology and accommodations to support student access to curriculum.

Engagement:

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

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

Conditions of Learning:

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

District Advisory Council (DAC):

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

SELPA:

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

RCTA (certificated union representatives):

Representatives from the certificated union participated in each stakeholder session and in a special session held June 8. They expressed support for the goals, for the areas of focus, and for the addition of staff at each site to better meet the identified needs of the students. They also expressed support for the planned professional development and teacher leadership opportunities.

CSEA (classified union representatives):

Representatives from the classified union participated in the stakeholder sessions and in a special session held June 7. The representatives showed strong interest in the addition of extra hours to existing instructional assistant positions. While new positions were created to provide instructional support in non-Special Ed classrooms, additional hours are being recommended for existing classified positions to support before school supervision and homework help. CSEA reps also expressed interest in being included in the professional development being offered to the teachers in the areas of improving academics and social emotional support. They also would like to see additional support provided for homeless students and families and additional instructional assistants provided to sites with newcomer students.

Students:

In a special meeting with student leaders held on May 12, students asked for a special class for students to learn English, to not be pulled out of class, and hoped that Spanish would be offered as an elective. They also requested additional accelerated math class options at each school with middle grades. They had a lot to say about equity. They believe that funds should go to schools so that more services could be provided, like art therapy. They felt that students were putting too much stress on themselves, and that onsite counseling was needed with a place for students to “go” for help.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Goal 1:

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

Goal 2:

- Members of the DAC and site staff made recommendations in regards to the support of the English Learners: involving staff in the selection of ELD materials, providing transportation for newcomer students to their assigned schools, and outreach to families.

Goal 3:

Classified union representatives were not in agreement with the choice of adding new positions to each site, and preferred adding hours to existing staff to qualify as "full time" and be able to receive benefits. As this particular action is funded from the Expanded Learning Opportunities (ELO) grant, district administration believes that additional positions best meets the requirements of the ELO grant. In an effort to add hours to existing staff, and meet the request of the classified union, the item proposing additional hours for tutoring was added to Goal 1.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Priorities: 1, 2, 3, 5, 6, 7, 8

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

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

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

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

** CHKS items below in regards to School Climate are based on responses to the following prompts:

- Student Motivation Scale (level of agreement) I try hard to make sure that I am good at my schoolwork. I try hard at school because I am interested in my work. I work hard to try to understand new things at school. I am always trying to do better in my schoolwork.

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

in response to CHKS Pupil Engagement prompts:

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

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

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%				100%
SARC: Student access to instructional materials	2020-21 100%				100%
SARC/FIT: Facilities in good repair	2020-21 100%				100%
Local Indicator Self Reflection Tools	2020-21 MET				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: Sense of safety: 90% School Climate: Safety of environment: > 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>School Climate, Safety of Environment, Bullying >90% favorable responses</p> <p>School Climate, School Connectedness Student: School Connectedness Scale - I feel close to people in this school.- 76%)</p>				School Climate: School connectedness: 90%
California Healthy Kid Results: Pupil Engagement	<p>2020-21 Priority: Pupil Engagement, Learning Motivation: 67%</p> <p>Priority: Pupil Engagement, Truancy and Absenteeism: 79%</p>				<p>Pupil Engagement: Learning motivation: 80%</p> <p>Pupil Engagement: Truancy and Absenteeism: 90%</p>
Chronic Absenteeism rate	<p>All 17.5% (2020-21) All 9.2% (2018-19)</p> <p>EL 25.8% (2020-21) EL.10.6% (2018-19)</p> <p>FY 0% (2020-21) FY. 0%. (2018-19)</p>				<p>All. 5%</p> <p>EL 5%</p> <p>FY 0%</p> <p>SED. 5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SED (connected with EL) SWD 21.7% (2020-21) SWD 12.9% (2018-19)				SWD. 5%
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. 97% EL: 97% FY: 100% SED: 97% SWD: 97%
Pupil Suspension rate	All 0.1% (2020-21) All 2.0% (2018-19) EL 0.1% (2020-21) EL 2.0% (2018-19) FY 0% (2020-21) FY 0% (2018-19)				All: 1% EL: 1% FY: 0% SED: 1% SWD: 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SED (connected with EL) SWD 0.4% (2020-21) SWD 12.9% (2018-19)				
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% EL 0% FY 0% SED 0% SWD 0%
California Science Test	Grade 5: Met or exceeded: 34.72% (2018-19) Grade 8: Met or exceeded: 31.84% (2018-19)				Grade 5: Met or exceeded: 50% Grade 8: Met or exceeded: 50%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Tier I: Personnel: All teaching staff, classified staff, site administrators	1. Highly qualified staff will provide grade level instruction and any necessary differentiated supports to each student in their classrooms 2. Site administrators will oversee, support, and coach teachers in providing a multi-tiered system of supports	\$44,650,116.00	No
2	Tier 1: Standards-based materials: all subject areas	1. Grade level, district adopted curriculum will be provided to every student, in each subject 2. Curriculum will be culturally relevant and anti-racist	\$1,353,471.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>3. Access to updated curated online materials (e.g. newsela, Nearpod libraries) will be provided to teachers and students in each classroom</p> <p>4. District Teachers on Special Assignment (TOSAs) will engage a team of elementary classroom teachers to pilot and select a new math curriculum, aligned with the new state Framework (2 year process)</p> <p>5. Students and families will be provided continued access during out of school hours to technology and resources (e.g. chromebooks and hotspots)</p>		
3	Tier 1: Facilities in good repair	1. All facilities will be maintained as per required standards	\$8,751,506.00	No
4	Tier I: Professional Development (PD) for all staff	<p>1. The Multi-Tiered System of Support (MTSS) framework, tiers and strategies will be implemented and all staff will receive training over the next three years in an articulated implementation plan</p> <p>2. Trainings will be provided to all staff on inclusive practices by the San Mateo County Office of Ed (SMCOE) Special Education Local Plan Area (SELPA) in conjunction with Kevin Schaefer, Director of Equity and Inclusive Practices - SELPA and the Supporting Inclusive Practices (SIP) Project</p> <p>3. All staff will receive training in:</p> <ul style="list-style-type: none"> • Universal Design for Learning (UDL) lesson planning model • Trauma-informed practices • Positive Behavior (PBIS) supports • Equity and equitable practices (e.g. National Urban Alliance, National Equity Project, San Francisco Coalition of Essential Small Schools) <p>4. Staff will be provided opportunities to engage in staff led book clubs centered around these topics</p> <p>5. Teacher leadership opportunities (e.g. Digital Lead Learners, Math Equity Lead Learners) will continue to be offered</p>	\$694,413.00	No

