

# Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

# Goal 1

## Goal Description

By June of 2027, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

By June of 2027, the LEA aims to reduce Chronic Absenteeism by 3% each year in all student groups across the LEA, specifically the African American Students and student groups at English learners at Clifford, Henry.

Improve Attendance rate by 2% each year in all groups.

Reduce suspensions by 0.5% for district and other sub groups: SED, ELs, Homeless each year and by 1% annually for African Americans, and Students with Disabilities, sub group of English Learners LTELs.

## Expected Annual Measurable Objectives

| Metric # | Metric                   | Baseline   | Year 1 Outcome   | Year 2 Outcome | Mid-Year Outcome Data  | Desired Outcome for 2026-2027  |
|----------|--------------------------|--|--|----------------|--|--|
| 1.1      | Attendance Rate          | 23-24 (local data)<br>District: 93.9%<br>EL: 92.5%<br>LTEL: 93.6%<br>Homeless: 91.6%<br>Foster: 89.1%<br>SED: 93%<br>SWD: 92.1%<br>AA: 92.1% | 24-25 (local data)<br>District: 93.7 %<br>EL: 92.2%<br>LTEL: 88.8%<br>Homelessness: 92%<br>Foster: 87.9%<br>SED: 92.4%<br>SWD: 91.6%<br>AA: 91.0%  |                | 25-26 (local data)<br>District: 94.8%<br>EL: 93.7%<br>LTEL: 92%<br>Homelessness: 92.8%<br>Foster: 93.7%<br>SED: 93.7%<br>SWD: 93.2%<br>AA: 89.5% | May 2027<br>District: 99.9%<br>EL: 97.3%<br>LTEL: 99.4%<br>Homeless: 97.6%<br>Foster: 96.4%<br>SED: 99%<br>SWD: 98.1%<br>AA: 97.7% |
| 1.2      | Chronic Absenteesim Rate | 23-24 (local data)<br>District: 18.3%<br>EL: 26.4%<br>LTEL: 20.7%<br>Homeless: 30.4%<br>Foster: 50%<br>SED: 24%<br>SWD: 25.4%<br>AA: 35%     | 24-25 (local data)<br>District: 17.7%<br>EL: 25.6%<br>LTEL: 37.5%<br>Homelessness: 27.2%<br>Foster: 33.3%<br>SED: 24.5%<br>SWD: 28.1%<br>AA: 37.5% |                | 25-26 (local data)<br>District: 13.2%<br>EL: 18%<br>LTEL: 28.1%<br>Homelessness: 19.4%<br>Foster: 33.3%<br>SED: 18.7%<br>SWD: 20.1%<br>AA: 22.2% | May 2027<br>District: 9.9%<br>EL: 17.6%<br>LTEL: 11.5%<br>Homeless: 21.4%<br>Foster: 24.3%<br>SED: 14.8%<br>SWD: 17.1%<br>AA: 26%  |
| 1.3      | Suspension Rate          | 23-24 (local data)<br>District: 2.2%   | 24-25 (local data)<br>District: 1.1%   |                | 25-26 (local data)<br>District: 0.5%   | May 2027<br>District: 0.7%   |

| Metric # | Metric                                   | Baseline  | Year 1 Outcome   | Year 2 Outcome  | Mid-Year Outcome Data  | Desired Outcome for 2026-2027  |
|----------|--|---|--|---|--|--|
|          |  | EL: 3.3%<br>LTEL: 7.8%<br>Homeless: 3.8%<br>Foster: 0%<br>SED: 3.2%<br>SWD: 4.4%<br>AA: 5%  | EL: 1.7%<br>LTEL: 6.9%<br>Homelessness: 2%<br>Foster: 16.7%<br>SED: 1.6%<br>SWD: 2.2%<br>AA:0% |   | EL: 1.2%<br>LTEL: 3.5%<br>Homelessness: 0.7%<br>SED: 0.8%<br>SWD: 1.3%<br>AA: 0% | EL: 0.7%<br>LTEL: 3.0%<br>Homeless: 0%<br>Foster: 0%<br>SED: 0.8%<br>SWD: 0.8%<br>AA: 3%   |
| 1.4      | Panorama Survey                          | Spring 2024<br>Grade 3-5<br>School Belonging:<br>62%<br>School Safety: 61%<br>School Climate: 58%<br>School Engagement:<br>48%<br>School Teacher-<br>Student Relationships:<br>70%<br><br>Grade 6-8<br>School Belonging:<br>33%<br>School Safety: 51%<br>School Climate: 38%<br>School Engagement:<br>23%<br>School Teacher-<br>Student Relationships:<br>42% | Metric is no longer<br>being used  | Metric is no longer<br>being used                               | Metric is no longer<br>being used  | May 2027<br>Grade 3-5<br>School Belonging:<br>70%<br>School Safety: 69%<br>School Climate: 66%<br>School Engagement:<br>56%<br>School Teacher-<br>Student Relationships:<br>78%<br><br>Grade 6-8<br>School Belonging:<br>41%<br>School Safety: 59%<br>School Climate: 46%<br>School Engagement:<br>38%<br>School Teacher-<br>Student Relationships:<br>50% |
| 1.5      | Expulsion rate                           | 2023-2024:<br>District: 0%  | 2024-2025<br>District 0%   |   | 25-26 (local data)<br>District 0%  | May 2027<br>District: 0%   |
| 1.6      | Middle school drop out rate              | 2022-2023 drop out<br>rate as of 23-24<br>CBEDS<br>District: 0%   | 2023-2024 drop out<br>rate as of 24-25<br>CBEDS<br>District: 0%                                | 2024-2025 drop out<br>rate as of 25-26<br>CBEDS<br>District: 0% | 2024-2025 drop out<br>rate as of 25-26<br>CBEDS<br>District: 0%                  | May 2027<br>District: 0%   |
| 1.7      | California Healthy Kids Survey<br>(CHKS) | 2024-2025 (Spring)<br>Grade 4-5   | N/A  | 2025-2026 (Winter)  | Not available yet  | 2026-2027 (Spring)<br>Grade 4-5  |

| Metric # | Metric | Baseline  | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027   |
|----------|--------|---|----------------|----------------|-----------------------|---|
|          |        | <p>School Engagement and Supports<br/>Academic Motivation: 84%<br/>Caring adult relationships: 72%<br/>School connectedness: 74%</p> <p>School Safety and Cyberbullying<br/>Perceived safety at school: 80%<br/>Cyberbullying: 26%</p> <p>Grade 6-8<br/>School Engagement and Supports<br/>Academic Motivation: 63%<br/>Caring adult relationships: 62%<br/>School connectedness: 57%</p> <p>School Safety and Cyberbullying<br/>Perceived safety at school: 58%<br/>Cyberbullying: 25%</p> |                |                |                       | <p>School Engagement and Supports<br/>Academic Motivation: 92%<br/>Caring adult relationships: 80%<br/>School connectedness: 82%</p> <p>School Safety and Cyberbullying<br/>Perceived safety at school: 88%<br/>Cyberbullying: 18%</p> <p>Grade 6-8<br/>School Engagement and Supports<br/>Academic Motivation: 71%<br/>Caring adult relationships: 70%<br/>School connectedness: 65%</p> <p>School Safety and Cyberbullying<br/>Perceived safety at school: 66%<br/>Cyberbullying: 17%</p> |

