

LCFF Budget Overview for Parents

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

CDS Code: 41-69005-6044531

School Year: 2023-24

LEA contact information:

Liz Wolfe, Assistant Superintendent, Ed Services

Rick Edson, Chief Business Official

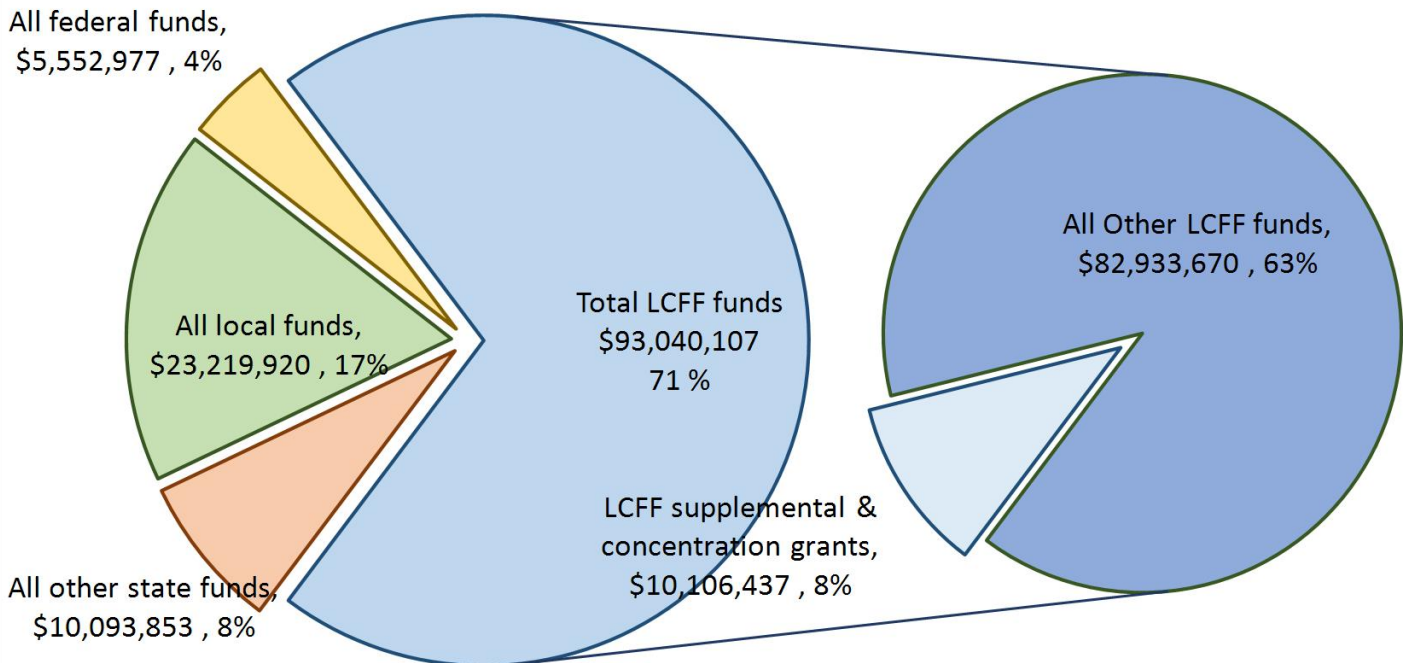
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

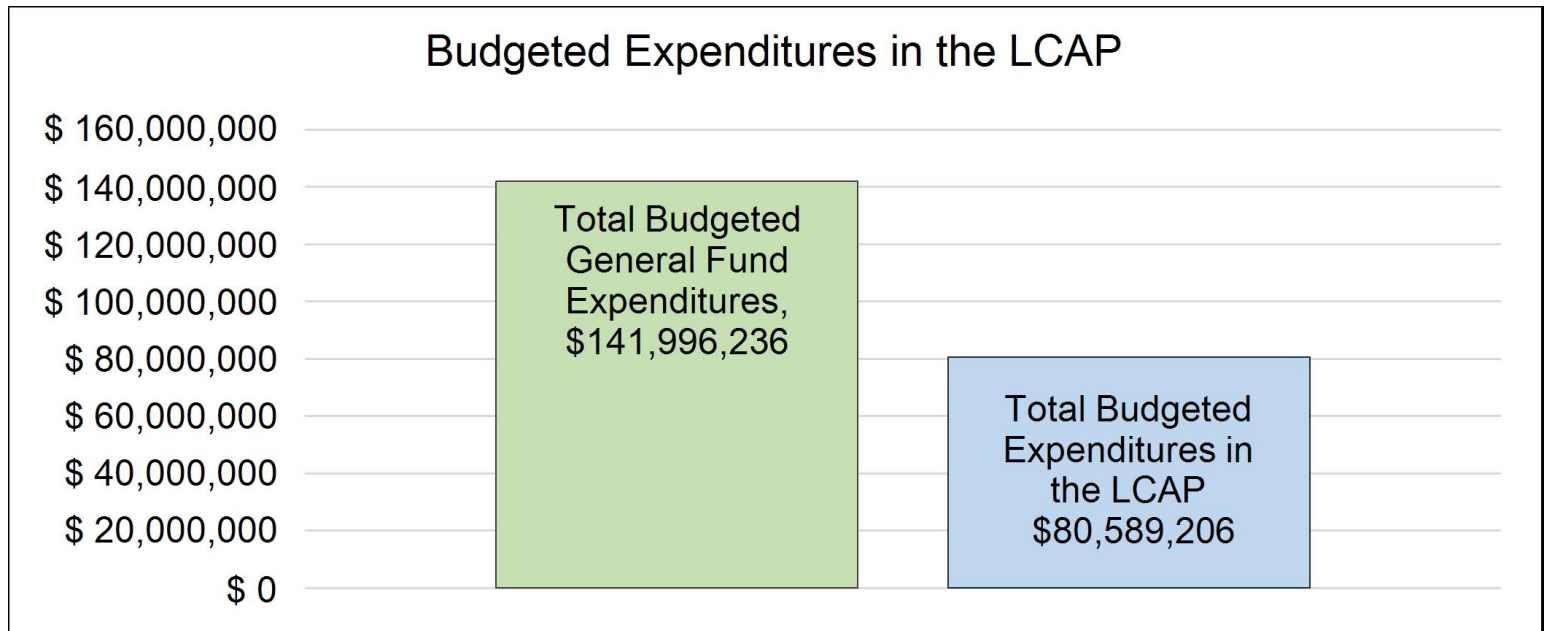


This chart shows the total general purpose revenue Redwood City Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Redwood City Elementary School District is \$131,906,857, of which \$93,040,107 is Local Control Funding Formula (LCFF), \$10,093,853 is other state funds, \$2,321,9920 is local funds, and \$5,552,977 is federal funds. Of the \$93,040,107 in LCFF Funds, \$10,106,437 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Redwood City Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Redwood City Elementary School District plans to spend \$141,996,236 for the 2023-24 school year. Of that amount, \$80,589,206 is tied to actions/services in the LCAP and \$61,407,030 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund expenditures that are not included in the LCAP are those that pertain to the general administrative and operating costs of the district such as utilities, salaries and benefits of district personnel such as payroll and accounting, human resources, technology, data processing, maintenance and custodial services. Contracted services such as audit, legal, and other non-instructional related services are also excluded. In addition, COVID-19 relief funding received by the District through the CARES Act, CRRSA Act and ARP Act that were planned to be spent in addressing health and safety concerns such as purchase of personal protective equipment (PPEs) are not included in the LCAP. Another significant portion of the General Fund expenditures that are not shown in the LCAP are those relating to the Special Education program. Expenditures are mainly driven by the specific needs of the students as outlined in their Individualized Education Plans (IEP). It is the IEP that lays out the special education instruction, supports, appropriate placement and other services a student needs to thrive in school. The total district budget for the special education program is approximately \$29,700,000 for the 2023-24 fiscal year.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Redwood City Elementary School District is projecting it will receive \$10,106,437 based on the enrollment of foster youth, English learner, and low-income students. Redwood City Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Redwood City

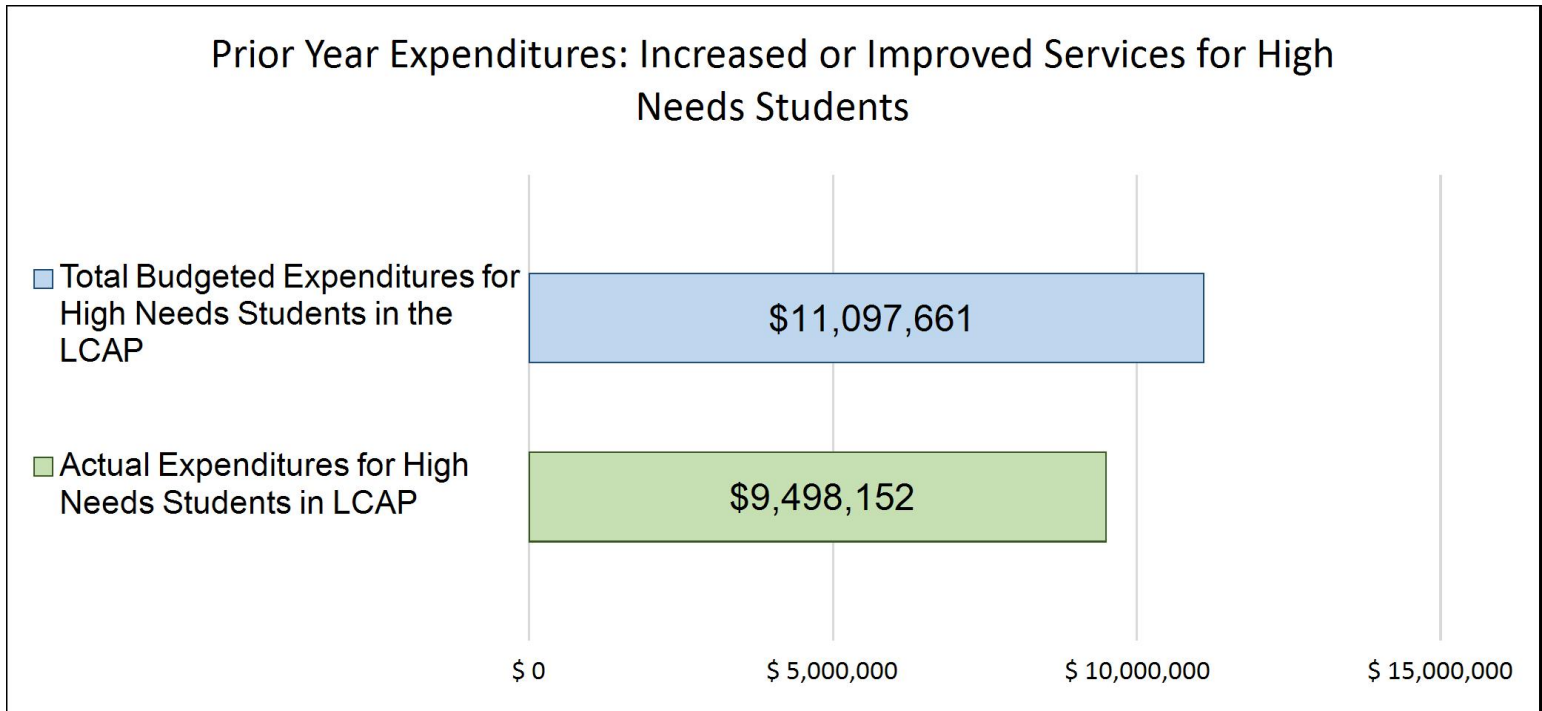
Elementary School District plans to spend \$12,077,661 towards meeting this requirement, as described in the LCAP.

Several actions and services included in the 2022-23 LCAP goals were not implemented due to statewide challenges and difficulties in recruiting and hiring qualified staff. Reading specialists for the upper grades, instructional assistant positions and elective teacher positions went unfilled for most of the school year. While Professional Development opportunities were offered to staff, many after school in-services were not widely attended, and with the shortage of substitutes, release time for teacher training was not possible, so the amount set aside for professional development trainings and stipends for teachers was not fully expended.