Action #	Title	Description	Total Funds	Contributing
5	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.	1. Full time PE teachers will be provided at all K-8 sites to ensure access to regular PE instruction for unduplicated students. 2. Elective teachers will provide high quality virtual and in-person music, art and drama electives at Garfield, Hoover, Taft and Roosevelt to provide additional ways for unduplicated students to interact and engage with school	\$1,116,000.00	Yes
6	Tier 1: Provide lower class size in grades K-2	1. Class size in grades K-2, at all sites, will be capped at 25 students. Additional staff will be hired to maintain this 25:1 ratio.	\$950,000.00	Yes
7	Tier 1: Support for the Transitional Kindergarten (TK) program	1. Instructional assistants will be provided to each TK classroom to work with students needing additional supports	\$100,000.00	Yes
8	Tier 1: Social-emotional (SEL) supports	1. Stipends for GSA (Gender and Sexuality Alliance) teacher leads/advisors will be provided to each site. 2. Begin the Stanford University/Gardner Center SEL collaboration to develop and ensure a system of SEL supports for staff, students and families 3. SEL practices will be researched and training for teachers will be provided in Tier 1 SEL strategies	\$25,000.00	No
9	Tier 1: Health	1. 3.5 hour health clerks will be provided to each school site to ensure student health and improve attendance during the pandemic, with a particular outreach to unduplicated students and their families	\$540,000.00	Yes
10	Tier 1: Positive Behavioral Interventions and Supports (PBIS)	1. The Director of Student Services will assist current PBIS school teams by administering the PBIS Tiered Fidelity Inventory. The results of this inventory will guide schools in next steps to continue building their behavioral system. Specific outreach will be provided by the Director to sites enrolling large numbers of unduplicated pupils.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The cost of this action is included in Action 11.		
11	Tier 1: Student Services	<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> <p>2. A 1.0 Bilingual Administrative Assistant will provide outreach to families whose children experience homelessness and who are at risk of poor attendance and chronic absenteeism.</p>	\$182,051.00	Yes
12	Tier 1: Family Outreach	<p>1. Parent participation and inclusion in school decision making will be emphasized and training will be provided, with particular outreach to families of unduplicated pupils.</p> <p>2. Spanish speaking parent training in topics requested will be provided by Familias Unidas (for example: technology use, Power School, reading and math support at home)</p> <p>3. Community School Coordinators will partner with families to determine topics of interest for trainings, implement interactive sessions (such as Cafecitos) and provide information about and facilitate connections to local resources</p>	\$20,000.00	Yes
13	Tier 1: General Ed and Special Ed connections	<p>1. The RCSD MTSS team, in collaboration with the SMCOE, SIP and SELPA Coordinators, will develop a plan of implementation and training to focus on awareness and sensitivity to the learning, behavioral, and social emotional needs of students with IEPs to support student belonging.</p> <p>2. A TOSA with expertise in inclusive practices and special education will be added to the general ed TOSA team to provide perspective for planing and implementation of opportunities that support access o</p>	\$124,000.00	No

Action #	Title	Description	Total Funds	Contributing
		students with disabilities to the general education environment and standards based, grade level instruction.		
14	Tier II: Extending learning time	<p>1. Summer school will be provided each summer that is designed to engage students in investigative science projects, while simultaneously developing and enhancing language, reading and math skills. Unduplicated students are prioritized for enrollment.</p> <p>2. Tutoring programs will be provided to students needing acceleration in reading and math skills by retired teachers, instructional assistants and additional tutoring programs</p> <p>3. Libraries will be open after school to encourage reading, and librarians will receive additional PD to support digital learning skills and academic achievement.</p>	\$780,000.00	Yes
15	Tier II: Provide additional staff at sites for supplementary small group instruction	<p>1. Reading specialists will be provided at each K-2 site. These specialists will provide direct service to small groups of students in addition to coaching classroom teachers in guided reading strategies.</p> <p>2. Reading/literacy specialists will be provided to selected 4-8 programs. These specialists will provide direct service to small groups of students (push-in) in addition to coaching classroom teachers in the development of reading skills and comprehension strategies. These specialists will receive additional training from Stanford in working with struggling readers who are acquiring English.</p> <p>3. The number of general education Instructional Assistants will be increased to provide individual and small group support to students in reading and math</p> <p>4. Additional hours will be added to current classified staff to provide onsite homework help.</p>	\$60,000.00	Yes
16	Tier II: Community School wrap around	1. Adelante Selby, Roosevelt, and MIT will become Community Schools, with Coordinators and Administrative Assistant support	\$732,054.00	Yes