## Actions & Measuring and Reporting Results

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level  | Mid-Year Outcome Data  | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|--|--|----------------------|-----------------------|
| 1.1                | <b>Tier 1: Social-emotional (SEL) supports</b><br>1. Stipends for GSA (Gender and Sexuality Alliance) teacher leads/advisors will be provided for K-5 sites. ( Discontinued in 25/26. Will no longer be funded as this was one-time funds) | No           | Partially Implemented | 2. Scheduling of training for supports with Stanford have not been done. |  | \$53,034.00          | \$53,034              |

| Goal #<br>Action # | Action Title and Description  | Contributing | Implementation Level   | Mid-Year Outcome Data                          | Other Data/Evidence (qualitative, quantitative, artifacts)  | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|------------------------|--|---|----------------------|-----------------------|
|                    | <p>2. Collaboration with Stanford University/Gardner Center will continue to develop and ensure a system of SEL supports for staff, students and families. Teacher series on supporting students with anxiety, ADHD and other concerns that teachers need support on.</p> <p>3. Pilot new SEL program at 2-5 sites which will be multi-funded by Sequoia Health Care funding. ( No longer a pilot) Wayfinder will be supported at 7 school sites for the 25/26 school year.</p> <p>These actions are strategically designed to create an inclusive, supportive, and well-managed educational environment, addressing both the causes and effects of chronic absenteeism and suspension rates. The integration of these actions with the overall goal includes: Supporting GSAs and implementing SEL programs promote inclusivity and emotional well-being, directly impacting attendance and engagement. Professional development and additional classroom resources equip teachers to better support students with diverse needs, reducing behavioral issues and improving classroom climate. Partnerships with institutions like Stanford University ensure that the strategies employed are research-based and effective, enhancing the overall support system for students.</p> |              |                        | 3. 7 sites are implementing Wayfinder in 25/26 |   |                      |                       |
| 1.2                | <p><b>Tier 1: Positive Behavioral Interventions and Supports (PBIS)</b></p> <p>1. Training and support will be provided by the Santa Clara County Office of Education to six schools, 3 new site will begin year 1 and 3 sites will complete year 2. Each school will have a PBIS or Leadership team who attends the training in order to implement Tier I PBIS</p>   | Yes          | Ongoing Implementation |  | 1. Selected schools have been meeting with both Santa Clara and San Mateo county to work on PBIS. In person training has started with San Mateo | \$49,000.00          | \$101.64              |

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level   | Mid-Year Outcome Data   | Other Data/Evidence (qualitative, quantitative, artifacts)   | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|---|--|----------------------|-----------------------|
|                    | <p>strategies. Address CSI schools Roosevelt and Garfield and ATSI schools Clifford and MIT.<br/>( Changes in PBIS training are the following for 25/26 school year)<br/>Three sites will continue into year 2, two sites will begin year.<br/>Provide stipends for teachers to attend afterschool trainings and 3 sites will be in Tier 3 with maintaining support.</p>   |              |                        |   | <p>for implementation for school in year 3.</p> <p>2. Teachers from the sites are receiving stipends to pay for all after school meetings and trainings.</p>   |                      |                       |
| 1.3                | <p><b>Tier 1: Student Services and outreach to families experiencing chronic absenteeism specifically unduplicated pupils.</b></p> <p>The provided actions outline a comprehensive approach to addressing attendance, absenteeism, and student support needs within the school community, particularly focusing on underserved populations. By prioritizing outreach to families of unduplicated pupils, such as homeless students and English Learners, this action addresses the specific needs of vulnerable student populations and fosters family engagement in addressing attendance challenges.</p> <p>1. The Director of Student Services will monitor attendance, absenteeism, suspensions and expulsions and provide outreach to students and their families, with particular outreach to families of unduplicated pupils .</p> <p>2. A 1.0 dedicated Bilingual Administrative Assistant provides targeted outreach and support to families of homeless students, addressing their unique needs for clothing, school supplies, and transportation.</p> | Yes          | Ongoing Implementation | <p>4. Sites range from 33-135 students who are chronically absent. Kinder and first continue to be around 85 students and 128 eighth grade students are Chronic.</p> <p>212 Student Engagement Support Plan (SESP)</p> <p>5. Online and in person platform is offered. Offered to 5 students. When online is offered, 4/5 students attended, when</p> | <p>1. Student services has been distributed among different personnel to support the monitoring of attendance, suspension, and family outreach since Director is on leave of absence.</p> <p>2. Dedicated Administrative Assistant continues to support the four people who are overseeing student services and meets regularly with everyone to keep them informed of concerns and next steps.</p> <p>3. Contracted A2A Attendance to support sending letters out to families for monitoring attendance. This is ongoing and monitoring of letters is</p> | \$523,981.00         | \$253,993.81          |

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level | Mid-Year Outcome Data   | Other Data/Evidence (qualitative, quantitative, artifacts)  | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|---|----------------------|-----------------------|
|                    | <p>3. The Student Services department carefully oversees student attendance issues. Letters, phone calls and weekly emails are sent home to encourage attendance. The addition of a social worker intern enhances the capacity of the Student Services department to conduct home visits and provide more intensive support to students facing attendance challenges, particularly those with complex needs ( Discontinue for 25/26 the section of Social worker ) 25/26 Contract for Attention to Attendance.</p> <p>4. As part of Tier 1 services, MTSS TOSAs at the school sites reach out to families of students who are absent, specifically identify students who are African American, Students with Disabilities and English Learners.</p> <p>5. 25/26 Attendance Intervention specialist who collaborates with staff, students, and families to address barriers to resolve attendance issues as well as continue Opportunity School for part of the year.</p> <p>Tier II services involve a collaborative effort between site administrators, MTSS TOSAs, and mental health counselors, if needed, to provide targeted support and intervention for students with persistent attendance issues.</p> |              |                      | <p>in person only 1-2 attend. One student is being transitioned back to school. Others continue to be absent and are moving towards County SARBS.</p> | <p>completed at the site level.</p> <p>4. MTSS TOSAs continue to work at the sites in supporting school sites. TOSAs communicate regularly with families to help reduce barriers for student to attend school.</p> <p>5. Focus for Opportunity school is to work with the most severe students who have 50% or less in chronic absences. First group of 5 students started in Oct.- January. Wellness Coach works with students and parents to support family mental health concerns.</p> |                      |                       |
| 1.4                | <p><b>Tier 1: Trauma based training for teachers at Kennedy, Hoover, CSI school Garfield, ATSI school Taft</b></p> <p>Administrators, Teachers and Community School Coordinators will receive Trauma-based training to support students who need support for Trauma in the 2024- 2025 school year. RCSD continues to receive newcomers throughout the school year, many have experienced trauma and need additional supports.</p>  | Yes          | Fully Implemented    | 51 staff members were trained: Teachers and instructional aides   | Trauma based training has been offered at the selected sites  | \$13,000.00          | \$12,000              |