All unspent Local Control Funding Formula (LCFF) Supplemental & Concentration Grant funds received by the Redwood City School District from the 2022-23 fiscal year have been carried over into the 2023-24 school year to be spent on increasing and improving services for high needs students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Redwood City Elementary School District's LCAP budgeted \$11,097,661 for planned actions to increase or improve services for high needs students. Redwood City Elementary School District actually spent \$9,498,152 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

General Information

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

For more than 100 years, the Redwood City School District (RCSD) has educated Pre-School through 8th grade students in Redwood City and portions of San Carlos, Menlo Park, Atherton, and Woodside. The area has continued to change and the school district's demographics are different than even five years ago. As of June, 2023 there were 6,350 TK-8 grade students, 3,324 students receiving free and reduced lunch (low income), 236 homeless, 6 foster youth and 2,055 English Learners.

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.

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

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

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

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

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

Our Mission

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

Our Vision

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

Our Values

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

Innovation

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

Student Voice

To encourage students' bravery, voice and leadership.

Equity

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

Engagement

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

Partnerships

To build family and community partnerships for student success

Equity Board Policy

Adopted November 2020

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

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

The Board shall make decisions with a deliberate awareness of impediments to learning faced by students of color and/or diverse cultural, linguistic, or socio-economic backgrounds. To ensure that equity is the intentional result of district decisions, the Board shall consider

whether its decisions address the needs of students from racial, ethnic, and indigent communities and remedy the inequities that such communities experienced in the context of a history of exclusion, discrimination, and segregation. Board decisions shall not rely on biased or stereotypical assumptions about any particular group of students.

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

1. Routinely assessing student needs based on data disaggregated by race, ethnicity, and socio-economic and cultural backgrounds in order to enable equity-focused policy, planning, and resource development decisions

(cf. 0400 - Comprehensive Plans)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 6162.5 - Student Assessment)

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

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

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

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

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

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

MTSS

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

programs. MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

In addition to its commitment to high academic standards, the District also strives to meet students' developmental needs -- intellectual, physical, mental, and social-emotional -- through a wide variety of programs offered during and after the school day. The Expanded Learning Opportunities Program has brought numerous partners to our sites and has opened up opportunities for unduplicated pupils to thrive in a variety of after school classes and opportunities.

Dual Language Immersion and World Language Programs:

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

Neighborhood Schools:

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

Community Schools:

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

Schools of Choice:

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

District demographics

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

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

Adelante Selby: 66.43%
Clifford: 49.34%
Garfield: 93.29%
Henry Ford: 68.40%
Hoover: 93.73%
Kennedy: 63.80%
MIT: 88.44%
North Star: 10.27%
Orion: 41.20%
Roosevelt: 74.71%
Roy Cloud: 16.40%
Taft: 83.18%

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

Adelante Selby: 81
Clifford: 151
Garfield: 69
Ford: 72
Hoover: 98
Orion: 67
Kennedy: 137
MIT: 56
North Star: 43
Roosevelt: 106
Roy Cloud: 87
Taft: 73
Preschool: 164

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

Reflections: Successes

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

The Redwood City School District is proud of advancements made in a number of areas as defined by metrics and assessments listed below.

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

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

In the 2022-23 Spring administration of the Panorama Climate survey, the total number of surveyed students by grade level group and general findings are as follows:

3rd-5th grades: 1,700 students took the survey

6th-8th grades: 1,636 students took the survey

- Grades 3-5 maintain relatively stable scores in School Belonging throughout the years around the low 60s. This places RCSD in the higher percentiles compared to others nationally.
- Students in grade 3 tend to have the highest perception of School Belonging and School Engagement compared to upper grades
- Grades 3-5 student perception of School Teacher-Student Relationship remains relatively high and stable throughout the years in the low 70s. This indicates generally positive and stable relationships between teachers and grade 3-5 students.
- Black/African American students, compared to other ethnicities, have a high perception in a majority of the topics including in School Rigorous Expectation, School Safety and School Teacher-Student Relationship.
- Grade 8 students tend to have higher scores in most of the aspects compared to grade 6 and 7 who took the same set of survey questions
- For all grade levels, "School Rigorous Expectations" scores the highest favorable response rate

In addition to the Panorama Climate survey, data is collected from families through their Family Center experiences. In the 2022-23 school year the following services were provided by the RCSD Family Centers:

- 1,278 students participated in extended learning opportunities (PAL, BGCP, YMCA, Casa Circulo, Envisioneers, Redwood City Parks and Rec)
- 841 students received backpacks and school supplies
- 520 families received holiday support for Thanksgiving and the Winter holidays
- 346 students received tutoring
- 8,141 households received distributions from the Second Harvest Food organization
- 253 families received emergency food /essential groceries
- 585 transportation passes

Mental health supports included:

- 340 individual student sessions
- 142 students working in group sessions

The Family Centers at our Community Schools (Adelante Selby, Garfield, Hoover, Kennedy, MIT, Roosevelt and Taft) administered a survey in 2022-23. 389 surveys were collected, including 42 surveys from newcomer families. The results from this survey are as follows:

In response to:

The Family Center was helpful in responding to my questions and concerns: Strongly agree: 93.95%

After my visit, I feel like I have a plan in place to address my concerns/needs: Strongly agree: 84.73%

I am comfortable reaching out to the Family Center for additional support and/or answers to my questions: Strongly agree: 93.66%

As a result of my visit/conversation, I feel like I can better support my child's learning (attendance, academic, social-emotional): Strongly agree: 85.30%

Newcomer family responses:

55 newcomer families were interviewed to ascertain needs and provide supports.

The Family Center was helpful in responding to my questions and concerns: Strongly agree: 94.55%

After my visit, I feel like I have a plan in place to address my concerns/needs: Strongly agree: 94.55%

I am comfortable reaching out to the Family Center for additional support and/or answers to my questions: Strongly agree: 94.55%

After my visit, I have a better understanding of how the education system works in the United States: Strongly agree: 100%

After my visit, I better understand my child's emotions and how to get social-emotional services: Strongly agree 92.73%

Parent comments included:

1. "I love how the family center cares for me and my children and they provide lots of resources and help when we are in need. They are awesome."

2. “La verdad me siento muy satisfecha y contenta con la atención que me han brindado en el centro familiar, son muy amables y atentos y serviciales sobre todo profesionales, estoy muy contenta que en el colegio de mi niño se encuentren personas tan humanitarias y amables.”
3. “I liked how I realized a lot of things and had someone to talk to who didn’t judge.”
4. “La verdad me siento muy satisfecha y contenta con la atención que me han brindado en el centro familiar ,son muy amables y atentos y cervicales sobre todo profesionales, estoy muy contenta que en el colegio de mi niño se encuentren personas tan humanitarias y amables.”
5. “Son muy amables y me siento muy cómoda comunicándome con ellos.”

State and local metrics:

2021-2022 Dashboard information shows:

Across the district, Asian, White and Two or more Races students groups have a very high performance status in the category of Academic performance. Without the testing participation requirement penalty, the English Learner Progress performance status is high at 55.7%. The Suspension rate is low across all schools.

2021-2022 CAASPP performance shows:

Reading:

Across all grades, the percentage of students who met or exceeded standard is at least 40%

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

Three subgroups, Asian students (83%), White (77%) and Two or More Races (77%), have the highest percentages of students who met or exceeded the standard.

Math:

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

Local data for 2022-2023 shows:

Suspension:

Suspension rates went down for Homeless and Foster Youth groups

Chronic Absenteeism:

Attendance data as of May 25th indicates that chronic absenteeism has improved at least 5% district wide as well as for every student group, with the exception of students with IEPs.

EL:

The Reclassification rate continues to increase compared to previous years

i-Ready:

For the 2022-2023 school year, RCSD continued to use i-Ready, a comprehensive data-driven program, which empowered district administration and site leaders with tools to assess student learning in reading and mathematics and resources to help all students succeed throughout the 2022-23 academic year.

Reading scores:

- The percentage of students performing at on or above levels increased by 3% between 21-22 and 22-23 for for grade 3rd, 5th and 6th

Between Initial and Final i-Ready Diagnostics for 2022-2023 SY:

- Significant growth in percentage of on or above levels for students in grade K- 2
- American Indian, White and Asian student groups show significant improvement in percentage of on or above grade level with increases by 22%, 15% and 13%, respectively.
- Economically Disadvantaged student group's percent of on or above grade level show greatest improved by 12% compared to other subgroups

Math scores:

- The percentage of students performing at on or above levels increased between 21-22 and 22-23 for for 3-6 grade span
- Black/African American and American Indian students show 2% increase on percentage of students achieving on or above grade level between 21-22 and 22-23

Between Initial and Final i-Ready Diagnostics for 2022-2023 SY:

- Significant growth in percentage of on or above levels for students in grade K-4
- All Ethnicity groups show good increases in percentage of on or above grade level placement
- Economically Disadvantaged and SWD student group's percent of on or above grade level show greatest improved by 19% and 17%, respectively

Educational partners provided input regarding the strengths seen in local data. The following comments, also found in the Engaging Educational Partners section of this LCAP, were made at the February 2023 LCAP meeting:

Goal 1:

- EL attendance is improving

Goal 2:

- Students either maintained or increased in their overall ELPAC level.
- The schools with the lower amount of English Learners have the highest reclassification rates.

Goal 3:

- CAASPP ELA post-pandemic scores held steady compared with pre-pandemic scores
- iReady: Multilingual learners, ED, Homeless, and SWD improved in both subjects.

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

Reflections: Identified Need

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

2021-2022 Dashboard data shows:

- Academic performance is low at most of the schools.
- Student groups who are very low on Academic performance for both ELA and Math were: EL, Homeless and Student with Disabilities
- Chronic absenteeism is relatively high or very high across the schools.
- Student groups who are very high status for Chronic absenteeism were: African American, EL, Foster Youth, Homeless and SWD

Student with Disabilities are performing at low to very low status on Academic and very high on Chronic Absenteeism across all RCSD schools

Student groups who are very high status for Suspension were: African American, Foster Youth and Homeless

Local data for 2022-2023 shows:

Suspension:

- Suspension rates went up district wide, especially among two specific students groups: SWD and ED

Chronic absenteeism:

- Chronic absenteeism rates show no improvement for Sped student group
- Data as of May 25th shows no improvement in attendance rates district wide as well among student groups

2021-2022 CAASPP data shows:

Reading

- Across all grades, the percentage of students who did not meet the standard is relatively high, ranging from 24% to 41%.
- Grades 3-6 has the highest percentage of student who did not meet standard

There is large achievement gap for student groups as follows:

- Black/African American: 20% below district average
- Hispanic Latino: 14% below district average
- Economically disadvantaged: 17% below district average
- English Learner: 30% below district average
- Homeless: 31% below district average
- Students with Disabilities: 28% below district average

Math

- The percentage of students who did not meet the math standard is relatively high across all grades, ranging from 35% (7th grade) to 51% (5th grade).

There is large achievement gap for each student groups as follow:

- Black/African American: 24% below district average
- Hispanic Latino: 16% below district average
- Economically disadvantaged: 18% below district average
- English Learner: 30%below district average
- Homeless: 31% below district average
- Student with Disabilities: 21% below district average

Using 2021-2022 and 2022-2023 of i-Ready local data, the following areas have been identified as some areas of focus:

Reading

- The percentage of students performing at on or above levels decreased between 21-22 and 22-23 for all grade levels except 3rd, 5th and 6th grades
- Percentage of student performance on or above grade level also decreased between 21-22 and 22-23 for all ethnicity groups
- Reading Performance of students in EL, SWD and Economically Disadvantaged groups remain stabilized with a slight change in percentage of students on or above grade level between 21-22 and 22-23.
- Percentage of students meeting at least one year annual growth in Reading also declined from 54% (21-22) to 44% (22-23)
- Percentage of students not meeting at least one year of annual growth by subgroups are as follows:

EL students: 56%
SWD: 56%
Economically Disadvantaged: 52%
Homeless: 64%

Overall, the district-level reading performance remained relatively stable across the 3 academic years, with an average of 45% of students performing at or above grade level and 55% of students performing below grade level.