Action #	Title	Description	Total Funds	Contributing
	service supports for families	added to these sites (Currently Garfield, Taft, Hoover and Kennedy are Community Schools). Outreach to families of unduplicated pupils is a priority. 2. The RCSD will support school contributions to the Community Schools for one year 3. Administrative assistance support for community schools will be provided.		
17	Tier II: Behavior	1. Training in Tier II behavior supports for all students will be provided to all staff (for example, Restorative Practices, Check-in/Check-out) The cost of this action is included in Action 4.	\$0.00	No
18	Tier II: Mental Health	1. Mental Health Therapists will be added to each school site to provide support principally directed towards unduplicated students. 2. School Psychologists are currently located at each site whose services are principally directed towards unduplicated students and students with disabilities. 3. .5 Additional psychologist will be added for Garfield, based on increased need at the site	\$3,855,864.00	Yes
19	Tier II: Transportation	1. Transportation will be provided to Taft unduplicated students living in areas distant from the site At this time, there is not an increased cost to provide this service.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
20	Tier III: Special populations	<p>1. Homeless students: The Director of Student Services will investigate additional ways of identification and monitoring, and ensuring that homeless students receive additional supports</p> <p>The cost of this action is included in Action 11.</p>	\$0.00	Yes
21	Tier III: Mental Health	1. Effective School Solutions will provide counseling to students with disabilities at Kennedy, MIT and Clifford	\$137,000.00	No
22	MTSS System monitoring	<p>1. A Coordinator of Assessment and Accountability will be hired to collect, monitor, and analyze data to determine efficacy of actions and services and provide data for schools, teachers. The Coordinator of Data and Analysis will work closely with the MTSS TOSAs/Coordinators at each site to ensure the fidelity and appropriate scope of the student data.</p> <p>2. MTSS TOSAs (Teacher on Special Assignment) are provided at each site to coordinate MTSS implementation, the collection of data, facilitate SSTs and 504 plan writing, and ensure the appropriate access to services for students and their families, and align supports that cultivate growth for the whole child and family</p> <p>3. Through the student referral system, student data and family requests, MTSS site coordinators will support the review of individual, small group and community needs through the Screen Team to determine appropriate interventions, and timelines for progress monitoring as defined by the MTSS system being implemented by the site</p> <p>4. An assessment (universal screener) selected that will be used regularly by students, teachers and families to ascertain strengths and needs of practices and individuals</p> <p>5. Site based MTSS teams meet regularly to discuss and ensure implementation of selected components of the MTSS framework, according to planned implementation phases</p>	\$1,246,091.00	Yes

Action #	Title	Description	Total Funds	Contributing
		6. Training will be provided by the SMCOE and SELPA Coordinators to the MTSS Coordinators further develop the MTSS purpose and process districtwide. The MTSS team will reflect and revise site processes to align the needs of the students with Tier I, Tier II and Tier III supports, and the development of these tiered supports.		
23	Highly qualified teachers, competitive salaries	Provide competitive salaries	\$669,200.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Summative ELPAC results	2020-21 not completed				20%. proficient

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	11.7% proficient 2019-20 (not all students were tested) 13.6% proficient (2018-19)				
EL Progress Indicator (CA Dashboard)	51% of EL making progress (2019)				80% of EL making 1 level growth progress
EL Reclassification count	225 (2020-21) 134 (2019-20) 618 (2018-19)				500
EL Reclassification rate	7.4% (2020-21) 4.5% (2019-20) 18.4% (2018-19)				20%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Tier I: Program	<ol style="list-style-type: none"> 1. Every English Learner (EL) student will receive daily instruction in ELD, aligned with their language levels 2. Primary language instruction in Spanish will continue to be supported at Garfield, Hoover and Taft 3. The Adelante Selby Two-Way Immersion program will continue to be supported as a SEAL demonstration site and SEAL training and materials will be provided to all new teachers 4. The Mandarin Immersion program will continue to offer instruction in Mandarin to students TK - 6. Each year an additional grade level will be added through eighth grade. 5. The Pathway to the Seal of Biliteracy will begin at Kennedy Middle School for the Spanish bilingual students in the 2021-22 school year. The Pathway will be offered to Mandarin bilingual students in 2023-24. 	\$476,585.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>6. New curriculum for designated ELD and Newcomer students will be purchased</p> <p>7. Out of ratio designated ELD teachers are provided to MIT, Kennedy, and Hoover in order to ensure sufficient staffing regardless of the number of EL students at the grade levels.</p>		
2	Tier I: PD for staff	<p>1. Staff Development Teachers on Special Assignment (TOSAs) will:</p> <ul style="list-style-type: none"> • continue the support of Sobrato Early Academic Language (SEAL) integrated thematic unit development and training for teachers • provide support to teachers who teach designated and integrated ELD through trainings, curriculum development, and coaching support for planning • support the enrollment, instruction, and transition of newcomer students and their families 	\$312,000.00	Yes
3	Tier I: Academic Planning for Success	<p>1. A bilingual Academic Liaison TOSA to be shared across the K-8 sites will be provided. This TOSA will work with EL students and families to ensure preparation for a successful high school experience.</p>	\$150,000.00	Yes
4	Tier I: Outreach to Spanish speaking families	<p>1. .3 of the Director of Communications position ensures frequent communication with Spanish speaking families using a variety of platforms and strategies</p> <p>2. 1.0 Community Liaison/Family and Newcomer Outreach</p> <p>3. 1.0 Director of Parent and Community Outreach/Migrant Ed</p> <p>4. 3 full time Spanish Translators provide translation at public meetings, IEPs, site functions both orally and written documents</p>	\$852,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		5. Parent trainings designed for Spanish speaking families will continue to be provided by Familias Unidas		
5	Tier II: Providing for additional needs	1. Transportation will be provided to newcomer students from Garfield, Taft and Hoover to attend class at Kennedy and MIT 2. Financial support is provided for students from Taft, Hoover, Garfield to attend Outdoor Education, field trips	\$188,175.00	Yes
6	Tier II: Newcomer students	1. Provide designated newcomer teachers to provide bilingual instruction and transition to newcomer students at Hoover (2.0) and Kennedy (1.5) 2. Establish and provide Summer School for newcomers (to begin June 2022) 3. Provide after school tutoring for newcomer students 3. Provide a 1.0 Staff Development TOSA to work with newcomer students and families 4. Provide Instructional Assistants who will support the newcomer students at: Kennedy, Hoover, Garfield, Roosevelt	\$947,638.00	Yes
7	Program monitoring	1. Director of EL and Categorical Programs will oversee the student data, monitor EL student progress, provide data to schools, admin and teachers in order to surface needs, successes and promising practices 2. Provide a full-time testing coordinator/data specialist with data experience to manage ELPAC testing + provide rapid data and reports to teachers and admin in assessments and academic progress 3. The Ellevation platform will be used to store and monitor EL data	\$402,630.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