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level   | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts)  | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|-----------------------|---|----------------------|-----------------------|
|                    | <p>CSI schools of Garfield and Roosevelt exited the CSI status as well as Taft exited ATSI status.</p> <p>25/26 Expansion of teacher training for 4 more sites to will be take place in the new school year. Pay teacher stipends to attend after school training.</p> <p>Trauma-based training is a proactive step toward supporting students who have experienced trauma. Training will provide participants with a deeper understanding of trauma and its impact on students' behavior, emotions, and learning. Participants will learn evidence-based strategies for supporting students who have experienced trauma, including trauma-informed classroom practices, de-escalation techniques, and crisis intervention. By equipping educators and support staff with practical tools and techniques, the training will enable them to provide immediate support to students in crisis and create safe and supportive learning environments.</p> |              |                        |                       |   |                      |                       |
| 1.5                | <p><b>Tier II: Community School wrap-around service support for families</b><br/> <b>CSI schools focus on wrap-around services for Roosevelt and Garfield. ATSI schools MIT, Taft, and Clifford will also receive support for wrap-around services</b></p> <p>Our community schools:<br/> Use proven strategies and culturally responsive practices<br/> Serve as a hub for the community by providing multiple services accessible through our site<br/> Family</p>   | Yes          | Ongoing Implementation |                       | Community School coordinators and office assistants continue to support the eight school sites in providing safety nets at their sites. | \$1,305,772.00       | \$639,195.55          |

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level   | Mid-Year Outcome Data   | Other Data/Evidence (qualitative, quantitative, artifacts)  | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|---|---|----------------------|-----------------------|
|                    | <p>Centers and our Community School Coordinators - mental health, safety net services, food distributions, extended learning programs and various other resources through intentional partnerships to provide opportunities, optimize impact, and address identified needs at an individual and community level to address the barriers to learning.</p> <p>1. Adelante Selby, Clifford, Garfield, Hoover, Roosevelt, Kennedy, MIT and Taft are designated as Community Schools. Each site has a full-time Community School Coordinator and Administrative Assistant to support families at each site.</p>   |              |                        |   |   |                      |                       |
| 1.6                | <p><b>Tier II: Site-based Mental Health Supports. Full time counselors will continue at schools with high suspensions to support schools in CSI (Roosevelt and Garfield) and ATSI (Clifford, Taft and McKinley)</b></p> <p>LEA is prioritizing the mental health of students as recommended by the parents in the advisory and LCAP survey, particularly those identified as unduplicated students, and fostering a supportive and nurturing school environment. By adding mental health counselors at all school sites, the district ensures that students have access to timely and on-site mental health support.</p> <p>1. Mental Health Counselors have been added to each school site to provide support principally directed towards unduplicated</p> | Yes          | Ongoing Implementation | <p>1. 260 hours by district mental health</p> <p>3. 535 additional hours covered by One-life, Caminar and Interns at the sites.</p> | <p>All sites continue to support mental health needs at the school sites. Schools continue to see a high need of support at all sites.</p> <p>Day Break an online counseling resource continues to be used for family counseling as well as individual when families need it.</p> | \$3,380,996.00       | \$1,598,115.33        |

| Goal #<br>Action # | Action Title and Description  | Contributing | Implementation Level   | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts)                           | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|------------------------|-----------------------|--|----------------------|-----------------------|
|                    | <p>students. Full-time counselors are supporting our priority schools Garfield, Roosevelt, Taft, and Hoover, K-8 schools Clifford, Roy Cloud and our comprehensive Middle schools. McKinley, Kennedy. Part-time counselors are supporting North Star, Adelante Selby, and Orion. This allows for targeted support where it is most needed, ensuring equitable access to services. (Changes for 25/26: Roosevelt, Taft, North Star, and Orion eliminated their district Mental Health counselor and will continue to be supported by One-Life. )</p> <p>2. School Psychologists are currently located at each site whose services are principally directed towards unduplicated students.</p> <p>3. Additional Mental Health support will be provided by OneLife, based on additional needs at each site and contracted services complementing the work of mental health counselors.</p> <p>4. A lead counselor facilitates coordination among site personnel, ensuring that services are effectively delivered and that resources are utilized efficiently. Lead Counselor will Collect and report data for ongoing evaluation of mental health services, identifying areas for improvement and informing decision-making.</p> <p>5. Supplies are provided for Mental Health Therapists to set up welcoming room environments and provide nurturing toys and games for children. (Supplies discontinued in 25/26, license for online data tracking will be supported in the new school year.)</p> <p>6. Online counseling support for students and parents.</p> |              |                        |                       |  |                      |                       |
| 1.7                | <p><b>Tier III: Homeless Students</b></p> <p><b>Thrive case managers- Grant</b></p>   | Yes          | Ongoing Implementation |                       | 1. Training on identifying families who are homeless is done at the beginning of the | \$56,300.00          | \$39,121.30           |