Math K-8:

- The percentage of students performing at on or above levels decreased between 21-22 and 22-23 for all grade levels except the 3-6 grade span
- The percentage of student performance on or above grade level also decreased between 21-22 and 22-23 for all ethnicity groups except Black/African American and American Indian
- Math Performance of students in EL, SWD and Economically Disadvantaged groups decreased in percentage of students on or above grade level between 21-22 and 22-23.
- The percentage of students meeting at least one year annual growth in Math also declined from 49% (21-22) to 44% (22-23)
- The percentage of students not meeting at least one year of annual growth in Math by subgroups are as follows:

EL students: 63%
SWD: 59%
Economically Disadvantaged: 59%
Homeless: 67%

Overall, the district-level reading performance remained relatively stable across the 3 academic years, with an average of 39% of students performing at or above grade levels and 61% of students performing below grade levels.

Steps taken to address these discrepancies in math include: providing two district Math Teachers on Special Assignment (TOSAs) to work directly with teachers in implementing equity-based, student centered, math instruction, establishing Math Equity Lead Learner structures for teachers to develop leadership across the district and at their sites in inclusive, bias-free math instruction, beginning a math curriculum pilot to ensure the highest quality materials will be used across the district, and after school tutoring, provided by classroom teachers to their own students. New materials for math instruction were piloted this school year, and a new curriculum has been adopted for use in the 2023-24 school year.

Steps taken to address these discrepancies in ELA include: providing three district TOSAs dedicated to language arts, bilingual and multilingual development who work directly with teachers in providing professional development, sample lesson plans, model lessons, lesson study design and an analysis of student work, to ensure teachers are equipped with a variety of strategies to meet the needs of their students. Reading specialists were provided to each site and after school tutoring was provided by classroom teachers to their own students. Additional instructional assistants were added to high priority sites. Additional training for all primary teachers in the science of reading and teaching foundational reading skills began in the spring of 2023 and will continue in two series of 16 hours for all primary teachers. Supplemental instructional materials and decodable readers have been purchased for each primary grade teacher.

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

In the 22-23 school year, RCSD increased their tutoring offerings substantially across our sites with two primary district funded resources.

CAP: This school year the district partnered with College Advisory Prep (CAP) a local, K-8, in person math and tutoring program at four of our high need schools. This initiative was generously split funded by our Expanded Learning Opportunities Program (ELOP) and LCAP. Across the board, administrators have praised CAP's programming and have requested that the services to their sites continue into the upcoming school year. The district is planning to maintain existing services at our current four sites (Roosevelt, Hoover, Garfield, and Taft) and hopefully expand to additional school sites in the 23-24 school year.

District Teacher Tutoring Program:

This program saw some changes in the 22-23 school year including an increase of up to 3 tutoring hours per week (up from 2 hours in 21-22). A structure was created to allow for ongoing teacher enrollment in the program throughout the school year to provide teachers with more flexibility to join when they felt best prepared to support their students in this way. All new teachers who joined after the introductory meeting met with the district's tutoring coordinator either 1 on 1 or in small groups to learn about the program resources and requirements so they felt comfortable and ready to begin working with their students. The program was publicized in the weekly Staff Development Newsletter and Site Administrator Newsletter. Word of mouth about the program definitely helped increase our number of participating teachers this school year!

Stats (21-22): 14 active teachers, 7 sites, 51 students, 216.5 hours for Feb-May(4 months)

Stats (22-23): 28 active teachers, 7 sites, 99 students, 909 hours for September-April(8 months)

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

Panorama survey:

In general, RCSD Spring 2022-2023 results show declines in favorable response across most of the topics for all grade levels as compared to Fall survey.

- Grades 3-8: Students who are economically disadvantaged, English Learners tend to have lower scores compared to their counterparts in most topics
- Grades 6-8 Black/African American students have the lowest score for School Rigorous Expectations and School Safely compared to the district
- Grades 5 and 7 students have lower scores in all topics compared to other grades
- Special Ed students have more unfavorable responses compared to non special ed students.
- Student school engagement favorable response has been on the lower end of the scale and is declining with Grade 3-5 (49%) and Grade 6-8 (24%)

- School Climate is the only topic that Grade 3-5 students are scoring below the National benchmark
- Grade 6-8 students are scoring below National Benchmark on all the topics and continue to decline throughout the years

To address these areas of need, in addition to the mental health counselors who were added to each site this year, there will be additional contracted services at the high priority sites to work with students and staff in the areas of engagement, school belonging and inclusion. Professional development will be provided to staff at the beginning of the school year about inclusive and restorative justice practices, and the Multi-Tiered Systems of Support (MTSS) framework will be emphasized and more fully developed at each site. Additional trainings from the Supporting Inclusive Practices (SIP) statewide network and in equity-based reflection and practices from San Mateo County Office of Education (SMCOE) will also address these findings.

LCAP Highlights

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

The RCSD LCAP contains three goals:

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

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

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

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

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

The actions and services for each goal, while primarily funded with LCFF funds, also reflect additional state and federal funds that have been received by the district. The purpose of representing the multi-funded actions and services in this one plan is to provide our educational partners with a transparent look at the decisions that have been made to best support RCSD students through an equity lens. In 2020, the RCSD Board of Trustees developed a new Equity Policy, Vision and Administrative Regulations. Through this equity goal and vision, the district's commitment to unduplicated pupils is at the forefront of every plan and discussion. Our study of year end data highlights the continuing needs for these goals and this renewed focus on our English Learners, low income students, and foster youth. In addition, it is clear we need to provide a more supportive, inclusive environment for our students with IEPs. Our SEPTAR (Special Education Parent Teacher Association of Redwood City) committee has been included in all of our educational partner meetings and MTSS planning sessions. They have advocated strongly for the inclusive environments and practices provided by the MTSS structure.

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

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

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

There were four LCAP educational partner sessions held on February 28, April 25, May 16 and June 6. 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. Representatives from certificated and classified staff, their unions, and site administrators attended each meeting. Representatives from the Special Education department and the Special Education parent organization (SEPTAR) also attended each meeting. In addition, members of the State Preschool Parent Advisory Committee were invited in order to further plan and develop the alignment between our early childhood classrooms and the planning for intentional inclusion of our Special Day Class students beginning in the school year 2023-24.

Parents from the district DELAC were present at each meeting and translation was always available in the large group sessions, with designated Spanish only breakout session also offered at each meeting. DELAC participants strongly recommended the inclusion of tutoring as an action item in the LCAP.

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. In the 2021-22 school year, SELPA Coordinators met bimonthly with the Assistant Superintendent of Ed Services to plan the MTSS roll out (Goal 1). In addition to the robust planning support, the SELPA Coordinators were an integral part of each presentation to the stakeholders. SELPA Coordinators brought their expertise in the MTSS framework to each discussion, and helped guide the development of Goal 1 for the LCAP. They were active members of each breakout session, and were instrumental in providing both background knowledge and implementation guidance to the stakeholders. The ongoing support of the SMCOE SELPA Coordinators has been written into the LCAP actions and services. In the 2022-23 school year, the Executive Director of the San Mateo County SELPA attended all LCAP meetings and took an active role in the small group discussions. Parents of students with IEPs and the RCSD Director of Special Education were also actively engaged in the discussions, and attended all educational partner meetings.

Specific outreach was also provided to engage students and obtain their feedback. In February of 2023, two district leaders began crafting an in-person student feedback program to gather student voice and proposals for the LCAP. All sites were emailed on February 21st with an

introduction to the program and the requirements for student nominations and scheduling their site's meeting date. These emails went to Principals, Assistant Principals, and Community School Coordinators to work together in this process.

Student Nomination Process:

Site teams were asked to identify 4 students per grade (5th-8th grade) that they believed would be a good fit for this committee. They were asked to choose students that were inclusive and representative of your site's unique student body, including students with IEPs.

Student Site Committee Overview:

All meetings were conducted in person at the respective school site by the district representatives. Eleven of the twelve school sites scheduled and successfully completed their meeting. An overview of the planned activities, objectives, and a detailed lesson plan was shared with the site administrative teams.

Meeting Objectives and Lesson Plan:

There were two main objectives in this student voice project. The first was for students to demonstrate their comprehension of the LCAP goals and the existing services provided by the LCAP. The second was for students to engage in the planning process for the 23-24 LCAP as leaders of their school communities. Our students engaged in community and leadership development activities with their site teams along with creating a proposal for each of our three main LCAP goals. Students were organized into small groups where they discussed with one another and documented what they would like to see changed, adjusted, and/or maintained at their school site utilizing the funds provided by the LCAP. Our student leaders then presented their goal proposals to the larger group and chose a member of the committee to represent their site at the All District Student LCAP Committee meeting with Assistant Superintendent Liz Wolfe in April.

The final draft of the LCAP was taken to the LCAP Committee on June 6. All final questions were answered by the Superintendent in writing. The RCSD Board of Trustees held a public hearing to review the LCAP on June 21, and approved the LCAP on June 28.

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

A summary of the feedback provided by specific educational partners.

When the LCAP goals were established in the spring of 2021, the LCAP committee went through the proposed goals paying attention to the stated priorities. Each goal was analyzed for the inclusion of conditions of learning, pupil outcomes and engagement priorities. In February of 2023, the decision was made to keep the original 2021-22 LCAP goals, and continue to work to meet the chosen targets.

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. The primary request of the DAC and the DELAC was to provide additional tutoring opportunities for students.

SELPA:

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

RCTA (certificated union representatives):

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

CSEA (classified union representatives):

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

In the meetings held in the spring of 2023, the educational partners affirmed the work and findings of the 2022 LCAP development team, and added the following comments:

Goal 1:

Successes:

- Chronic absenteeism declined from kindergarten to 5th grade.

Needs:

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

Goal 2:

Needs:

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

Goal 3:

Successes:

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

Needs:

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

At our final educational partner engagement meeting, held May 31, 2023, the final recommendations were made:

Goal 1:

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

Goal 2:

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

Goal 3:

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

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

Goal 1:

In the spring of 2023, all groups supported the development of the chosen goals and the renewed commitment to the implementation of the MTSS framework. Members of the LCAP committee made suggestions regarding trainings in Universal Design for Learning (UDL), the inclusion of the SMCOE SELPA Coordinators and Kevin Schaeffer (Supporting Inclusive Practices) in ongoing professional development for staff, the focus on culturally responsive and anti-bias curriculum, additional hours for classified staff to support instruction and the inclusion of Gay Straight Alliance (GSA) teacher leaders/advisors at each site. The tiered academic and social emotional supports were identified and supported. The commitment to ongoing professional development for all staff, was affirmed at each meeting, by each educational partner group. Additional opportunities for leadership development were recommended. Outreach to students and families was also highly recommended by educational partners, aligned with the mental health and social emotional supports that are beginning next year at each school site.

There was consensus among all educational partners that more mental health counselors were needed across the district, and specifically located at sites with high percentages of unduplicated pupils. (the + sign indicates more than 1 working group agreed with the recommendation)

Additional recommendations from spring 2023:

Keep:

- Keep GSA and add a similar advocacy/buddy group for newcomers
- Create a peer tutoring system (high evidence of impact)
- School attendance staff person to go out to homes; using the money not spent on behavior specialists this year*+
- Transportation Hubs/localized bus stops - for better access to more students to get to their schools (even neighborhood schools)
- Parent workshops for helping them help their kids to get to school on time
- Create a training and stipend program to promote home visits (or use a 3rd-party resource) to address absenteeism. (Would probably include a full-time coordinator's salary) (evidence of impact)
- Implement small group support counseling sessions at all campuses to meet the needs of more students while implementing a student support system from their student colleagues.+
- Site-based family attendance / engagement outreach events – collaboratively address barriers to attendance and build community +
- Reserve spaces in general education for students who are mainstreamed so that the class is not crowded and the students feel like they have an authentic space in the group +
- Class size reduction and/or resources, including IAs +
- Change mindset / definition of how SEL is addressed – it is instructional practice rather than a subject.
- Recommend keeping all current positions as funded
- Universally design classrooms and teaching instruction to address needs of every diverse learner. Provide calming corners in the classroom. Universal design for learning has a direct connection with MTSS.
- Include art access for all students in an additional class or incorporated in daily activities.+
- Hire additional behaviorists to work onsite with students/teachers and train and support faculty and staff+

Change or add:

- SEL (currently \$50K)
- Restorative Practices
- Community School Site Contributions - reassign to school attendance liaison
- Outdoor ed; redirect any leftover funds to pay for Section 504 for students with medical needs for outdoor ed
- All resource rooms/ special ed classrooms have chromebook sets
- Recruiting specialist so that all of our positions can be filled and we can implement the LCAP as written; most of the unspent funding is related to staff; big equity issue
- Hiring bonuses competitive with neighboring districts
- A district level early literacy specialist - supporting best practices/curriculum for early literacy

Goal 2:

In the spring of 2023, members of the DAC and site staff made recommendations in regards to the support of the English Learners: involving staff in the selection of ELD materials, providing transportation for newcomer students to their assigned schools, and outreach to families.