Math:

52% of the EL students scored two or more grade levels below in Math

38% of the latinx students scored two or more grade levels below in Math

40% of Grade 8 students scored two or more grade levels below in Math

59% of the Students with Disabilities scored two or more grade levels below in Math

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP	<p>Reading (2018-19) All 54% met or exceeded EL 7.9% RFEP 60.5% SED. 39.2% SWD 20.5%</p> <p>Math 2018-19 All. 46.1% EL. 10.4% RFEP. 46.2% SED. 27.5% SWD 19.9%</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)	<p>All 46.1% (spring 2021 scores) EL 14.4% RFEP 46.4%</p>				<p>All: 75% EL: 25% RFEP: 75% SED: 50%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SED SWD 19.5%				SWD: 45%
iReady Math (at or above grade level)	All. 39.1% (spring 2021 scores) EL 10.8% RFEP. 35.3% SED SWD. 17.7%				All: 75% EL: 25% RFEP: 75% SED: 50% SWD: 45%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Tier I: Instruction	<p>1.0 All students, including unduplicated pupils and students with disabilities, will receive daily instruction in language arts (reading and writing) and math, both whole group and small group instruction, based on grade level standards using district adopted curriculum</p> <p>The cost for this action is included in Goal 1.</p>	\$0.00	No
2	Tier I: Professional Development and coaching	<p>1. Provide summer professional development to staff in strategies for teaching reading to all students, including unduplicated pupils and students with disabilities</p> <p>2. Provide ongoing coaching for teachers and instructional assistants in strategies for teaching reading, math and science to all students, including unduplicated pupils and students with disabilities</p> <p>3. Maintain Math Equity Lead Learners and establish teacher leadership in the instruction of reading through Reading Lead Learners structure</p>	\$1,647,306.00	No

Action #	Title	Description	Total Funds	Contributing
3	Tier I: Course offerings for students	1. Provide accelerated math pathways by hiring out-of-ratio teachers at four K-8 sites in order to ensure equity of access for unduplicated pupils (Garfield, Hoover, Roosevelt, and Clifford)	\$280,000.00	Yes
4	Tier I: Monitoring	1.0 Continue with iReady diagnostic assessment in reading and math + lessons to monitor student progress throughout the year and to provide instructional supports, differentiated for each student. 2.0 Continue with individual reading assessments in lower grades (Brigance, Fontas and Pinnell, Pioneer Valley) 3. Establish writing prompt schedule and scoring rubric	\$439,944.00	No
5	Tier II: Provide additional staff at sites for supplementary small group instruction	1.0 Provide Reading specialists at each K-2 site 2.0 Provide Reading/literacy specialists at selected 4-8 programs (sites with higher numbers of unduplicated pupils) 3.0 Increase the number of Instructional Assistants to provide individual and small group support to students in reading and math (the cost for these actions is included in Goal 1)	\$0.00	Yes
6	Tier II: Additional supports at selected sites based on identified needs	1. Provide stipends to support a 0 period for math instructional support at MIT 2. Provide additional staff to support to Garfield and Taft for reading/math needs	\$134,664.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Tier II: PD for teachers	1. Selected Reading Specialists and grades 4-5 teachers at Garfield, Taft and Hoover will receive training from the Stanford CLAVE project and from Pivot/Carnegie Foundation collaboration, focusing on reading strategies for English learners (The cost for this action is included in Goal 1)	\$0.00	Yes
8	Tier II: Materials	1. Additional reading and math intervention materials will be researched and purchased (LLI kits for reading)	\$50,000.00	Yes
9	Tier III: Tutoring	1. Retired teachers will provide 1-1 or small group tutoring for students with significant gaps in reading and/or math grade level knowledge and skills, with a specific outreach to unduplicated students at Garfield, Taft, Roosevelt, Hoover and Ford. The cost for this action is included in Goal 1.	\$0.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
13.58%	\$8,010,234

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

The following data was used to determine the goals, actions and services that are principally directed to the large number of English learners, low income, and homeless students that attend Redwood City schools. With 6,770 TK - 8th grade students enrolled on census day this school year, 3,515 qualified for free/reduced lunch, 2,387 were designated as English Learners (EL), 58 students were homeless and 4 were foster youth.

The percentage of unduplicated students at each site is as follows:

- Adelante Selby: 66%
- Clifford: 37%
- Garfield: 93%
- Henry Ford: 65%
- Hoover: 94%
- Kennedy: 65%
- MIT: 84%
- North Star: 6%
- Orion: 43%
- Roosevelt: 66%
- Roy Cloud: 12%
- Taft: 91%

While several of the actions and services take place districtwide, the majority of these were designed or chosen to benefit the significant numbers of unduplicated pupils at each site. In addition to the LEA wide actions, several actions are targeted to the sites with the highest percentages of unduplicated pupils, as noted below.