| Goal #<br>Action # | Action Title and Description  | Contributing | Implementation Level   | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts)   | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|------------------------|-----------------------|--|----------------------|-----------------------|
|                    | <p>These actions collectively contribute to a coordinated and compassionate response to homelessness within the school community. By identifying at-risk families early, providing proactive case management and support services, and addressing immediate needs such as transportation and financial assistance, the district aims to promote stability and resilience among homeless families and mitigate the impact of housing instability on students' educational outcomes.</p> <ol style="list-style-type: none"> <li>1. Director of Student Services identifies families at risk of currently facing homelessness through the annual housing questionnaire. Provides Homeless training to all staff.</li> <li>2. Thrive Case Managers providers: (Hoover, Garfield, Taft, MIT)<br/>Outreach to families who are at risk of being homeless to assist them by referring them to community services available. (Grant funded)<br/>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.</li> <li>3. Transportation will be provided to homeless students to their schools of choice.</li> <li>4. Additional assistance is provided to families experiencing homelessness: rental assistance, gift cards, travel and auto costs.</li> </ol> |              |                        |                       | <p>year. Homeless families continue to be identified through our registration department, office staff, and community schools.</p> <ol style="list-style-type: none"> <li>2. Thrive counselors continue to work with 25 families at their sites to support students who are experiencing homeless.</li> <li>3. Transportation is provided for students who are in shelters in the county to arrive at school safely.</li> <li>4. Gift cards are provided when families are reporting that they are in need of assistance. This can be identified at the school sites or district level.</li> </ol> |                      |                       |
| 1.8                | <p><b>Tier 1: MTSS System Monitoring</b><br/>System monitoring of Tier 1 is essential for ensuring that universal interventions are effective in promoting positive outcomes for all students. By collecting and analyzing data, monitoring progress, reviewing intervention implementation, engaging in problem-solving, and making adjustments as needed, schools</p>   | No           | Ongoing Implementation |                       |  | \$386,384.00         | \$163,938.40          |

| Goal #<br>Action # | Action Title and Description  | Contributing | Implementation Level   | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts)   | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|------------------------|-----------------------|--|----------------------|-----------------------|
|                    | <p>can provide a strong foundation of support within the general education setting and address the diverse needs of their student population.</p> <ol style="list-style-type: none"> <li>1. Training will be provided by the SMCOE and SELPA Coordinator to the MTSS Coordinators to further develop the MTSS purpose and process districtwide. The MTSS team will reflect and revise site processes to align the needs of the students with Tier I, Tier II and Tier III supports, and the development of these tiered supports.</li> <li>2. A Coordinator of Assessment and Accountability has been hired to collect, monitor, and analyze data to determine the efficacy of actions and services and provide data for schools, and teachers. The Coordinator of Assessment and Accountability will work closely with the MTSS TOSAs at each site to ensure the fidelity and appropriate scope of the student data.</li> <li>3. The Healthy Kids Survey will continue to provide school climate information from students, families and district staff.</li> <li>4. The Ed Services Department Secretary will support the collection of this data, monitoring of expenditures, process purchase orders, stipends, etc.</li> <li>5. Contract with Powerschool Analytics for data tracking for MTSS work.</li> <li>6. Purchase of testing materials for assessments: CAASP, ELPAC, and IAB's</li> <li>7. 25/26 Additional monitoring for Behavior through Powerschool Behavior platform contract</li> </ol> |              |                        |                       |  |                      |                       |
| 1.9                | <b>Tier III: Behavior Specialists</b>   | No           | Ongoing Implementation |                       | Contracted 1 BCBA to oversee 3 Behavior technicians at sites | \$300,000.00         | \$257,630.00          |

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level   | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts)   | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|-----------------------|--|----------------------|-----------------------|
|                    | <p>1. Contracted services can provide access to professionals with specialized training and expertise in addressing intensive behavior needs, including behavior analysts and technicians to support students in general education classrooms.</p> <p>Additional support for intensive behavior of unduplicated pupils student needs will be added to high priority sites through contracted services.</p>   |              |                        |                       | where they are needed.   |                      |                       |
| 1.10               | <p><b>Tier 1: MTSS System Monitoring</b></p> <p>1. MTSS Teachers on Special Assignment (TOSAs) will be located at every site, and work together with site administrators to support the tiered levels of academic, emotional and behavioral supports, provide data for discussions by site based MTSS teams and teacher PLCs, and collaborate districtwide to problem solve implementation issues as needed. Their role is to coordinate MTSS implementation, the collection of data, facilitate SSTs and 504 plan writing, and ensure the appropriate access to services for students and their families, and align supports that cultivate growth for the whole child and family. Site based MTSS teams meet regularly to discuss and ensure students receive the supports that are needed. ( 25/26</p> <p>2. Through the student referral system, student data and family requests, MTSS Site TOSAs will support the review of individual, small group and community needs through the Screen Team to determine appropriate interventions, and timelines for progress monitoring as defined by the district MTSS team being implemented by the site</p> | Yes          | Ongoing Implementation |                       | <p>TOSA work on SSTs, 504s, Attendance is ongoing throughout the year. Data is from start of the year to Jan. 2026</p> <p>SSTs- 104<br/>504's-</p> | \$1,330,297.00       | \$537,640.12          |

| Goal #<br>Action # | Action Title and Description  | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
|                    | 3. Consultant agreement to support coaching administrators and leadership team in order to facilitate development of collaborative structures and best practices aligned to PLC work. |              |                      |                       |  |                      |                       |

## Goal 2

### Goal Description

By June of 2027, 55% of 2nd- 8th grade English Learner (EL) students will progress by a minimum of one level on the ELPAC each school year as measured by Summative ELPAC Assessment.

Increase our reclassification rate to 20%.

Decrease our Long Term English Learner to 10%

### Expected Annual Measurable Objectives

| Metric # | Metric                         | Baseline   | Year 1 Outcome   | Year 2 Outcome            | Mid-Year Outcome Data     | Desired Outcome for 2026-2027  |
|----------|--------------------------------|--|--|---------------------------|---------------------------|--|
| 2.1      | Summative ELPAC                | 23-24 (local data):<br>39.8% of Gr 2-8 EL making progress at least 1 ELPAC lv.<br>Level 4: 9.5%<br>Level 3: 28.1%<br>Level 2: 30.6%<br>Level 1: 28.5%              | 24-25 (Local data):<br>41.6% of Gr 2-8 EL making progress at least 1 ELPAC lv.<br>ELPAC Levels<br>Level 4: 15.5%<br>Level 3: 32.4%<br>Level 2: 28.4%<br>Level 1: 23.7% |                           | N/A                       | June 2027<br>55% of grade 2-8 ELs progress at least 1 ELPAC level  |
| 2.2      | RFEP Rate                      | 23-24 (local data):<br>15.3%   | 24-25 (Local data):<br>16% (355 RFEPs)   |                           | N/A                       | May 2027: 20%  |
| 2.3      | Long Term English Learner Rate | 23-24 (local data):<br>26%   | 23-24 (local data):<br>12%   |                           | N/A                       | May 2027: 10%  |
| 2.4      | Panorama Family Survey         | 2023-2024 (Spring)<br>Response: 17% (1,098)<br>Academic Care- 77%<br>School Safety- 77%<br>School Climate-76%<br>Cultural Awareness- 58%<br>Family Engagement- 25% | No longer use this metric  | No longer use this metric | No longer use this metric | Response: 45%<br>Family<br>Academic Care- 86%<br>School Safety- 86%<br>School Climate-85%<br>Cultural Awareness- 67%<br>Family Engagement- 34% |
| 2.5      | CHKS Parent survey             | 2024-2025 (Spring) - EL parents  | N/a  | 2025-2026 (Winter)        | In process                |  |

| Metric # | Metric | Baseline   | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--------|--|----------------|----------------|-----------------------|-------------------------------|
|          |        | Parents feel welcome to participate: 97%<br>Promotion of parental involvement: 92% |                |                |                       |                               |