Additional recommendations from spring 2023:

- ELD Curriculum + the PD to support it
- Site-based family reclassification / emergent bilingual engagement outreach events
- Train and hire additional ELPAC testers (earlier in the school year) - reach out to families and local organizations
- Training our teachers and staff on ELPAC to learn and understand all the domains
- Tutoring services in person and/or online for our students to learn English
- Piloting an AI-based conversation application such as DuoLingo Max*
- ELD Coach- Out of ratio teacher for K-5 sites
- Providing training or resources for teachers to be able to provide information to students and families in English and Spanish. (Handouts, websites, emails, etc.)

Change or add:

- Outdoor Ed financial support

Goal 3:

Additional recommendations from spring 2023:

Keep:

- All Reading Specialists at all schools should have training in Dyslexia and other academic learning disabilities.
- Teacher release time within a PLC for collaborative unit and lesson study / data analysis/ reflection / goal-setting / iteration through implementation of new instructional strategies and unit planning (+ repeat in a cycle)
- Make all LCAP related PD mandatory.
- Implement Dyslexia Screener in i-Ready

- PD for participation with California Reading and Lit Project (CRLP)
- Reduced class sizes, or more adults in the classroom that would allow for more small group instruction which would hopefully close the gap with reading and math - scores.++

Add or change:

- no comments

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

in response to CHKS Pupil Engagement prompts:

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SARC: Properly Credentialed Teachers	2020-21 100%	2021-22. 100%	2022-23. 100%		100%
SARC: Student access to instructional materials	2020-21 100%	2021-22. 100%	2022-23. 100%		100%
SARC/FIT: Facilities in good repair	2020-21 100%	2021-22. 100%	2022-23. 100%		100%
Local Indicator Self Reflection Tools	2020-21 MET	2021-22. MET	2022-2023: MET		MET
California Healthy Kid Results: School Climate	2020-21 School Climate, Sense of Safety Student: » I feel safe in my school (level of agreement - 82% agreement).	Not applicable: We did not administer the CHKS this spring. We used the Panorama Survey questions.	Not applicable: We did not administer the CHKS this spring. We used the Panorama Survey questions.		School Climate: Sense of safety: 90% School Climate: Safety of environment: > 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>School Climate, Safety of Environment, Bullying >90% favorable responses</p> <p>School Climate, School Connectedness <br</p>				<p>School Climate: School connectedness: 90%</p> <p>(Metric retired as we are incorporating these questions into Panorama Survey.)</p>
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>	Not applicable: We did not administer the CHKS this spring. We used the Panorama Survey questions.	Not applicable: We did not administer the CHKS this spring. We used the Panorama Survey questions.		<p>Pupil Engagement: Learning motivation: 80%</p> <p>Pupil Engagement: Truancy and Absenteeism: 90%</p> <p>(Metric retired as we are incorporating these questions into Panorama Survey.)</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 30.20% (2021-22)</p> <p>EL 42.76% (2021-22)</p> <p>FY 57.14% (2021-22)</p>	<p>As of May 25th, 2023</p> <p>All 25.8%</p> <p>EL 35.0%</p> <p>FY 44.4%</p> <p>SED 30.8%</p>		<p>All. 5%</p> <p>EL 5%</p> <p>FY 0%</p> <p>SED. 5%</p> <p>SWD. 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)	SED 38.60% (2021-22) SWD 37.33% (2021-22)	SWD 37.5%		
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 92% (2021-22) EL 90% (2021-22) FY 84% (2021-22) SED 91% (2021-22) SWD 91% (2021-22)	As of May 25th All 92.2% EL 90.5% FY 82% SED 91.4% SWD: 90.1%		All. 97% EL: 97% FY: 100% SED: 97% SWD: 97%
Pupil Suspension rate	All 0.1% (2020-21) All 2.0% (2018-19) EL 0.1% (2020-21) EL 2.0% (2018-19) FY 0% (2020-21) FY 0% (2018-19)	All 1.79% (2021-22) EL 2.36% (2021-22) FY 14.29% (2021-22)	As of May 25th All 2.73 % EL: 3.26% FY: 11.11%		All: 1% EL: 1% FY: 0% SED: 1% SWD: 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SED (connected with EL) SWD 0.4% (2020-21) SWD 12.9% (2018-19)	SED 2.66% (2021-22) SWD 2.67% (2021-22)	SED: 4.12% SWD 6.18 %		
Pupil Expulsion rate	All 0% (2020-21) EL 0% (2020-21) FY 0% (2020-21) SED 0% (2020-21) SWD 0% (2020-21)	All 0% (2021-22) EL 0% (2021-22) FY 0% (2021-22) SED 0% (2021-22) SWD 0% (2021-22)	All 0% (2022-23) EL 0% (2022-23) FY 0% (2022-23) SED 0% (2022-23) SWD 0% (2022-23)		All 0% EL 0% FY 0% SED 0% SWD 0%
California Science Test	Grade 5: Met or exceeded: 34.72% (2018-19) Grade 8: Met or exceeded: 31.84% (2018-19)	Grade 5: Met or exceeded: 27.4 % (2021-22) Grade 8: Met or exceeded: 31.85 % (2021-22)	Grade 5: Met or exceeded: 35% (2022-23) Grade 8: Met or exceeded: 34% (2022-23)		Grade 5: Met or exceeded: 50% Grade 8: Met or exceeded: 50%
Panorama Survey (replacing CHKS survey)	2021- 2022 Spring Grades 3-5: School Belonging = 62% School Climate = 62% School Engagement = 49% School Safety = 58% School Teacher-Student Relationships = 74% Grades 6-8:	Not applicable: This year's scores have been added to the baseline column	2022-2023 Spring Grades 3-5: School Belonging = 62% School Climate = 58% School Engagement = 49% School Safety = 60% School Teacher-Student Relationships = 72% Grades 6-8:		Grades 3-5: School Belonging = 75% School Climate = 75% School Engagement = 60% School Safety = 70% School Teacher-Student Relationships = 80% Grades 6-8: School Belonging = 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School Belonging = 38% School Climate = 46% School Engagement = 26% School Safety = 60% School Teacher-Student Relationships = 49%		School Belonging = 34% School Climate = 41% School Engagement = 24% School Safety = 51% School Teacher-Student Relationships = 44%		School Climate = 55% School Engagement = 50% School Safety = 70% School Teacher-Student Relationships = 60%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Tier I: Personnel: All teaching staff, classified staff, site administrators	1. Highly qualified staff will provide grade level instruction and any necessary differentiated supports to each student in their classrooms 2. Site administrators will oversee, support, and coach teachers in providing a multi-tiered system of support	\$47,600,000.00	No
1.2	Tier 1: Standards-based materials: all subject areas	1. Grade level, district adopted curriculum will be provided to every student, in each subject 2. Curriculum will be culturally relevant and anti-racist 3. Access to updated curated online materials (e.g. newsela, Nearpod libraries) will be provided 4. 2023-24 school year: grades 6-8 math pilot will take place 5. Additional SEL curriculum will be purchased for sites	\$2,774,500.00	Yes
1.3	Tier 1: Facilities in good repair	1. All facilities will be maintained as per required standards	\$9,269,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Tier I: Professional Development (PD) and coaching 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. In the 2023-24 school year, the District wide Leadership Team and Site Based MTSS teams will work in collaboration to fully define and implement Tier 1 structures and supports in the areas of academics, social emotional supports and positive behavior interactions and guidelines.</p> <p>2. August PD will be provided to all staff in teaching foundational skills in reading, assessments for learning, and goal-setting conferences.</p> <p>3. Staff development Teachers on Special Assignment (TOSAs) will provide coaching, resources and curriculum in TK-8 grade subject areas, STEAM, and provide supports to new teachers</p> <p>4. Staff will have opportunities for release time for planning, participation in book clubs, and stipends for after work hours.</p> <p>5. Teacher leadership will be developed through Lead/Empowered learner structures in Literacy, Math, Science, STEAM and Technology Integration.</p> <p>6. Opportunities to participate in book clubs focused on reading, math, science, SEL, grading and other topics will be provided and stipends will be offered to participating staff members.</p>	\$2,449,200.00	Yes
1.5	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.	Elective teachers, both virtual and in-person, will be added to schools with high numbers of unduplicated pupils to provide access to regularly scheduled, high quality enrichment classes.	\$1,270,242.00	Yes
1.6	Tier 1: Provide lower class size in grades at high priority schools by providing	<p>1. Class size in K - 2 will be maintained at 25:1.</p> <p>2. Instructional assistants will be provided at selected sites to push into classrooms and work with small groups of students in ELD, Math and Literacy</p>	\$803,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	instructional assistants	3. Additional instructional assistants will be provided to high needs sites		
1.7	Tier 1: Support for the Transitional Kindergarten (TK) program	1. Instructional assistants will be provided to each TK classroom to work with students needing additional supports: 11 classrooms	\$525,000.00	Yes
1.8	Tier 1: Social-emotional (SEL) supports	<p>1. Stipends for GSA (Gender and Sexuality Alliance) teacher leads/advisors will be provided to each site.</p> <p>2. Collaboration with Stanford University/Gardner Center will continue to develop and ensure a system of SEL supports for staff, students and families</p> <p>3. Training in Restorative Practices will be provided districtwide to priority sites, in preparation for a district roll out. This will be multi-funded with Sequoia Health Care and County Public Health funding.</p> <p>4. Additional resources needed for supporting positive classrooms environments will be purchased</p>	\$40,200.00	Yes
1.9	Not Continuing	Action not going forward	\$0.00	
1.10	Tier 1: Positive Behavioral Interventions and Supports (PBIS)	1. Training and support will be provided by the Santa Clara County Office of Education to each site and to the MTSS Coordinators for Tier I PBIS strategies	\$28,500.00	Yes
1.11	Tier 1: Student Services and outreach to families experiencing chronic absenteeism	<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 specific outreach to families of homeless students and provide necessary</p>	\$243,230.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>clothing, school supplies and bus passes students facing temporary or long term homelessness.</p> <p>3. The Student Services department carefully oversees student attendance issues. Letters, phone calls and weekly emails are sent home to encourage attendance. In the 2023-24 school year, a social worker intern will be added to the Student Services department to assist with home visits.</p> <p>4. As part of Tier 1 services, MTSS TOSAs at the school sites reach out to families of students who are absent. Tier II services involve Site Admin, MTSS TOSA, and the Mental Health Counselors, if needed.</p>		
1.12	Tier 1: Family Outreach	1. Parent participation and inclusion in school decision making will be emphasized and training will be provided, with particular outreach to families of unduplicated pupils.	\$10,000.00	Yes
1.13	Tier 1: General Ed and Special Ed connections and inclusive practices	<p>1. The RCSD MTSS leadership team, in collaboration with the SMCOE, SIP (Supporting Inclusive Practices, statewide organization) 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.</p> <p>2. Training for inclusive practices will take place with support of the RCSD involvement in the SMCOE EIEEP grant</p>	\$0.00	No
1.14	Tier II: Extending learning time	1. Summer school will be provided each summer that is designed to engage students in investigative science projects, while	\$1,133,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>simultaneously developing and enhancing language, reading and math skills. Unduplicated students are prioritized for enrollment.</p> <p>2. After school tutoring opportunities will be offered at sites by classroom teachers who will work with their own students. Teachers may choose to do 1-1 tutoring or with small groups. Unduplicated students will be prioritized for tutoring. Other tutoring service models include CAP (College Advising Prep) tutoring and peer tutoring.</p>		
1.15	Tier II: Provide additional staff at sites for supplementary small group instruction in reading	<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. Additional .5 or 1.0 reading specialists will be provided at high needs sites: Adelante Selby, Garfield, Henry Ford</p>	\$1,840,000.00	Yes
1.16	Tier II: Community School wrap around service supports for families	<p>1. Adelante Selby, Garfield, Hoover, Roosevelt, MIT and Taft are designated as Community Schools. Each site has a full time Community School Coordinator and Administrative Assistant paid for by the LCAP. Community School is a model and a holistic approach focused on achieving educational success and developing the social, emotional, intellectual and physical well-being of our students in an effort to close the equity and opportunity gap that arise in our communities.</p> <p>In the 2023-24 school year, Clifford School will be added as an RCSD Community School.</p> <p>Our community schools:</p> <ul style="list-style-type: none"> • use proven strategies and culturally responsive practices • serve as a hub for the community by providing multiple services accessible through our site Family Centers and our Community School Coordinators - mental health, safety net services, food distributions, extended learning programs and 	\$1,772,667.00	Yes