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

Specific Dashboard and local data results showing areas of need are:

CA Dashboard 2019:

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

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

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

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

iReady & Local Data:

52% ELs students two or more grade levels below in Math

38% Hispanic students two or more grade levels below in Math

40% Grade 8 students two or more grade levels below in Math

59% Special Education students two or more grade levels below in Math

Only 33% of Hawaiian/Pacific Islander students proficient in ELA

Diagnostic 3 (Reading) EL 67% at two or more grade levels below

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

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

- Action 6: Unduplicated pupils in lowered class size (grades K-2) will receive differentiated instruction, small group work and 1:1 instruction which will benefit their academic learning progress
- Action 7: Instructional Assistants will be added to each Transitional Kindergarten classroom in order to identify unduplicated pupils who need additional assistance in fully participating in the learning and social emotional activities in the TK classrooms. Their

individual and small group supports will be principally directed to the unduplicated pupils who have additional language needs and/or developmental needs in order to fully participate.

- Action 9: Unduplicated pupils experiencing low attendance will receive attention and support from the site-based health clerks

Action 10: Unduplicated pupils experiencing behavior issues will benefit from the renewed emphasis on and training in Positive Behavioral Supports (PBIS) at each site

- Action 11: Unduplicated pupils experiencing attendance, engagement, and discipline issues will continue to be served by the Director of Student Services and his administrative assistant who work directly with their families to provide the needed supports and connection to services. In the past two years, the actions of the Director of Student Services and his staff, specifically directed to the unduplicated pupils, have provided the necessary outreach to ensure student connections to school and improve their attendance through phone calls, letters and home visits.
- Action 12: Parents and families of unduplicated pupil are the direct beneficiaries of the districtwide trainings provided (in Spanish) by Familias Unidas and the wrap-around supports and outreach provided by the Community Schools. The Familias Unidas trainings focus on class engagement and provide families with materials to support learning at home and the partnership with Spanish speaking families, newcomer families, and the schools.
- Action 14: Unduplicated pupils will specifically benefit from extended learning opportunities that include the district's summer school program (that focuses on science learning), the tutoring programs (that will be implemented at each school site), and the after hour access to school libraries with homework help available in order to increase their grade level learning, language development, and academic progress.
- Action 15: Unduplicated pupils, who show evidence of below grade level scores in reading and math, will be the principal beneficiaries of the newly hired onsite reading specialist programs and the newly hired additional in-class instructional assistants that will be added to each priority school.
- Action 16: The addition of new Community Schools at Adelante Selby, Roosevelt and MIT will principally support unduplicated students and their families, as these centers provide academic, social, emotional and physical health wraparound services to families most in need in the community boundaries. The current structure of Community Schools, offered at Garfield, Taft, Hoover and Kennedy have proven to be very successful in providing needed services to unduplicated pupils, thus supporting their attendance, engagement and learning in the attached schools.
- Action 18: The mental and social emotional health of unduplicated pupils will be supported and monitored by the addition of therapists at each site and the maintenance of the onsite school psychologists, supporting their engagement, attendance and behavior.

- Action 22: The monitoring of the system of supports and the effectiveness of each of these actions and services is essential to ensure the desired outcomes for the unduplicated pupils as stated by the goals. The Coordinator of Data and Assessment, supported by the site based MTSS Coordinators, will provide regular, accessible data to each site regarding the ongoing successes and needs of the unduplicated pupils at each site.
- Action 23: Research on the impact of ineffective or inexperienced teachers on the learning and progress of unduplicated pupils clearly states the importance of hiring, training, and maintaining highly qualified staff. Linda Darling Hammond's research clearly shows the negative, long term impact that 1-2 years of ineffective teaching can have on all students, and in particular, unduplicated students. Recently, in Redwood City, due to being able to offer a competitive salary, staff turnover rates have been reduced. Returning teachers have benefitted from ongoing professional development in the areas of differentiation of instruction, English language development strategies, and social-emotional supports principally directed to unduplicated pupils. These highly trained and experienced staff members are able to better differentiate their instruction for unduplicated pupils and provide the supports needed for unduplicated pupils to meet their achievement and social/emotional goals.

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

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

- Action 1: English Learners and newcomer students will grow in their development of the English language through daily English Language Development (ELD) instruction from their classroom teachers, and from the additional staff that is allocated to school sites to provide additional small group, targeted, designated ELD.
- Action 2: English Learners and newcomer students will be supported in their academic learning and English language development by their participation in Sobrato Early Academic Language (SEAL) trained teachers. SEAL is a research-based set of strategies developed for English Learners, delivered through integrated thematic units. Each RCSD school implements SEAL in grades K - 3.
- Action 4: English Learners and newcomer students and their families will benefit from the district level communications and trainings provided to them and their families. This outreach has shown to be effective in opening up communication between the EL families and the school site staff, through the development of resources, tools, and trainings that enable and empower families to take more active roles in their children's academic programs.
- Action 6: Newcomer English Learner students will benefit from expanded learning opportunities to develop English speaking skills and to provide additional academic instruction due to interrupted schooling. Summer school and tutoring, designed specifically for newcomer English Learners, will be provided, which will support their learning both English and the academics.

- Action 7: Monitoring of EL and newcomer progress is essential to ensure that the chosen actions and services are having the expected positive impact in learning English and the academics. Ellevation is the data platform that houses the data, and will be used by the Director of EL and Categorical Programs with each site to monitor student progress.

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

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

- Action 8: Unduplicated pupils will benefit from the purchase of additional acceleration and intervention materials for each site that will primarily benefit the achievement of unduplicated pupils. These materials will be specially designed for students who are learning English.