## Actions & Measuring and Reporting Results

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level   | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts)   | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|-----------------------|--|----------------------|-----------------------|
| 2.1                | <p><b>Tier I: Program</b></p> <p>1. Every English Learner (EL) and subgroup of English Learner of Long Term English Learner students will receive daily instruction in ELD, aligned with their language levels. Integrated units that focus on language acquisition and student-centered teaching strategies will continue to be developed and shared with teachers across the district.</p> <p>2. Primary language instruction in Spanish will continue to be supported at Garfield, Hoover, and Taft</p> <p>3. The Pathway to the Seal of Biliteracy will continue at Kennedy Middle School, MIT Hoover for Spanish bilingual students and Mandarin bilingual students.</p> <p>4. Additional materials for D-ELD instruction will be provided to each site.</p> <p>5. Out-of-ratio designated ELD teachers are provided to MIT, Kennedy, and Hoover in order to ensure sufficient staffing and support to newcomer students not meeting the criteria for the Newcomer student (more than 540 days in United States Schools.)</p> <p>6. Bilingual testing specialist will ensure each EL student is ELPAC tested</p> <p>7. 25/26 Purchase Reading Intervention materials for Bilingual schools.</p> | Yes          | Ongoing Implementation |                       | <p>1. All students have designated ELD in their schedules.</p> <p>2. Bilingual programs continue to be supported at Garfield, Hoover and Taft. Bilingual program committee meets monthly to review status and to discuss program alignment and program needs.</p> <p>3. Biliteracy Pathway continues and end of the year students will be identified for the Biliteracy Attainment Award.</p> <p>4. Additional supplemental ELD materials were purchased for sites that made changes in ELD kits.</p> <p>5. Teachers for ELD continue at MIT, Kennedy, and Hoover.</p> | \$831,000.00         | \$273,000             |

| Goal #<br>Action # | Action Title and Description  | Contributing | Implementation Level  | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts)  | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|-----------------------|---|----------------------|-----------------------|
|                    |   |              |                       |                       | 6. Three bilingual testing specialists support assessments for ELs for ELPAC and Multitudes Assessments.  |                      |                       |
| 2.2                | <p><b>Tier I: PD for staff</b><br/>The professional development plan aims to provide targeted support to staff and instructional assistants, focusing on the needs of English Learners (ELs) and LTELs. Grounded in language acquisition theory and evidence-based instructional strategies, this plan is designed to build educator capacity and improve student outcomes across all proficiency levels. This plan is designed to equip educators with the necessary skills and strategies to effectively support EL students, particularly at CSI target schools (Garfield and Roosevelt), Hoover, Taft, and ATSI schools (Clifford, Henry Ford, MIT). Professional Development will be provided to staff and instructional assistants in:</p> <ol style="list-style-type: none"> <li>1. Curriculum training on ELD supplemental curriculum-Language Power</li> <li>2. Professional Development grounded in language acquisition will cover specific ELD strategies such as building vocabulary and oral language development (Komir Minds)</li> <li>3. Training on strategies to support newcomer students who may face additional challenges in adjusting to a new educational environment.</li> <li>4. Development and sharing of integrated units that focus on language development through content instruction. (Komir Minds)</li> <li>5. Training on using Ellevation to monitor progress for English Learners and use embedded supports</li> <li>6. Collaboration with Stanford University to support middle school teachers with integrated ELD focus across content areas. (Discontinued)</li> <li>7. Professional development provided by TCM with an emphasis on integrated ELD strategies</li> </ol> | Yes          | Partially Implemented |                       | <ol style="list-style-type: none"> <li>1. Language Power training for all new teachers to the district was provided in August and ongoing when needed.</li> <li>2. Komir Minds PD focused work continues at Hoover, McKinley, and Roosevelt this year to support the work that was started in 24/25.</li> <li>3. Training for 6-8 newcomer teachers has been provided each professional development day in addition to weekly check in and coaching.</li> <li>4. Coaches continue to provide support for teachers when needed in integrated units of study in addition to 5-6 cycles of more intensive coaching and demonstration lessons</li> <li>5. Ellevation training for all new staff was provided in August.</li> <li>6. Discontinued</li> </ol> | \$272,500.00         | \$149,250             |

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level  | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts)  | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|-----------------------|---|----------------------|-----------------------|
|                    | <p>for third through fifth grade. ( For 25-26, will add 2nd grade at Hoover and Roosevelt, and continue to work with McKinley with a new contract company, Komir Minds for PD)</p> <p>8. A comprehensive professional development plan integrating Administration, Support Coaches, and Classroom Teachers is designed to enhance skills and foster growth across the board.</p> <p>Through a combination of professional development focused on language acquisition for coaching sessions, this approach aims to elevate professional standards and subsequently improve student outcomes for all students with a focus on English Learners. CSI Target Schools: Garfield and Roosevelt, Hoover, Taft, as well as ATSI schools Clifford, Henry Ford, and MIT (CSI schools exited this status; Hoover, Taft, Clifford, and Henry Ford exited ATSI status in 24/25).</p> |              |                       |                       | <p>7. Continued professional development for teachers continues to be provided through Komir Minds at these sites with 4-5 cycles of demonstrations and planning with trainer and coaches. Currently 3 cycles have been fully completed.</p> <p>8. Professional development with Komir Minds with focused work on English Learner Road Map and ELD Framework with both administrators and coaches is ongoing. Administrators have participated in 6 days of professional development days and 2 days of walk throughs using the roadmap as a focus to provide next steps at designated sites.</p> |                      |                       |
| 2.3                | <p><b>Tier I: Academic Planning for Success</b></p> <p>Support will be provided for Unduplicated Pupil families to ensure that they have sufficient information for high school preparation (enrollment, assessments, A-G requirements, accelerated pathways, etc.), meeting with students in 8th grade. Instructional Coach will meet 1- 1 with families, hold group meetings, be available to advocate for student placement in high school, among other actions and services for students who are typically under-enrolled in high-level classes. LEA will</p>  |              | Partially Implemented |                       | Supports for 8th grade families continue to be supported at school sites and at the district level.   | 0                    | \$0                   |