Action #	Title	Description	Total Funds	Contributing
		various other resources through intentional partnerships to provide opportunities, optimize impact, and address identified needs at an individual and community level to address the barriers to learning.		
1.17	Not Continuing	Action not going forward	\$0.00	
1.18	Tier II: Site-based Mental Health Supports	<p>1. Full time Mental Health Counselors have been added to each school site to provide support principally directed towards unduplicated students.</p> <p>2. Full time School Psychologists are currently located at each site whose services are principally directed towards unduplicated students.</p> <p>4. Additional Mental Health support will be provided by OneLife, based on additional needs at each site.</p> <p>5. The position of Lead Mental Health Counselor has been established to manage site personnel, coordinate services and collect and report data.</p> <p>6. Supplies are provided for Mental Health Therapists to set up welcoming room environments and provide nurturing toys and games for children</p>	\$3,797,946.00	Yes
1.19	Tier III: Class-based Behavior Support	In 2023-24, an Opportunity School will be re-established to provide a temporary alternative educational setting for students . This classroom will be staffed by a certificated teacher, an Instructional Assistant and a behavior therapist.	\$50,000.00	Yes
1.20	Tier III: Homeless Students	<p>1. Director of Student Services will identify:</p> <ul style="list-style-type: none"> Families at risk of currently facing homelessness through the annual housing questionnaire. 	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Homeless families training for staff. <p>2. LifeMoves will provide:</p> <ul style="list-style-type: none"> Outreach to families who are at risk of being homeless to assist them by referring them to community services available. Case management services to proactively identify families who are at risk of becoming homeless, currently are homeless or are in the process of housing stability and continue to need assistance. <p>3. Transportation will be provided to homeless students to their schools of choice.</p> <p>4. Additional assistance is provided to families experiencing homelessness: rent assistance, gift cards, travel and auto costs</p>		
1.21	Tier III: Behavior Specialists	Additional supports for intensive behavior of UP student needs will be added to high priority sites through contracted services.	\$440,000.00	Yes
1.22	MTSS System Monitoring	<p>1. Full time MTSS Teachers on Special Assignment (TOSAs) will be located at every site, and work together with site administrators to support the tiered levels of academic, emotional and behavioral supports, provide data for discussions by site based MTSS teams and teacher PLCs, and collaborate districtwide to problem solve implementation issues as needed. Their role is to coordinate MTSS implementation, the collection of data, facilitate SSTs and 504 plan writing, and ensure the appropriate access to services for students and their families, and align supports that cultivate growth for the whole child and family. Site based MTSS teams meet regularly to discuss and ensure implementation of selected components of the MTSS framework, according to planned implementation phases</p> <p>2. Through the student referral system, student data and family requests, MTSS Site TOSAs will support the review of individual, small group and community needs through the Screen Team to determine</p>	\$1,500,790.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>appropriate interventions, and timelines for progress monitoring as defined by the district MTSS team being implemented by the site</p> <p>3. Training will be provided by the SMCOE and SELPA Coordinators to the MTSS Coordinators further develop the MTSS purpose and process districtwide. The MTSS team will reflect and revise site processes to align the needs of the students with Tier I, Tier II and Tier III supports, and the development of these tiered supports.</p> <p>4. A Coordinator of Assessment and Accountability has been hired to collect, monitor, and analyze data to determine 1. A Coordinator of Assessment and Accountability will be hired to collect, monitor, and analyze data to determine efficacy of actions and services and provide data for schools, teachers. The Coordinator of Assessment and Accountability will work closely with the MTSS TOSAs at each site to ensure the fidelity and appropriate scope of the student data.</p> <p>5. The iReady assessment will be used to progress monitor students learning in language arts and math in both English and Spanish.</p> <p>6. The Panorama Survey will continue to provide school climate information from students, families and district staff.</p> <p>7. The Ed Services Department Secretary will support the collection of this data, monitoring of expenditures, process purchase orders, stipends, etc.</p>		

Goal Analysis [2022-23]

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.

We were able to implement this goal broadly across our district by providing ongoing professional development for administrators and teachers, adding reading specialists and mental health counselors at each site, and developing the MTSS system of supports through training, Community Schools Coordinators, Mental Health Therapists and MTSS teachers on special assignments.

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

- 1.2. The cost of the math adoption materials has not yet been included in this budget.
- 1.4. There was 1 retirement and 2 resignations in the professional development team, and the vacant positions were not filled
- 1.5 Not all positions were filled (instructional assistants)
- 1.6 We were not able to hire the number of instructional assistants that we planned to hire to work in classrooms at our priority sites
- 1.7 We hired additional instructional assistants for our expanding TK program
- 1.8 The amount listed in the annual update section is not reflective of final billings
- 1.14 We added additional funding for tutoring programs, but the capacity of the outside agency with whom we were working was reached in the middle of the year, and staff was not available to work with our fourth priority site
- 1.15 As mentioned above, we were unsuccessful in finding sufficient staff (both classified and certificated) to work with small groups
- 1.16 Additional funding was provided for the Community Schools programs by grant funding.
- 1.18 Not all positions were filled
- 1.20 Other grant funding providing resources and supports for our homeless families
- 1.21 Behavior specialists and therapists were added to selected sites, but as a contract service, were not hired at the level anticipated.
- 1.22 Not all planned positions were filled

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

We continue to see our unduplicated pupils be challenged by attendance. The reasons for this are varied - transportation challenges, walking to school in bad weather, some school aversion and health issues. Several efforts have been made to address this need, and will be increased in the 2023-24 school year: home visits, incentives, increased transportation opportunities and parent meetings. Student behavior continues to be a focus, and ongoing training in PBIS and Restorative Practices along with increased support from our Mental Health Counselors and Behavior Therapists will be provided to address this need.

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.

No significant changes have been planned for this goal.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Priority 4

Targeted student groups: Unduplicated pupils (English Learners)

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

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

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

Updated analysis for 2022-23 results:
Overall, we see that our 2022-23 EL students' performance is not as high compared to the 21-22 school year. More than half of our EL students did not show progress in ELPAC level growth or actually dropped down in ELPAC levels. However, we believe that this can be attributed to the district's proactive efforts to reclassify EL students this year. In our work with Stanford University and the Sequoia collaborative, our district, along with local elementary districts established new reclassification criteria to align with high school entrance requirements for A-G placements. Many EL students who would otherwise have been retested on the ELPAC in the spring and been included in this count, met reclassification criteria and were removed from the pool of EL students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Summative ELPAC results	13.6% proficient (2020-21) (not all students were tested) 11.7% proficient (2019-20) (not all students were tested) 13.6% proficient (2018-19)	17.8% proficient (2021-22)	9.6% proficient (2022-2023)		20%. proficient
EL Progress Indicator (CA Dashboard)	51% of EL making progress (2019)	55.7 % of EL making progress (2021-22)	Not available for 2022-2023		80% of EL making 1 level growth progress
EL Reclassification count	225 (2020-21 - not all students were tested) 134 (2019-20)* 618 (2018-19) *Corrected numbers: 49 (2019-20)	235 (2021-2022)	346 (2022-2023)		500
EL Reclassification rate	7.4% (2020-21) * 4.5% (2019-20) * 18.4% (2018-19) * Corrected numbers: 10.2% (2020-21) 2% (2019-20)	10% (2021-22)	16% (2022-2023)		20%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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. Integrated units that focus on language development and student centered teaching strategies will continue to be developed and shared with teachers across the district. 2. Primary language instruction in Spanish will continue to be supported at Garfield, Hoover and Taft 3. The Pathway to the Seal of Biliteracy will begin at Kennedy Middle School for the Spanish bilingual students in the 2022-23 school year. The Pathway will be offered to Mandarin bilingual students in 2023-24. 4. Additional materials for ELD instruction will be provided to each site. 5. Out of ratio designated ELD teachers are provided to MIT, Kennedy, Hoover and Henry Ford in order to ensure sufficient staffing and supports to newcomer students not meeting the criteria for the Newcomer Center placement. 6. An additional bilingual testing specialist will be added to ensure each EL students is ELPAC tested 	\$1,282,000.00	Yes
2.2	Tier I: PD for staff	<ol style="list-style-type: none"> 1. Professional Development will be provided to staff and instructional assistants in: <ul style="list-style-type: none"> • ELD curriculum • ELD strategies (for example: building vocabulary and oral language development) • working with newcomers • integrated units • the use of Ellevation instructional learning models 	\$30,000.00	Yes
2.3	Tier I: Academic Planning for Success	A bilingual consultant will work with Unduplicated Pupil families to ensure that they have sufficient information for high school preparation	\$27,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(enrollment, assessments, A-G requirements, accelerated pathways, etc.), beginning with students in 5th grade. This consultant will meet 1-1 with families, hold group meetings, be available to advocate for student placement in both middle school and high school, among other actions and services for students who are typically under-enrolled in high level classes. The consultant will prioritize Bayside schools and Spanish-speaking families.		
2.4	Tier I: Outreach to Spanish speaking families	<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. 3 full time Spanish Interpreters provide translation at public meetings, IEPs, site functions both orally and written documents. Funding is also included for interpretation in languages other than Spanish, as needed.</p>	\$711,067.00	Yes
2.5	Tier II: Providing for additional needs	<p>1. Additional instructional support staff will be provided at sites with increasing numbers of EL students (cost listed in goal 1.6).</p> <p>2. Financial support will be provided for students from Taft, Hoover, Garfield to attend Outdoor Education, field trips</p>	\$150,000.00	Yes
2.6	Tier II: Specialized support for recently arrived Newcomer students	<p>International students, recently arrived in the US, are deserving of a specialized program. The RCSD will establish a 3-tiered system of supports.</p> <p>Tier 1:</p> <p>1. Recently arrived newcomer students (less than 1 year in US) will be provided with instruction in a bilingual newcomer center located at</p>	\$1,874,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Garfield School (grades 2-8). Qualifying students will be provided with transportation to the site, school uniforms if needed and services will be provided to the families upon an initial interview that determines need. Classrooms will be staffed at a lower ratio by certificated bilingual teachers. An on-site Teacher on Special Assignment will be available to welcome students and their families, provide ELPAC and Spanish testing, and ensure appropriate placement in the tiered system. Costs include:</p> <ul style="list-style-type: none"> • 3 classroom teachers at Garfield • transportation to newcomer center • 1 TOSA liaison with the families <p>International students with a year or more of US schooling and/or high levels of academic proficiency in their first language, will be placed in the "Second tier" of the system, where they will be served by classroom teachers and dedicated ELD specialists who will work with the students in small groups to teach ELD and offer primary language support.</p> <ul style="list-style-type: none"> • Kennedy, Roosevelt, Henry Ford, Clifford, Hoover, Taft <p>Newcomer students at all sites with 2 or more years in the district, enrolled in bilingual and non-bilingual classrooms, will have additional supports from instructional assistants</p> <ul style="list-style-type: none"> • Adelante Selby, Clifford, Hoover, Kennedy, MIT, Roosevelt, Taft <p>2. Additional out of ratio ELD teachers will be provided to Kennedy and MIT</p> <p>3. Establish and provide Summer School for newcomers (to begin June 2022)</p> <p>4. Provide after school tutoring for newcomer students</p>		
2.7	Tier III: SPED and EL dual identified students	1. The Director of SPED and Director of ELD will work together to review the process of identification, progress monitoring and reclassification of EL students who are also identified as SPED.	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. IEP teams will include an EL specialist to provide ideas, feedback and next steps. 3. All site admin will be involved in progress monitoring of dually identified students.		
2.8	Program Monitoring	1. Director of EL and Categorical Programs will oversee the student data, monitor EL student progress, provide data to schools, admin and teachers in order to surface needs, successes and promising practices 2. The Ellevation platform will be used to store and monitor EL data	\$290,541.00	Yes

Goal Analysis [2022-23]

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.