The following actions and services, provided at specific schools with the highest number of unduplicated pupils are principally directed to the unduplicated population at the site and were selected as being most effective in meeting the goals for the unduplicated students:

Adelante Selby: 66%
Clifford: 37%
Garfield: 93%
Henry Ford: 65%
Hoover: 94%
Kennedy: 65%
MIT: 84%
North Star: 6%
Orion: 43%
Roosevelt: 66%
Roy Cloud: 12%
Taft: 91%

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

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

- Action 5: Additional instructional staff will be added to Garfield, Hoover, Taft and Roosevelt to ensure that the unduplicated students at the site benefit from a full instructional program that includes daily PE and daily high quality electives. Research has shown that unduplicated pupils are more engaged in school when offered a full instructional program.
- Action 7: Our data shows us that many unduplicated pupils enrolled in the Transitional Kindergarten (TK) program enter school with gaps in their foundational experiences. TK classroom assistants work directly with unduplicated pupils who need additional supports to participate fully in classroom instruction at Hoover, Clifford, Orion Mandarin Immersion and Adelante Selby.
- Action 16: Data shows that families living in poverty have additional needs that impact student learning and engagement. Redwood City currently operates four Community Schools (Garfield, Hoover, Taft and Kennedy), and plans to add new Community schools at Roosevelt, McKinley, and Adelante Selby. These Community Schools will offer much needed wrap around supports to families in the areas of health, basic needs, and social-emotional supports. Our data shows that the Community Schools programs and services have a direct positive impact on the children in their academic achievement, behavior, and engagement in school.
- Action 19: Unduplicated pupils who have to cross the freeway to attend Taft school will be provided bus transportation to ensure their regular attendance and provide for their safety.

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

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

- Action 3: Many of RCSD EL students are not reclassified prior to graduating from eighth grade, and as a result are not placed in sufficient A-G classes in the high school district to guarantee graduation with opportunities for college admission. A Bilingual Academic Liaison TOSA will be hired to meet with 7th and 8th grade EL students and families to discuss preparation and requirements needed for a successful high school placement. This position will provide the necessary information to families and middle grade students regarding enrollment both in high school and in advanced schooling and career opportunities.
- Action 5: There is an overlap between many of the EL families and low income. Many EL and newcomer students need support in getting to school. Transportation will continue to be provided for middle grade students attending MIT and Kennedy from Garfield,

Taft, and Hoover. In addition, funding will be provided for low income 5th grade EL students to be able to attend Outdoor Education, operated by the SMCOE, so that they are able to benefit from enriched science learning opportunities.

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

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

- Action 3: In order to provide unduplicated pupils with opportunities for math acceleration, additional out-of-ratio math teachers will be added to Garfield, Hoover, Roosevelt and Clifford. Currently the math accelerated pathway is only offered to unduplicated pupils at Kennedy Middle School. By offering this pathway to students' home schools, more opportunities are provided for students, regardless of the numbers of students interested in this opportunity for acceleration.
- Action 6: An analysis of local data shows that unduplicated pupils at MIT, Garfield, and Taft need extended learning opportunities and additional opportunities for small group instruction. Additional periods will be added to MIT (middle school) and instructional personnel for push-in and pull-out acceleration instruction in language arts and math at Garfield and Taft. Additional time in instruction, provided by well qualified staff, will positively impact the learning needs of the unduplicated pupils at these sites.

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

The following actions and services, described in the rows above, represent an increase in services for EL, low income, and foster youth. They are an "increase" in services, as they are new positions that will be added to the sites next year. The new positions, and the data that supports the positions, were discussed at each LCAP stakeholder meeting.

Increased staff that is being provided to sites to meet the LCAP goals, based on Dashboard and local data are:

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

- Action 6: Provide additional staff at each site to lower class size in the primary grades (K-2) in order to provide differentiated instruction, small group work and one-1 opportunities for unduplicated pupils

- Action 9: Provide health clerks to each site to ensure the attendance, safety and follow up for the health needs related to the pandemic for unduplicated pupils
- Action 15: Unduplicated pupils, who show evidence of below grade level scores, will be the principal beneficiaries of the onsite reading specialist programs and additional in-class instructional assistants that will be added to each priority school.
- Action 11: The Director of Student Services and his administrative assistant work directly with the unduplicated pupils who are experiencing homelessness, health issues related to the pandemic, absenteeism and struggle with school engagement at each site.
- Action 14: Unduplicated pupils will specifically benefit from the district's summer school program that focuses on science learning, the tutoring programs that will be implemented at each school site and the after hour access to school libraries with homework help available
- Action 16: Services to unduplicated pupils will be increased at Adelante Selby, Roosevelt and MIT, with the addition of Community School staff and services. The Community Schools provide students and families with wrap around social, physical and emotional health services and supports.
- Action 18: The mental and social emotional health of unduplicated pupils will be supported and monitored by the addition of therapists at each site and the maintenance of the onsite school psychologists

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

- Action 3: Providing a Bilingual Academic Liaison TOSA will ensure that English learners and newcomer students and their families will have the necessary information to enroll in A-G high school classes and be prepared with information to make appropriate choices for pathways in high school and beyond.
- Action 4: An additional translator has been added to provide Spanish translations (with a particular support to IEPs) and a Director of Community Outreach/Migrant Ed has been added to increase contact with district Migrant families.

Action 5: Transportation will be provided for newcomer students to ensure they are able to attend the appropriate school program. Additional funds are also available to ensure that low income students from Garfield Hoover and Taft are able to attend Outdoor Ed and any field trips.

- Action 6: Additional support for newcomers have been added to ensure their learning of English, the academics, and their knowledge of their new country. These supports include a summer school designed for newcomer students, after school tutoring, a designated Staff Development TOSA for program oversight, and staff at school sites to welcome, teach, and support enrolling newcomer students.