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level   | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts)   | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|-----------------------|--|----------------------|-----------------------|
|                    | prioritize Bayside schools and Spanish-speaking families. ( Cost of personal is in 2.4)  |              |                        |                       |  |                      |                       |
| 2.4                | <p><b>Tier I: Outreach to Spanish-speaking families:<br/>Former CSI schools, Roosevelt and Garfield</b></p> <p>The LEA has developed a series of initiatives to ensure effective communication and supports for English Learners students and their families, with an emphasis on engaging Spanish-speaking families.</p> <ol style="list-style-type: none"> <li>1. 0.3FTE of the Director of Communications position ensures frequent communication with Spanish-speaking families using a variety of platforms and strategies</li> <li>2. Community Liaison/Family and Newcomer Outreach position focuses on outreach to families and newcomers, helping them navigate the school system and access resources.</li> <li>3. Three full-time Spanish Interpreters provide translation at public meetings, IEPs, site functions both orally and written documents. Funding is also included for interpretation in languages other than Spanish, as needed.</li> <li>4. Instructional Coaches at Roosevelt, Garfield and Hoover will collaborate with the Community School Coordinator to support parent engagement. ( goal 3)</li> <li>5. Educational materials and important information will be translated and made publicly available on the school district's website.</li> <li>6. New addition for 25/26 Family Engagement to support families in learning about the resources in Redwood City.</li> </ol> <p>By implementing these actions, the LEA is committed to supporting English Learners and</p> | Yes          | Ongoing Implementation |                       | <ol style="list-style-type: none"> <li>1. Director of Communications sends out information to all families and sites to ensure that there is clear communication.</li> <li>2. Community Liaison continues to support parent meetings at school sites as well as district meetings and superintendent advisory.</li> <li>3. Interpreters continue to support board meetings and attend virtual meetings for IEPs at school sites.</li> <li>4. Instructional coaches continue to support planning at each of the school sites. Sites have monthly and weekly planning time.</li> <li>5. SPSA and LCAP are translated and made publicly on the websites.</li> <li>6. Family Engagement continues to be a focus and sites are working with Multilingual</li> </ol> | \$714,180.00         | \$354,637.05          |

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level   | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts)   | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|-----------------------|--|----------------------|-----------------------|
|                    | their families, improving communication, and fostering a supportive and inclusive school environment.  |              |                        |                       | Director to support families on site.  |                      |                       |
| 2.5                | <p><b>Tier II: Providing for additional needs</b></p> <p>To enhance educational experiences for English Learners, the LEA has identified the need for financial support for student enrichment activities.</p> <p>1. Financial assistance will be provided for students from Taft, Hoover, Garfield, Roosevelt, MIT, Kennedy to attend Outdoor Education and field trips.</p> <p>These actions are designed to ensure that EL students receive the necessary instructional support and have access to enriching educational experiences, regardless of financial barriers.</p> | Yes          | Ongoing Implementation |                       | All K-5 sites attend outdoor education. Schools attend at different times through out the school year. Garfield is the only site that has attended from our priority sites. All other sites will attend in March, April, and May.    | \$81,000.00          | \$8,317.75            |
| 2.6                | <p><b>Tier II: Specialized support for recently arrived Newcomer students</b></p> <p>Recognizing the unique needs of international students who have recently arrived in the U.S., the LEA will establish a comprehensive language acquisition informed system of support to ensure these students receive the necessary academic and social-emotional support to succeed in RCSD. RCSD will establish a system of support.</p> <p>Tier 1:</p>   | Yes          |                        |                       | <p>1. Three sites have Newcomer teacher support: Hoover, McKinley, and Kennedy. Overall we have 212 newcomers this school year.</p> <p>2. TOSA provides support for all newcomer teachers and ELD teachers at the middle school.</p> | \$776,675.00         | \$354,840.72          |

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level   | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts)   | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|-----------------------|--|----------------------|-----------------------|
|                    | <p>1. Recently arrived newcomer students in middle school (less than 1 year in the US) will receive instruction in a bilingual center located at the comprehensive middle school of Kennedy and McKinley.<br/>An on-site Teacher on Special Assignment will be available to welcome students and their families, provide (2024-25).</p> <p>2. A dedicated TOSA liaison will work with the families of newcomer students to ensure they are well-supported and integrated into the school community.</p> <p>3. Newcomer students at sites in the district, enrolled in bilingual and non-bilingual classrooms, will receive additional support from instructional assistants at Taft, Garfield, Clifford, Henry Ford, Adelante Selby and Roosevelt. ( Instructional Assistant at Henry Ford and Adelante is discontinued due to lack of newcomers at the school sites)</p> <p>4. After-school tutoring programs will be offered to newcomer students and Long Term English Learners to provide additional academic support and language practice. ( Goal 3)</p> <p>5. Invest in newcomer-specific training for staff and purchase necessary instructional materials.</p> <p>RCSD is committed to providing equitable and educational opportunities for all students. By addressing the specific needs of newcomer students through bilingual instruction, targeted academic support, family engagement, and professional development, the LEA aims to ensure that these students can thrive academically and socially in their new environment.</p> |              |                        |                       | <p>TOSA also supports all K-5 sites in planning for assessments and supporting teachers in ELD.</p> <p>3. Five instructional assistants also support these sites as well as other sites with less newcomers.</p> <p>4. Tutoring is supported through CAP, Air Reading and afterschool teacher tutoring in Goal 3.</p> <p>5. Materials for the newcomer classes has been purchased so teachers can support small group instruction.</p> |                      |                       |
| 2.7                | <b>Tier III: SPED and EL dual-identified students</b>  |              | Ongoing Implementation |                       | 1. Multilingual Director and Director of Special   | \$0.00               | \$0                   |