Implementation of this goal continued to provide support to teachers of our multilingual learners and to their families. Additional needs for our recently arrived international students grew this school year and will be addressed by an increase in program options and supports in the 2023-24 school year.

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

2.2 Additional trainings and materials were needed to support new teachers working with English Learners in their implementation of the district's integrated units and curriculum

2.6 Two teachers on special assignment, working specifically with the newcomer program, retired or left the district

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

Along with the activities in this goal section, the changing criteria for reclassification across the Sequoia High School District partner districts, has resulted in a higher number of students being reclassified and eighth grade students entering the A-G credit bearing classes as ninth graders.

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.

A renewed emphasis will be placed on designated English Language Development (ELD), and the grouping of English Learner (EL) students by level for appropriate, focused ELD instruction. New curriculum has been purchased for classroom use for the 2023-24 school year. An increase in services and programs will be offered to our newcomer students and families in the 2023-24 school year.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Priority 4

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

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

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

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

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

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

Math:

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

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

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

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

Spring 2022 local diagnostic assessment (I-Ready) detail analysis also suggests that:

ELA:

Only 13% of EL students in the district scored on or above grade level. Only 7% of EL students in grade level 3-8 performed on or above grade level, which is significantly lower as compared to EL K-2 students (24%)

Math

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP, grades 3-8	Reading (2018-19) All 54.5% met or exceeded EL 12.04% RFEP 64.4% SED. 38.9% SWD 17.6% Math 2018-19 All. 46.1% EL. 12.5%	Reading (2021-22) All 45.4% met or exceeded EL 8.7% RFEP 51.4% SED. 28.2% SWD 17.1% Math (2021-2022) All. 36.1% EL. 6.5%	Reading (2022-2023 as of 06/11/23) All 49% met or exceeded EL 7% RFEP 52% SED. 30% SWD 20% Math (2022-2023 as of 06/11/23)		Reading All: 75% EL: 25% RFEP: 75% SED: 50% SWD: 45% Math All: 75% EL: 25% RFEP: 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	RFEP. 47.9% SED. 30.5% SWD 15.4%	RFEP. 32.3% SED. 18% SWD 15.3%	All. 40% EL. 7% RFEP. 31% SED. 20% SWD 19%		SED: 50% SWD: 45%
iReady Reading (at or above grade level), grades K-8	All 46.1% (spring 2021) EL 14.4% RFEP 46.4% SED 24.9% SWD 19.5%	All 47% (spring 2022) EL 13% RFEP 44.7% SED 26.5% SWD 22% Homeless 11%	All 45 % (spring 2023) EL 9% RFEP 46.4 % SED 27% SWD 21% Homeless 8%		All: 75% EL: 25% RFEP: 75% SED: 50% SWD: 45% Homeless: 20%
iReady Math (at or above grade level), grades K-8	All 39.1% (spring 2021) EL 10.8% RFEP 35.3% SED 18.1% SWD 17.7%	All 40% (spring 2022) EL 11% RFEP 35.5% SED 19.6% SWD 19% Homeless 9%	All 38% (spring 2023) EL 8% RFEP 33.6 % SED 19% SWD 17% Homeless 7%		All: 75% EL: 25% RFEP: 75% SED: 50% SWD: 45% Homeless: 20%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Tier I: Instruction	<p>1. All students, including unduplicated pupils and students with disabilities, will receive daily instruction in language arts (reading and writing) and math, both whole group and small group instruction, based on grade level standards using district adopted curriculum</p> <p>2. Additional math manipulatives will be provided to all grade levels to enhance and increase hands-on math experiences and support math thinking.</p> <p>3. A comprehensive math pilot will take place for grades TK-5, with a decision made by June 2023. (Funds included in this item are for pilot</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teacher stipends for planning, meeting attendance and training in curriculum materials.)		
3.2	Tier I: Professional Development and coaching	<ol style="list-style-type: none"> 1. Provide summer professional development to staff in strategies for teaching reading to all students, including unduplicated pupils and students with disabilities 2. Provide ongoing coaching for teachers and instructional assistants in strategies for teaching reading, math and science to all students, including unduplicated pupils and students with disabilities 3. Provide training with outside providers, for example the California Reading and Lit Project (CRLP), in the science of reading to Reading Specialists, selected staff members 	\$0.00	Yes
3.3	Tier I: Enriched course offerings for unduplicated students	<ol style="list-style-type: none"> 1. Provide accelerated math pathways by hiring out-of-ratio teachers at one K-8 site (Clifford) 2. Provide STEAM teachers at high need sites 3. Provide electives at high priority sites, allowing for release/planning time with staff and district coaches 4. Continue implementing CTE modules, as per grant, in middle schools. District STEAM TOSA will support implementation of appropriate CTE elements in primary grades. 	\$80,000.00	Yes
3.4	Tier I: Monitoring	<ol style="list-style-type: none"> 1. Provide individual reading assessments in lower grades (Brigance (TK-K), Literably (1 - 5)) 2. Establish writing prompt schedule and scoring rubric 	\$260,823.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Tier II: Provide additional staff at sites for supplementary small group instruction	1. Provide Reading specialists at each K-2 site (listed in 1.15) 2. Increase the number of Instructional Assistants to provide individual and small group instructional support in reading and math (listed in 1.6)	\$0.00	Yes
3.6	Not Continuing	Action not going forward	\$0.00	
3.7	Not Continuing	Action not going forward	\$0.00	
3.8	Tier II: Materials	1. Additional materials for interventions in reading and math will be purchased as needed.	\$300,000.00	Yes

Goal Analysis [2022-23]

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.

This goal was implemented as planned, with the exception of the items that were not filled by classified or certificated staff. The Reading Specialists, located at each primary school site, were instrumental in supporting students and staff as we began a renewed focus and training in the area of foundational reading skills.

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

- 3.1 The number of teachers participating in the math pilot program was not as high as expected
- 3.2 Remaining federal COVID funds were used to provide beginning of the year training for all teachers
- 3.3 One position remained unfilled for the school year
- 3.8. Funds for reading intervention materials were not expended until after the estimated actuals were calculated

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

Our reading and math results, while moving in a positive direction, are not sufficiently approaching the targets that we have set as desired outcomes for 2023-24. While our focus was on teaching this content, our materials are not adequate, and teachers often have to look for additional materials on their own, resulting in a lack of consistency across the district. There are many new teachers in the district, and while retired teachers returned to support their learning of class routines and effective practices, the need for high quality, consistently used district curriculum in reading and math is apparent.

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.

Reading:

Training has and will be taking place for all teachers TK-5 in the science of reading and the importance of teaching foundational reading skills. New supplementary reading materials have been purchased for teachers to use with small groups in reading and for students to use to practice their new skills (decodable readers).

Math:

New TK-5 math curriculum was piloted during this school year, and a Illustrative Mathematics was chosen to be implemented in the primary grades in the 2023-24 school year. Teachers will be trained in August, and have ongoing professional development during the school year in their new curriculum and teaching routines.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$10,106,437	\$506,292

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
14.27%	5.51%	\$3,886,203.30	19.78%

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

Required Descriptions

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

The following data was used to determine the goals, actions and services that are principally directed to the large number of English learners, low income, and homeless students that attend Redwood City schools. As of June, 2023 there were 6,350 TK-8 grade students, 3,324 students receiving free and reduced lunch (low income), 236 homeless, 6 foster youth and 2,055 English Learners. there were 6,339 TK-8 grade students, 3,400 students receiving free and reduced lunch (low income), 203 homeless, 6 foster youth and 2,061 English Learners.

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

Adelante Selby: 66.43%
 Clifford: 49.34%
 Garfield: 93.29%
 Henry Ford: 68.40%
 Hoover: 93.73%
 Kennedy: 63.80%
 MIT: 88.44%
 North Star: 10.27%

Orion: 41.20%
Roosevelt: 74.71%
Roy Cloud: 16.40%
Taft: 83.18%

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

As stated in the Reflections section, the RCSD 2021-2022 California Dashboard data shows:

- Academic performance is low at most of the schools.
- Student groups who are very low on Academic performance for both ELA and Math were: EL, Homeless and Student with Disabilities
- Chronic absenteeism is relatively high or very high across the schools.
- Student groups who are very high status for Chronic absenteeism were: African American, EL, Foster Youth, Homeless and SWD

Student with Disabilities are performing at low to very low status on Academic and very high on Chronic Absenteeism across all RCSD schools

Student groups who are very high status for Suspension were: African American, Foster Youth and Homeless

Local data for 2022-2023 shows:
Suspension:

- Suspension rates went up district wide, especially among two specific students groups: SWD and ED

Chronic absenteeism:

- Chronic absenteeism rates show no improvement for Sped student group
- Data as of May 25th shows no improvement in attendance rates district wide as well among student groups

2021-2022 CAASPP data shows:

Reading

- Across all grades, the percentage of students who did not meet the standard is relatively high, ranging from 24% to 41%.
- Grades 3-6 has the highest percentage of student who did not meet standard

There is a large achievement gap for student groups as shown here:

- Black/African American: 20% below district average
- Hispanic Latino: 14% below district average
- Economically disadvantaged: 17% below district average
- English Learner: 30% below district average
- Homeless: 31% below district average
- Students with Disabilities: 28% below district average

Math

- The percentage of students who did not meet the math standard is relatively high across all grades, ranging from 35% (7th grade) to 51% (5th grade).

There is large achievement gap for each student groups as shown here:

- Black/African American: 24% below district average
- Hispanic Latino: 16% below district average
- Economically disadvantaged: 18% below district average
- English Learner: 30%below district average
- Homeless: 31% below district average
- Student with Disabilities: 21% below district average

Using 2021-2022 and 2022-2023 comparisons of i-Ready local data, the following areas have been identified as some areas of focus:

Reading

- The percentage of students performing at on or above levels decreased between 21-22 and 22-23 for all grade levels except 3rd, 5th and 6th grades
- Percentage of student performance on or above grade level also decreased between 21-22 and 22-23 for all ethnicity groups
- Reading Performance of students in EL, SWD and Economically Disadvantaged groups remain stabilized with a slight change in percentage of students on or above grade level between 21-22 and 22-23.
- Percentage of students meeting at least one year annual growth in Reading also declined from 54% (21-22) to 44% (22-23)
- Percentage of students not meeting at least one year of annual growth by subgroups are as follows:

EL students: 56%

SWD: 56%

Economically Disadvantaged: 52%

Homeless: 64%

Overall, the district-level reading performance remained relatively stable across the 3 academic years, with an average of 45% of students performing at or above grade level and 55% of students performing below grade level.

Math K-8:

- The percentage of students performing at on or above levels decreased between 21-22 and 22-23 for all grade levels except the 3-6 grade span
- The percentage of student performance on or above grade level also decreased between 21-22 and 22-23 for all ethnicity groups except Black/African American and American Indian
- Math Performance of students in EL, SWD and Economically Disadvantaged groups decreased in percentage of students on or above grade level between 21-22 and 22-23.
- The percentage of students meeting at least one year annual growth in Math also declined from 49% (21-22) to 44% (22-23)
- The percentage of students not meeting at least one year of annual growth in Math by subgroups are as follows:

EL students: 63%

SWD: 59%

Economically Disadvantaged: 59%

Homeless: 67%

Overall, the district-level reading performance remained relatively stable across the 3 academic years, with an average of 39% of students performing at or above grade levels and 61% of students performing below grade levels.