- Action 7: The Director of EI and Categorical Programs, along with the testing Coordinator, will ensure that data is constantly used to ascertain growth or additional needs in the learning and achievement of unduplicated students. Data will be used at the district level, site and classroom level, on a regular basis to determine what students are learning, what they need to learn, and what to do if they have not yet made progress. This is much needed support, as the regular use of data is essential to the improvement of the planned MTSS system of supports.

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

- Action 3: Additional staff is being added to Garfield, Hoover, Roosevelt and Clifford to provide accelerated math pathways to unduplicated pupils.
- Action 6: Additional staff will be provided to MIT, Garfield, and Taft to provide acceleration opportunities in reading and math for unduplicated pupils.
- Action 8: Additional intervention materials will be purchased for each site that will primarily benefit the achievement of unduplicated pupils.

The following actions and services, described in the rows above, represent an improvement in services for EL, low income, and foster youth. They are an "improvement" in services, as they improve the services currently being provided. This improvement was determined to be necessary, due to the examination of the California Dashboard and local data sources showing that the unduplicated pupils are significantly behind in achievement data, and overrepresented in poor attendance, behavior and suspension outcomes.

The following actions represent an improvement in existing services for unduplicated pupils:

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

- Action 7: The skills and abilities of the Transitional Kindergarten Instructional Assistants will be improved through ongoing professional development in the area of English Language development, assessing student needs, and differentiating instruction.
- Action 10: Training in Positive Behavioral Supports (PBIS) will take place districtwide and are principally directed to benefitting the inclusion and support of unduplicated pupils at the sites
- Action 12: Parents and families of unduplicated pupil are the direct beneficiaries of the districtwide trainings provided (in Spanish) by Familias Unidas and the wrap-around supports and outreach provided by the Community Schools.

- Action 22: The monitoring of the system of supports and the effectiveness of each of these actions and services is essential to ensure the desired outcomes for the unduplicated pupils as stated by the goals. The Coordinator of Data and Assessment, supported by the site based MTSS Coordinators, will provide regular, accessible data to each site regarding the ongoing successes and needs of the unduplicated pupils at each site.
- Action 23: Research on the impact of ineffective or inexperienced teachers on the learning and progress of unduplicated pupils clearly states the importance of hiring, training, and maintaining highly qualified staff. Recently, due to an increase in salaries, staff turnover rates have been reduced, and district staff has benefitted from ongoing professional development in the areas of differentiation of instruction, English language development strategies, and social-emotional supports. Unduplicated pupils will principally benefit from the hiring, training and retention of highly qualified staff more likely to work in the district due to a competitive salary schedule.