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level   | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts)   | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|-----------------------|--|----------------------|-----------------------|
|                    | <p>1. The Director of SPED and the Director of Multilingual Learners will implement a collaborate approach to review the process of identification, progress monitoring and reclassification of EL students who are also identified as SPED.</p> <p>2. Individualized Education Program (IEP) teams will include an EL specialist to provide ideas, feedback and next steps for supporting English learners.</p> <p>3. All site admin will be involved in the progress monitoring of dually identified students</p> <p>By fostering collaboration between the SPED and ELD departments, involving EL specialists in IEP teams, and engaging site administrators in progress monitoring, the LEA aims to provide comprehensive and effective support for EL students who are also identified as SPED. These actions ensure that the educational and developmental needs of dually identified students are met with a well-coordinated, responsive, and supportive approach.</p> |              |                        |                       | <p>Education meet to create plans of support for ELs.</p> <p>2. Multilingual Director collaborates with the IEP teams and teachers to include EL support.</p> <p>3. All administrators are trained in Ellevation to monitor students progress.</p>   |                      |                       |
| 2.8                | <p><b>Program Monitoring</b><br/>To ensure effective monitoring and support of English Learner students the LEA will:</p> <p>1. LEA will provide a Director of Multilingual of Categorical programs to oversee the student data, monitor EL student progress, and provide data to schools, administrators, and teachers. The Director will regularly review EL student data, analyze progress trends, and identify areas of need and success.</p> <p>2. The Ellevation platform will be used to store, track, and monitor EL student data, providing a centralized system for data management and analysis.</p>  | Yes          | Ongoing Implementation |                       | <p>1. Multilingual Director monitors ELD at all school sites, as well as creates and monitors plans for assessment and implementation of curriculum. In addition works with coordinator of assessments to create training plan for ELPAC testing.</p> <p>2. Ellevation platform is used by all</p> | \$509,753.00         | \$197,622.67          |

| Goal #<br>Action # | Action Title and Description  | Contributing | Implementation Level   | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts)  | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|------------------------|-----------------------|---|----------------------|-----------------------|
|                    | <p>3. Spanish Language program assessment and monitoring tool to analyze program effectiveness.</p> <p>By overseeing EL student data and utilizing the Ellevation platform for comprehensive data management, the LEA aims to enhance the monitoring and support of EL students. These actions ensure that data-driven decision-making informs instructional practices, promotes the sharing of successful strategies, and ultimately improves educational outcomes for EL students across the district.</p>  |              |                        |                       | <p>administrators to monitor ELs. Training is provided for new administrators.</p> <p>3. Search for Spanish Language Program Assessment continues to be a need for our Spanish Bilingual schools, we continue to see that this is an area of need and we continue to search for a proper assessment for this program.</p> |                      |                       |
| 2.9                | <p><b>Tier 1: Integrated ELD</b><br/>To enhance the instructional support for English Learners students the LEA will implement a comprehensive Integrated English Language Development professional development grounded in language acquisition theory and best practices for instructional coaches. This initiative focuses on ATSI School and CSI school, leveraging expert contracts and providing stipends for teachers to support planning and collaboration.</p> <p>1: Contract with Teacher Created Materials to provide professional development for ATSI ( Taft, MIT, and Clifford) and CSI ( Roosevelt and Garfield) in addition, Hoover and Henry Ford. Taft, and Clifford exited ATSI status. Roosevelt and Garfield exited CSI status in 24/25. McKinley continues in ATSI status. (For 25/26 school year will contract with Komir Minds Creative Education to continue to work with district coaches and the following three target sites: Hoover, MIT, and Roosevelt) Cost is in 2.2</p> <p>2. Contract with Montenegro Consulting Group, LLC to provide professional</p> |              | Ongoing Implementation |                       | 1. Training for new teachers to use Language Power was supported in August and September.   | 0                    | \$0                   |

| Goal #<br>Action # | Action Title and Description  | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
|                    | <p>development and coaching on effective implementation of Social Emotional Learning practices that will transform the school climate and the academic success for all students at McKinley Middle School. ( Discontinued for 25/26)</p> <p>3. Teachers from ATSI and CSI schools, specifically McKinley, Garfield, and Roosevelt, will receive per diem pay for collaboration and planning work in August. ( Discontinued for 25/26)</p> |              |                      |                       |  |                      |                       |

### Goal 3

#### Goal Description

By June of 2027, all RCSD students will increase at least 4% annually in ELA and Math on i-Ready, the district's local assessment program.

(Adjusted until board adopts in June). By June 2027, RCSD goal is to increase the percentage of students meeting annual expected growth by at least 4% each year in ELA and Math as measured by i-Ready, the district's local assessment program.

English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.

### Expected Annual Measurable Objectives

| Metric # | Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome   | Mid-Year Outcome Data  | Desired Outcome for 2026-2027  |
|----------|---|---|---|--|--|--|
| 3.1      | i-Ready Reading Annual Growth Met or Exceeded 85% Projected Growth Target | Spring 2024<br>District wide: 54%<br>EL's: 49%<br>LTEL's: 50%<br>African American: 48%                            | Spring 2025 (March)<br>District wide: 57%<br>EL's: 54%<br>LTEL's: 52%<br>African American: 35%                        | Winter 2026 ( Jan.)<br>District wide: 60.7 %<br>EL's: 60.8%<br>LTEL's: 58.3<br>African American: 63.8% | Winter 2026 ( Jan.)<br>District wide: 60.7 %<br>EL's: 60.8%<br>LTEL's: 58.3<br>African American: 63.8% | Spring 2027<br>District wide: 66%<br>EL's: 59%<br>LTEL's: 62%<br>African American: 60%                   |
| 3.2      | i-Ready Math Annual Growth Met or Exceeded 85% Projected Growth Target    | Spring 2024<br>District wide: 46%<br>EL's: 42%<br>LTEL's: 47%<br>African American: 50%                            | Spring 2024 (March)<br>District wide: 47%<br>EL's: 43%<br>LTEL's: 46%<br>African American: 45%                        | Winter 2026 ( Jan.)<br>District wide: 56.4%<br>EL's: 57.7%<br>LTEL's: 55.3%<br>African American: 35%   | Winter 2026 (Jan.)<br>District wide: 56.4%<br>EL's: 57.7%<br>LTEL's: 55.3%<br>African American: 35%    | Spring 2027<br>District wide: 58%<br>EL's: 54%<br>LTEL's: 57%<br>African American: 64%                   |
| 3.3      | CAASP ELA - Standard Met or Exceeded                                      | 23-24 Dashboard data<br>District wide: 45.2%<br>EL's: 5.3%<br>LTEL's: 1.2%<br>African American: 32%<br>SWD: 16.4% | 24-25<br>Dashboard data<br>District wide: 48.8 %<br>EL's: 8.8%<br>LTEL's: 5.3%<br>African American: 32%<br>SWD: 16.5% |  | N/A  | Spring 2027<br>District wide: 59.7%<br>EL's: 20%<br>LTEL's: 18.3%<br>African American: 46.1%<br>SWD: 31% |
| 3.4      | CAASP Math - Standard Met or Exceeded                                     | 23-24 Dashboard data<br>District wide: 37.2%<br>EL's: 7.2%  | 24-25<br>Dashboard data<br>District wide: 37.6%   |  | N/A  | Spring 2027<br>District wide 46%<br>EL's 16%   |