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

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

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

- 1.4: Specific items within this professional development item have been selected to prepare teachers and staff to better meet the needs of the UP students at their sites and within their classrooms. These items include the focus on MTSS implementation and tiered systems of support, development of UP teacher leadership opportunities, district coaching in equity based practices and the use of data to support teachers in their focus on UP student learning and the development of teacher leadership in UDL lesson planning, student empowerment and equity based practices that are designed to meet the learning needs of UP students.
- 1.5: As evidenced in the data listed above, the needs of the unduplicated pupils for small group instruction is emphasized. PE teachers and elective teachers provide teachers of UP students time for targeted instruction, as well as time for co-planning lessons, based on an analysis of student work products. This will benefit the academic achievement of the UP students.
- 1.6: As evidenced in the data listed above, UP students need additional opportunities for small group instruction in addition to what is provided by the classroom teacher. Bilingual instructional assistants will be provided at priority sites who will "push in" to classrooms to support reading, math and ELD small group instruction.
- 1.7: UP students attending an increasing number of TK classrooms in the fall will benefit from additional adults working with them to provide small group supports, age-appropriate learning experiences, and 1-1 tutoring, as needed. TK assistants will be provided with training at the beginning of the year in the areas of supporting language development, reading foundational skills, developmental stages, SEL and welcoming moves in order to better serve the UP students in their classrooms.
- 1.8: As evidenced in the data listed above, UP students are in need of additional social-emotional supports in the classroom and on the playground. Training in Restorative Practices and support from the Stanford-Gardner Center Collaborative Partnership will focus on the sites with high numbers of UP students and high incidents of SEL needs.
- 1.10: Unduplicated pupils experiencing behavior and attendance (as noted above) issues and will benefit from the renewed emphasis on and training in Positive Behavioral Supports (PBIS) at each site. Training in Restorative Practices will continue at sites with high numbers of UP students.
- 1.11: Unduplicated pupils experiencing attendance, engagement, and discipline issues will continue to be served by the Director of Student Services and his administrative assistant who work directly with their families to provide the needed supports and connection to services. In the past two years, the actions of the Director of Student Services and his staff, specifically directed to the unduplicated pupils, have provided the necessary outreach to ensure student connections to school and improve their attendance through phone calls, letters and home visits.

- 1.12: Parents and families of unduplicated pupil are the direct beneficiaries of the districtwide trainings provided (in Spanish) by district bilingual staff and the wrap-around supports and outreach provided by the Community Schools.
- 1.14: As noted above in the insufficient progress of UP students in academic learning, unduplicated pupils will specifically benefit from extended learning opportunities that include the district's summer school program (that focuses on science and math learning), the tutoring programs (that will be implemented at each school site with high numbers of UP students) offered after school in order to increase their grade level learning, language development, and academic progress.
- 1.15: Unduplicated pupils, who show evidence of below grade level scores in reading and math, will be the principal beneficiaries of the onsite reading specialist programs at each elementary site. Additional iK-2 reading specialists will be added to each priority school.
- 1.16: Six Community Schools will be maintained at the high priority sites (Adelante Selby, Garfield, Hoover, Kennedy, MIT, Roosevelt and Taft) will principally support unduplicated students and their families, as these centers provide academic, social, emotional and physical health wraparound services to families most in need in the community boundaries. A seventh Community School will begin at Clifford Elementary in the fall of 2023. The structure of Community Schools has proven to be very successful in providing needed services to unduplicated pupils, thus supporting their attendance, engagement and learning in the schools where this model is available.
- 1.18: As noted in the Panorama Survey results, the mental and social emotional health of unduplicated pupils needs to be a focus. This work will be supported and monitored by the addition of therapists at each site and the maintenance of the onsite school psychologists and local contracted agencies, supporting their engagement, attendance and behavior.
- 1.20 Homeless students will benefit from a contract with LifeMoves who will provide case management to families at risk of being homeless. Transportation needs for homeless students are also met through bus passes or taxi service.
- 1.21 UP students, as noted above, are experience high levels of chronic absenteeism and behavioral issues. Additional behavior specialists and behavioral technicians will be added to the high priority sites.
- 1.22: The monitoring of the system of supports and the effectiveness of each of these actions and services is essential to ensure the desired outcomes for the unduplicated pupils as stated by the goals. The Coordinator of Data and Assessment, supported by the site based MTSS Coordinators, will provide regular, accessible data to each site regarding the ongoing successes and needs of the unduplicated pupils at each site.

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

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

- 2.2: English Learners and newcomer students will be supported in their academic learning and English language development by their participation in district developed thematic integrated units that incorporate best practices developed by SEAL (Sobrato Early Academic Language) and NUA (National Urban Alliance). The PD model for this training is based on research - teachers work with the Staff Development TOSAs to learn and practice strategies, get feedback, plan and deliver lessons, and look for evidence of learning in student work. Additional trainings for teachers in ELD strategies and working with newcomers will take place using a similar PD model.
- 2.3: UP students will benefit from working with a bilingual consultant who will meet 1-1 with families and students to discuss school trajectories and to understand high school enrollment, A-G requirements, and the eventual impact on college enrollment.
- 2.4: English Learners and newcomer students and their families will benefit from the district level communications and trainings provided to them and their families. This outreach has shown to be effective in opening up communication between the EL families and the school site staff, through the development of resources, tools, and trainings that enable and empower families to take more active roles in their children's academic programs.
- 2.5: Low income and EL students will be provided with additional supports: transportation to schools of choice, tuition to attend Outdoor Ed, and additional instructional assistants at targeted sites with high numbers of UP students.
- 2.8: Monitoring of EL and newcomer progress is essential to ensure that the chosen actions and services are having the expected positive impact in learning English and the academics. Ellevation is the data platform that houses the data, and will be used by the Director of EL and Categorical Programs with each site to monitor student progress.

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

Through an analysis of the 2019 California Dashboard, 2019 CAASPP scores, and local iReady diagnostic data, it was determined that there

is a significant learning gap between unduplicated pupils and "all" student groups. Every effort must be made to support our unduplicated pupils in acceleration of their learning in reading and math.

- 3.1: UP students will benefit from teachers who have been trained to use new and existing district curriculum materials with students who are learning English and/or have suffered learning loss over the past couple of school years during the pandemic due to inadequate internet access, increased absenteeism, or emotional and/or physical stresses and trauma. New curriculum is being piloted to better serve all students, but with a particular focus on UP students in the area of math and interventions.
- 3.2: UP students will benefit from working with teachers who have had additional training and coaching in strategies specifically designed to meet their needs. Prior to the beginning of school, all staff will attend virtual trainings provided by Kevin Schaefer (SIP Project) in UDL lesson design and inclusive practices, Stephanie Tague from the Santa Clara County Office of Education PBIS department in Welcoming students back to school (with a particular focus on SEL supports for any UP students who may have faced trauma over the summer) and from Greg Peters, of San Francisco Coalition of Essential Small Schools, who will be discussing equitable practices, the use of equitable language, and leadership in anti-racist work. In addition, UP students will benefit from the ongoing CRLP training and initiative in the teaching of reading.
- 3.3: UP students will benefit from STEAM electives at the priority schools. While more students will also be served by the STEAM TOSAs, this action was selected to principally serve UP students, who historically do not enter the STEAM professions.
- 3.5 Reading specialists and instructional assistants (costs located in Goal 1) were selected as increasing services to UP students. as they are able to provide high quality, small group, targeted instruction, based on student readiness.
- 3.8: Unduplicated pupils will benefit from the purchase of additional acceleration and intervention materials for each site that will primarily benefit the achievement of unduplicated pupils. These materials will be specially designed for students who are learning English.

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

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

- 1.19: An Opportunity School will be re-established to provide a temporary alternative educational setting for UP students. This classroom will be staffed by a certificated teacher, with support from a bilingual instructional assistant. This services is designed to provide a temporary setting for UP students with attendance, social, emotional or behavioral needs. \$50,000

- 2.1: English Learners and newcomer students will grow in their development of the English language through daily English Language Development (ELD) instruction from their classroom teachers, and from the additional staff that is allocated to school sites to provide additional small group, targeted, designated ELD. Additional teachers have been added to sites with large numbers of EL students, in order to provide targeted ELD appropriate to each student's level of English proficiency. An additional tester will be hired for the district to ensure that each EL student is tested and that their level of English proficiency is monitored and updated yearly. \$1,282,000
- 2.6: Newcomer English Learner students will benefit from expanded learning opportunities to develop English speaking skills and to provide additional academic instruction due to interrupted schooling. Newly designed bilingual newcomer classrooms will be held at Garfield, grades 2- 8, to provide recently arrived students with a welcoming program and services. A tiered system of supports for newcomer students has been designed, and will be staffed with a dedicated Newcomer Teacher on Special Assignment, credentialed bilingual teachers, and supported by bilingual instructional assistants. Summer school and tutoring, designed specifically for newcomer English Learners, will also be provided, which will support the EL newcomers learning both English and the academics. \$1,824,500

The combined total of LEA-wide, schoolwide, and limited actions equals \$3,156,500 and meets our required percentage to increase or improve services (21.88%)

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

As listed above, there are several priority sites serving high percentages of unduplicated pupils in the Redwood City School District. The add-on funding is being used for additional reading specialists, bilingual instructional assistants, contracted behavior and mental health supports and the staff of the Community Schools at the high priority sites: Adelante Selby, Garfield, Henry Ford, Hoover, Kennedy, MIT, Roosevelt and Taft. (See Goal 1 for additional information).

In addition, this year, newcomer students will receive a robust educational program designed to provide instruction, familial supports and mental health services, as needed. Additional staff will be hired to work with small groups of students, provide a welcoming "intake" center, and to ensure newcomer students and their families at each site will receive a high quality instructional program with high quality wrap around services. (see Goal 2)