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

- Action 1: Services to English Learners and newcomers will be improved with a renewed focus on the daily instruction of these students. Daily ELD, stronger implementation of the SEAL thematic units, and ensuring sufficient out of ratio staffing to provide small group instruction in the middle grades will be supported to ensure students receive the high quality daily instruction necessary to the development of the English language and making progress on the ELPAC.
- Action 2: Staff Development TOSAs will continue to focus on the development of SEAL thematic units, the training of new primary teachers in SEAL units and methodologies, and outreach to newcomer students and families. RCSD has redesigned the SEAL training methods, and not only will teachers receive the thematic units, but they will also receive coaching from the TOSAs assigned to this work. Teacher leaders at each will be selected for further professional development to enhance site capacity for oversight of the SEAL instructional methodologies so that student make greater progress in meeting their ELPAC growth goals.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$61,869,023.00	\$2,961,291.00	\$450,340.00	\$6,587,054.00	\$71,867,708.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$67,020,472.00	\$4,847,236.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Tier I: Personnel: All teaching staff, classified staff, site administrators	\$44,650,116.00				\$44,650,116.00
1	2	All Students with Disabilities	Tier 1: Standards-based materials: all subject areas	\$219,652.00	\$333,819.00		\$800,000.00	\$1,353,471.00
1	3	All Students with Disabilities	Tier 1: Facilities in good repair	\$8,751,506.00				\$8,751,506.00
1	4	All Students with Disabilities	Tier I: Professional Development (PD) for all staff	\$478,543.00		\$215,870.00		\$694,413.00
1	5	English Learners Foster Youth Low Income	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.				\$1,116,000.00	\$1,116,000.00
1	6	English Learners Foster Youth Low Income	Tier 1: Provide lower class size in grades K-2	\$300,000.00	\$650,000.00			\$950,000.00
1	7	English Learners Foster Youth Low Income	Tier 1: Support for the Transitional Kindergarten (TK) program	\$100,000.00				\$100,000.00
1	8	All Students with Disabilities	Tier 1: Social-emotional (SEL) supports	\$25,000.00				\$25,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Tier 1: Health				\$540,000.00	\$540,000.00
1	10	English Learners Foster Youth Low Income	Tier 1: Positive Behavioral Interventions and Supports (PBIS)					\$0.00
1	11	English Learners Foster Youth Low Income	Tier 1: Student Services	\$182,051.00				\$182,051.00
1	12	English Learners Foster Youth Low Income	Tier 1: Family Outreach	\$20,000.00				\$20,000.00
1	13	All	Tier 1: General Ed and Special Ed connections		\$124,000.00			\$124,000.00
1	14	English Learners Foster Youth Low Income	Tier II: Extending learning time	\$130,000.00	\$650,000.00			\$780,000.00
1	15	English Learners Foster Youth Low Income	Tier II: Provide additional staff at sites for supplementary small group instruction	\$60,000.00				\$60,000.00
1	16	English Learners Foster Youth Low Income	Tier II: Community School wrap around service supports for families	\$292,054.00			\$440,000.00	\$732,054.00
1	17	All	Tier II: Behavior					\$0.00
1	18	English Learners Foster Youth Low Income	Tier II: Mental Health	\$1,655,864.00			\$2,200,000.00	\$3,855,864.00
1	19	English Learners Foster Youth Low Income	Tier II: Transportation					\$0.00
1	20	English Learners Low Income	Tier III: Special populations					\$0.00
1	21	Students with Disabilities	Tier III: Mental Health	\$137,000.00				\$137,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	22	English Learners Foster Youth Low Income	MTSS System monitoring	\$475,091.00	\$646,000.00		\$125,000.00	\$1,246,091.00
1	23	English Learners Foster Youth Low Income	Highly qualified teachers, competitive salaries	\$669,200.00				\$669,200.00
2	1	English Learners	Tier I: Program	\$476,585.00				\$476,585.00
2	2	English Learners	Tier I: PD for staff			\$72,000.00	\$240,000.00	\$312,000.00
2	3	English Learners	Tier I: Academic Planning for Success	\$150,000.00				\$150,000.00
2	4	English Learners	Tier I: Outreach to Spanish speaking families	\$852,000.00				\$852,000.00
2	5	English Learners	Tier II: Providing for additional needs	\$140,000.00			\$48,175.00	\$188,175.00
2	6	English Learners	Tier II: Newcomer students	\$682,376.00			\$265,262.00	\$947,638.00
2	7	English Learners	Program monitoring	\$402,630.00				\$402,630.00
3	1	All	Tier I: Instruction					\$0.00
3	2	All	Tier I: Professional Development and coaching	\$834,691.00	\$337,500.00	\$162,470.00	\$312,645.00	\$1,647,306.00
3	3	English Learners Foster Youth Low Income	Tier I: Course offerings for students				\$280,000.00	\$280,000.00
3	4	All	Tier I: Monitoring		\$219,972.00		\$219,972.00	\$439,944.00
3	5	English Learners Foster Youth Low Income	Tier II: Provide additional staff at sites for supplementary small group instruction					\$0.00
3	6	English Learners Foster Youth Low Income	Tier II: Additional supports at selected sites based on identified needs	\$134,664.00				\$134,664.00
3	7	English Learners	Tier II: PD for teachers					\$0.00
3	8	English Learners Foster Youth Low Income	Tier II: Materials	\$50,000.00				\$50,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	9	English Learners Foster Youth Low Income	Tier III: Tutoring					\$0.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$6,772,515.00	\$14,044,952.00
LEA-wide Total:	\$4,344,206.00	\$9,155,206.00
Limited Total:	\$1,561,591.00	\$1,826,853.00
Schoolwide Total:	\$866,718.00	\$3,062,893.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	5	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garfield, Hoover, Taft, Roosevelt 4-8		\$1,116,000.00
1	6	Tier 1: Provide lower class size in grades K-2	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	\$950,000.00
1	7	Tier 1: Support for the Transitional Kindergarten (TK) program	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hoover, Clifford, Adelante-Selby	\$100,000.00	\$100,000.00
1	9	Tier 1: Health	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$540,000.00
1	10	Tier 1: Positive Behavioral Interventions and Supports (PBIS)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hoover, Garfield, Taft, Roosevelt 4-8		\$0.00
1	11	Tier 1: Student Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$182,051.00	\$182,051.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	12	Tier 1: Family Outreach	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Garfield, Taft, Hoover, Roosevelt, Adelante Selby, Henry Ford, MIT, Kennedy, Orion	\$20,000.00	\$20,000.00
1	14	Tier II: Extending learning time	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,000.00	\$780,000.00
1	15	Tier II: Provide additional staff at sites for supplementary small group instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	\$60,000.00
1	16	Tier II: Community School wrap around service supports for families	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Adelante Selby, Garfield, Hoover, Kennedy, MIT, Roosevelt, Taft	\$292,054.00	\$732,054.00
1	18	Tier II: Mental Health	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: .5 addition for Garfield	\$1,655,864.00	\$3,855,864.00
1	19	Tier II: Transportation	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Taft		\$0.00
1	20	Tier III: Special populations	LEA-wide	English Learners Low Income	All Schools		\$0.00
1	22	MTSS System monitoring	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$475,091.00	\$1,246,091.00
1	23	Highly qualified teachers, competitive salaries	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$669,200.00	\$669,200.00
2	1	Tier I: Program	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$476,585.00	\$476,585.00
2	2	Tier I: PD for staff	Schoolwide	English Learners	All Schools		\$312,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	3	Tier I: Academic Planning for Success	Schoolwide	English Learners	Specific Schools: Garfield, Hoover, Roosevelt, MIT 8	\$150,000.00	\$150,000.00
2	4	Tier I: Outreach to Spanish speaking families	LEA-wide	English Learners	All Schools	\$852,000.00	\$852,000.00
2	5	Tier II: Providing for additional needs	Schoolwide	English Learners	Specific Schools: Garfield, Hoover, Taft	\$140,000.00	\$188,175.00
2	6	Tier II: Newcomer students	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$682,376.00	\$947,638.00
2	7	Program monitoring	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$402,630.00	\$402,630.00
3	3	Tier I: Course offerings for students	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garfield, Hoover, Roosevelt, Clifford		\$280,000.00
3	5	Tier II: Provide additional staff at sites for supplementary small group instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00
3	6	Tier II: Additional supports at selected sites based on identified needs	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garfield, MIT	\$134,664.00	\$134,664.00
3	7	Tier II: PD for teachers	Schoolwide	English Learners	Specific Schools: Garfield, Taft, Hoover		\$0.00
3	8	Tier II: Materials	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00
3	9	Tier III: Tutoring	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garfield, Hoover, Taft, Roosevelt, Ford		\$0.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.