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$71,937,712.00	\$6,983,185.00	\$974,553.00	\$693,756.00	\$80,589,206.00	\$72,237,083.00	\$8,352,123.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Tier I: Personnel: All teaching staff, classified staff, site administrators	All Students with Disabilities	\$47,600,000.00				\$47,600,000.00
1	1.2	Tier 1: Standards-based materials: all subject areas	English Learners Foster Youth Low Income	\$2,390,000.00	\$384,500.00			\$2,774,500.00
1	1.3	Tier 1: Facilities in good repair	All Students with Disabilities	\$9,269,000.00				\$9,269,000.00
1	1.4	Tier I: Professional Development (PD) and coaching for all staff	English Learners Foster Youth Low Income	\$1,254,644.00	\$551,400.00	\$171,900.00	\$471,256.00	\$2,449,200.00
1	1.5	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.	English Learners Foster Youth Low Income	\$300,000.00	\$970,242.00			\$1,270,242.00
1	1.6	Tier 1: Provide lower class size in grades at high priority schools by providing instructional assistants	English Learners Foster Youth Low Income	\$803,000.00				\$803,000.00
1	1.7	Tier 1: Support for the Transitional Kindergarten (TK) program	English Learners Foster Youth Low Income	\$525,000.00				\$525,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.8	Tier 1: Social-emotional (SEL) supports	English Learners Foster Youth Low Income	\$40,200.00				\$40,200.00
1	1.9	Not Continuing		\$0.00				\$0.00
1	1.10	Tier 1: Positive Behavioral Interventions and Supports (PBIS)	English Learners Foster Youth Low Income	\$28,500.00				\$28,500.00
1	1.11	Tier 1: Student Services and outreach to families experiencing chronic absenteeism	English Learners Foster Youth Low Income	\$243,230.00				\$243,230.00
1	1.12	Tier 1: Family Outreach	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
1	1.13	Tier 1: General Ed and Special Ed connections and inclusive practices	All Students with Disabilities	\$0.00				\$0.00
1	1.14	Tier II: Extending learning time	English Learners Foster Youth Low Income	\$473,500.00	\$660,000.00			\$1,133,500.00
1	1.15	Tier II: Provide additional staff at sites for supplementary small group instruction in reading	English Learners Foster Youth Low Income	\$340,000.00	\$1,500,000.00			\$1,840,000.00
1	1.16	Tier II: Community School wrap around service supports for families	English Learners Foster Youth Low Income	\$964,000.00	\$329,694.00	\$478,973.00		\$1,772,667.00
1	1.17	Not Continuing		\$0.00				\$0.00
1	1.18	Tier II: Site-based Mental Health Supports	English Learners Foster Youth Low Income	\$1,916,417.00	\$1,557,849.00	\$323,680.00		\$3,797,946.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.19	Tier III: Class-based Behavior Support	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
1	1.20	Tier III: Homeless Students	English Learners Low Income	\$20,000.00				\$20,000.00
1	1.21	Tier III: Behavior Specialists	English Learners Foster Youth Low Income	\$440,000.00				\$440,000.00
1	1.22	MTSS System Monitoring	English Learners Foster Youth Low Income	\$1,500,790.00				\$1,500,790.00
2	2.1	Tier I: Program	English Learners	\$1,282,000.00				\$1,282,000.00
2	2.2	Tier I: PD for staff	English Learners	\$30,000.00				\$30,000.00
2	2.3	Tier I: Academic Planning for Success	English Learners	\$27,500.00				\$27,500.00
2	2.4	Tier I: Outreach to Spanish speaking families	English Learners	\$711,067.00				\$711,067.00
2	2.5	Tier II: Providing for additional needs	English Learners	\$150,000.00				\$150,000.00
2	2.6	Tier II: Specialized support for recently arrived Newcomer students	English Learners	\$927,500.00	\$724,500.00		\$222,500.00	\$1,874,500.00
2	2.7	Tier III: SPED and EL dual identified students	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
2	2.8	Program Monitoring	English Learners	\$290,541.00				\$290,541.00
3	3.1	Tier I: Instruction	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
3	3.2	Tier I: Professional Development and coaching	English Learners Foster Youth Low Income	\$0.00				\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.3	Tier I: Enriched course offerings for unduplicated students	English Learners Foster Youth Low Income	\$5,000.00	\$75,000.00			\$80,000.00
3	3.4	Tier I: Monitoring	All	\$30,823.00	\$230,000.00			\$260,823.00
3	3.5	Tier II: Provide additional staff at sites for supplementary small group instruction	English Learners Foster Youth Low Income	\$0.00				\$0.00
3	3.6	Not Continuing		\$0.00				\$0.00
3	3.7	Not Continuing		\$0.00				\$0.00
3	3.8	Tier II: Materials	English Learners Foster Youth Low Income	\$300,000.00				\$300,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$70,829,643	\$10,106,437	14.27%	5.51%	19.78%	\$15,037,889.00	0.00%	21.23 %	Total:	\$15,037,889.00
								LEA-wide Total:	\$9,205,389.00
								Limited Total:	\$2,259,500.00
								Schoolwide Total:	\$3,573,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Tier 1: Standards-based materials: all subject areas	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,390,000.00	
1	1.4	Tier I: Professional Development (PD) and coaching for all staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,254,644.00	
1	1.5	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garfield, Hoover, Taft, Roosevelt, MIT	\$300,000.00	
1	1.6	Tier 1: Provide lower class size in grades at high priority schools by providing instructional assistants	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Adel Selby, HO, Orion, Taft	\$803,000.00	
1	1.7	Tier 1: Support for the Transitional Kindergarten (TK) program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hoover, Taft, Orion, Adelante	\$525,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Selby, Garfield, Roy Cloud, Clifford, Orion TK		
1	1.8	Tier 1: Social-emotional (SEL) supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Kennedy, Garfield, Clifford (rest prac)	\$40,200.00	
1	1.10	Tier 1: Positive Behavioral Interventions and Supports (PBIS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MIT, Hoover, Garfield	\$28,500.00	
1	1.11	Tier 1: Student Services and outreach to families experiencing chronic absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$243,230.00	
1	1.12	Tier 1: Family Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Garfield, Taft, Hoover, Roosevelt, Adelante Selby, Henry Ford, MIT, Kennedy, Orion	\$10,000.00	
1	1.14	Tier II: Extending learning time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$473,500.00	
1	1.15	Tier II: Provide additional staff at sites for supplementary small group instruction in reading	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$340,000.00	
1	1.16	Tier II: Community School wrap around service supports for families	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Adelante Selby, Clifford, Garfield, Hoover, Kennedy, MIT, Roosevelt, Taft	\$964,000.00	
1	1.18	Tier II: Site-based Mental Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,916,417.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.19	Tier III: Class-based Behavior Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: MIT	\$50,000.00	
1	1.20	Tier III: Homeless Students	Yes	LEA-wide	English Learners Low Income	All Schools	\$20,000.00	
1	1.21	Tier III: Behavior Specialists	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hoover, Garfield, Taft, Roosevelt	\$440,000.00	
1	1.22	MTSS System Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500,790.00	
2	2.1	Tier I: Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,282,000.00	
2	2.2	Tier I: PD for staff	Yes	Schoolwide	English Learners	All Schools	\$30,000.00	
2	2.3	Tier I: Academic Planning for Success	Yes	Schoolwide	English Learners	Specific Schools: Garfield, Hoover, Roosevelt, Taft 5-8	\$27,500.00	
2	2.4	Tier I: Outreach to Spanish speaking families	Yes	LEA-wide	English Learners	All Schools	\$711,067.00	
2	2.5	Tier II: Providing for additional needs	Yes	Schoolwide	English Learners	Specific Schools: Garfield, Hoover, Taft, Roos	\$150,000.00	
2	2.6	Tier II: Specialized support for recently arrived Newcomer students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$927,500.00	
2	2.7	Tier III: SPED and EL dual identified students	Yes	LEA-wide	English Learners Foster Youth Low Income		\$5,000.00	
2	2.8	Program Monitoring	Yes	LEA-wide	English Learners	All Schools	\$290,541.00	
3	3.1	Tier I: Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Tier I: Professional Development and coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
3	3.3	Tier I: Enriched course offerings for unduplicated students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Clifford	\$5,000.00	
3	3.5	Tier II: Provide additional staff at sites for supplementary small group instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hoover, Taft, Garfield, Roosevelt, HF	\$0.00	
3	3.8	Tier II: Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$76,226,038.00	\$70,668,856.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Tier I: Personnel: All teaching staff, classified staff, site administrators	No	\$46,473,076.00	\$46,290,000.00
1	1.2	Tier 1: Standards-based materials: all subject areas	Yes	\$1,134,826.00	\$426,055.00
1	1.3	Tier 1: Facilities in good repair	No	\$9,024,810.00	\$8,735,077.00
1	1.4	Tier I: Professional Development (PD) and coaching for all staff	Yes	\$2,501,403.00	\$2,250,327.00
1	1.5	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.	Yes	\$1,018,702.00	\$867,206.00
1	1.6	Tier 1: Provide lower class size in grades at high priority schools by providing instructional assistants	Yes	\$871,685.00	\$303,581.00
1	1.7	Tier 1: Support for the Transitional Kindergarten (TK) program	Yes	\$110,000.00	\$200,606.00
1	1.8	Tier 1: Social-emotional (SEL) supports	Yes	\$110,000.00	\$46,914.00
1	1.9	Not Continuing		\$0.00	\$0.00
1	1.10	Tier 1: Positive Behavioral Interventions and Supports (PBIS)	Yes	\$10,000.00	\$12,750.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Tier 1: Student Services and outreach to families experiencing chronic absenteeism	Yes	\$167,973.00	\$186,513.00
1	1.12	Tier 1: Family Outreach	Yes	\$65,000.00	\$65,000.00
1	1.13	Tier 1: General Ed and Special Ed connections and inclusive practices	No	\$10,000.00	\$10,000.00
1	1.14	Tier II: Extending learning time	Yes	\$950,238.00	\$762,226.00
1	1.15	Tier II: Provide additional staff at sites for supplementary small group instruction in reading	Yes	\$1,560,000.00	\$1,244,942.00
1	1.16	Tier II: Community School wrap around service supports for families	Yes	\$1,352,841.00	\$1,129,268.00
1	1.17	Not Continuing		\$0.00	\$0.00
1	1.18	Tier II: Site-based Mental Health supports	Yes	\$4,801,864.00	\$3,636,317.00
1	1.19	Not Continuing		\$0.00	\$0.00
1	1.20	Tier III: Homeless students	Yes	\$37,500.00	\$0.00
1	1.21	Tier III: Behavior specialists	Yes	\$768,000.00	\$465,905.00
1	1.22	MTSS System monitoring	Yes	\$2,002,182.00	\$1,543,664.00
2	2.1	Tier I: Program	Yes	\$438,168.00	\$443,875.00
2	2.2	Tier I: PD for staff	Yes	\$27,000.00	\$49,766.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Tier I: Academic Planning for Success	Yes	\$25,000.00	\$29,396.00
2	2.4	Tier I: Outreach to Spanish speaking families	Yes	\$558,522.00	\$578,902.00
2	2.5	Tier II: Providing for additional needs	Yes	\$140,000.00	\$140,000.00
2	2.6	Tier II: Specialized support for recently arrived Newcomer students	Yes	\$1,081,000.00	\$777,281.00
2	2.7	Tier III: SPED and EL dual identified students	No	\$0.00	\$0.00
2	2.8	Program Monitoring	Yes	\$265,158.00	\$288,895.00
3	3.1	Tier I: Instruction	Yes	\$30,000.00	\$15,647.00
3	3.2	Tier I: Professional Development and coaching	Yes	\$397,826.00	\$51,001
3	3.3	Tier I: Enriched course offerings for unduplicated students	Yes	\$180,000.00	\$79,316.00
3	3.4	Tier I: Monitoring	No	\$38,264.00	\$38,264.00
3	3.5	Tier II: Provide additional staff at sites for supplementary small group instruction	Yes	\$0.00	\$0.00
3	3.6	Not Continuing		\$0.00	\$0.00
3	3.7	Not Continuing		\$0.00	\$0.00
3	3.8	Tier II: Materials	Yes	\$75,000.00	\$162.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$9,886,694	\$12,077,661.00	\$9,498,152.00	\$2,579,509.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Tier 1: Standards-based materials: all subject areas	Yes	\$90,000.00	\$42,811		
1	1.4	Tier I: Professional Development (PD) and coaching for all staff	Yes	\$1,182,648.00	\$1,037,271		
1	1.5	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.	Yes	\$250,000.00	\$149,729.00		
1	1.6	Tier 1: Provide lower class size in grades at high priority schools by providing instructional assistants	Yes	\$871,685.00	\$347,940		
1	1.7	Tier 1: Support for the Transitional Kindergarten (TK) program	Yes	\$110,000.00	\$200,607.00		
1	1.8	Tier 1: Social-emotional (SEL) supports	Yes	\$110,000.00	\$46,914.00		
1	1.10	Tier 1: Positive Behavioral Interventions and Supports (PBIS)	Yes	\$10,000.00	\$12,750.00		
1	1.11	Tier 1: Student Services and outreach to families	Yes	\$167,973.00	\$156,473.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		experiencing chronic absenteeism					
1	1.12	Tier 1: Family Outreach	Yes	\$60,000.00	\$60,000.00		
1	1.14	Tier II: Extending learning time	Yes	\$250,238.00	\$140,200.00		
1	1.15	Tier II: Provide additional staff at sites for supplementary small group instruction in reading	Yes	\$60,000.00	\$32,675.00		
1	1.16	Tier II: Community School wrap around service supports for families	Yes	\$1,352,841.00	\$1,104,313.00		
1	1.18	Tier II: Site-based Mental Health supports	Yes	\$2,601,864.00	\$2,467,457		
1	1.20	Tier III: Homeless students	Yes	\$37,500.00	\$0.00		
1	1.21	Tier III: Behavior specialists	Yes	\$768,000.00	\$465,905.00		
1	1.22	MTSS System monitoring	Yes	\$1,562,238.00	\$1,064,916.00		
2	2.1	Tier I: Program	Yes	\$438,168.00	\$463,250.00		
2	2.2	Tier I: PD for staff	Yes	\$27,000.00	\$49,766.00		
2	2.3	Tier I: Academic Planning for Success	Yes	\$25,000.00	\$29,396.00		
2	2.4	Tier I: Outreach to Spanish speaking families	Yes	\$558,522.00	\$597,137.00		
2	2.5	Tier II: Providing for additional needs	Yes	\$140,000.00	\$114,215.00		
2	2.6	Tier II: Specialized support for recently arrived Newcomer students	Yes	\$853,500.00	\$559,909.00		
2	2.8	Program Monitoring	Yes	\$265,158.00	\$268,392.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Tier I: Instruction	Yes	\$30,000.00	\$15,647.00		
3	3.2	Tier I: Professional Development and coaching	Yes	\$60,326.00	\$51,001.00		
3	3.3	Tier I: Enriched course offerings for unduplicated students	Yes	\$120,000.00	\$19,316.00		
3	3.5	Tier II: Provide additional staff at sites for supplementary small group instruction	Yes	\$0.00	\$0.00		
3	3.8	Tier II: Materials	Yes	\$75,000.00	\$162.00		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$70,517,365	\$9,886,694	4.96%	18.98%	\$9,498,152.00	0.00%	13.47%	\$3,886,203.30	5.51%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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