| Metric # | Metric  | Baseline  | Year 1 Outcome   | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027  |
|----------|---|---|--|----------------|-----------------------|--|
|          |   | LTEL's: 0%<br>African American: 25%<br>SWD: 14.3%   | EL's: 7.2%<br>LTEL's: 3.0%<br>African American:<br>19.3%<br>SWD: 12.9%   |                |                       | LTEL's 12%<br>African American 33%<br>SWD: 23%   |
| 3.5      | CAASPP Science - Standard Met or Exceeded       | 23-24 Dashboard data<br>District wide: 31.2%<br>EL's: 0.3%<br>LTEL's: 0%<br>African American: 11%<br>SWD: 12.2% | 24-25<br>Dashboard data<br>District wide: 33.7%<br>EL's: 1.5%<br>LTEL's: 0%<br>African American: N/A<br>SWD: 12.1% |                | N/A                   | Spring 2027<br>District wide: 43.2%<br>EL's: 10%<br>LTEL's: 10%<br>African American: 23%<br>SWD: 23.4% |
| 3.6      | SARC Properly Credentialed Teachers             | 2023-2024<br>71.82% of teachers are fully credentialed in the area that they are assigned to teach.             | 2024-2025<br>75%   |                |                       | Spring 2027<br>100% of teachers being fully credentialed in the area that they are assigned to teach   |
| 3.7      | SARC: Student access to instructional materials | 2023-2024<br>100%   | 2024-2025<br>100%  |                |                       | Spring 2027<br>100%  |
| 3.8      | SARC/ FIT: Facilities in good repair            | 2023-2024<br>100%   | 2024-2025<br>100%  |                |                       | Spring 2027<br>100%  |
| 3.9      | Local Indicator                                 | 2023-2024 : Local staff survey<br><br>Priority #2 score: 2 - Beginning Development                              | 2024-2025: Local staff survey<br><br>Priority #2 score: 3 - Initial Implementation                                 |                |                       | 2027-2028<br>Priority 2: 4 Full Implementation   |

## Actions & Measuring and Reporting Results

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level   | Mid-Year Outcome Data  | Other Data/Evidence (qualitative, quantitative, artifacts)  | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|--|---|----------------------|-----------------------|
| 3.1                | <p><b>Tier I: Personnel: All teaching staff, classified staff, site administrators</b><br/>           To Foster academic success and promote equity within our schools, the LEA is committed to providing</p> <ol style="list-style-type: none"> <li>1. Highly qualified staff will provide grade level instruction and any necessary differentiated supports to each student in their classrooms</li> <li>2. Every students will have access to grade level, district adopted curriculum and materials in each subject area. Materials will be aligned with state and provide a rigorous and comprehensive education for all students.</li> <li>3. Our curriculum will be culturally relevant, reflecting the diversity of our student body and promoting inclusivity and equity.</li> <li>4. Site administrators will oversee, support, and coach teachers in providing a multi-tiered system of support</li> </ol>  | No           | Ongoing Implementation |  | All teachers at school sites provide grade level instruction, use adopted curriculum, and align to state standards. Site administrators oversee and support all staff.  | \$51,342,990.00      | \$23,343,446.58       |
| 3.2                | <p><b>Tier I: Professional Development (PD) and coaching for all staff</b><br/>           To enhance professional growth and instructional effectiveness of our students of our staff, the LEA is implementing a comprehensive plan that includes ongoing training, coaching, and support initiatives.</p> <ol style="list-style-type: none"> <li>1. The Multi-Tiered System of Support (MTSS) framework, will be fully implemented over the next three years, with a focus on refining Tier 1 structures and supports in academics, social emotional learning and positive behavior interactions. District-wide Leadership Teams and Site-Based MTSS teams will collaborate to ensure effective implementation and continuous improvement. ( Cost in 1.9)</li> <li>2. Staff will receive ongoing professional development in various areas, including goal-setting conference, Illustrative Mathematics, Data Analysis through Professional Learning</li> </ol> | No           | Partially Implemented  | <p>2. CRLP training attendees:<br/>           101 3rd- 5th grade teachers,<br/>           25 6th-8th grade SS &amp; SCI teachers<br/>           32 Special Education teachers</p> <p>EWRC attendees<br/>           33 Language arts teachers</p> | <p>1. MTSS continues to be a focal point for RCSD and school teams continue to focus on Tier 1 instruction and implement interventions when needed for Tier 2 and Tier 3.</p> <p>2. Professional development for 3-5, (6-8) Social Studies and Science, SPED teachers have been trained in Reading Comprehension with CRLP in August and in</p> | \$1,676,391.00       | \$638,595.70          |

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level | Mid-Year Outcome Data   | Other Data/Evidence (qualitative, quantitative, artifacts)   | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
|                    | <p>Communities, as well as Designated and Integrated ELD. California Reading and Literature Project (CRLP), will train Reading Specialists, MTSS TOSAs, Instructional Coaches, and Administrators to lead PLCs at the sites. (Changes for 25/26 School year: Continue with CRLP for 3-8 to focus on Reading Comprehension, Professional development for K-2 staff on Benchmark resources for reading comprehension and pilot at Taft and Garfield on the new 2022 version for Benchmark. Professional Development for Illustrative Mathematics will now focus on 6-8 Math teachers and administrators. Partnering with Solution trees to continue to develop work with professional learning communities. )</p> <p>3. Teachers on Special Assignment (TOSAs) will provide coaching, resources and curriculum in TK-8 grade subject areas. TOSAs will also offer assistance to new teachers helping them navigate curriculum implementation and instructional practices.</p> <p>4. Staff will have opportunities for release time during school day to collaborate and plan with colleagues. Stipends will be provided for staff who engage in planning and professional development activities after work hours.</p> <p>5. Training and planning sessions will be conducted to support fourth and fifth-grade Science classes, focusing on the implementation of the Full Option Science System (FOSS) curriculum at target sites. ( Science supports for 25/26 will focus on 4th and 5th as in the 24/25 support in middle school was needed as there were a number of new teachers who needed support.)</p> <p>7. K-5 and middle school Writing PLC will be established, with dedicated time allocated for collaborative work and professional development. Stipends or substitute pay will be provided to support teachers' participation. ( Discontinued for 25/26)</p> <p>8. MIT (Additional Targeted Support and Improvement) schools will receive stipends or</p> |              |                      | <p>Math Small group, Centers, and planning 76 K-2 staff</p> <p>4. New teacher training for CRLP 12 attended training throughout the year with full release days to attend Modules 1-3. One more will be done in spring.</p> <p>5. FOSS training 52 4th and 5th grade attended</p> | <p>January professional Development.</p> <p>Middle School Language Arts teachers attended EWRC training to supplement ELA curriculum for 4 day training in August and one day in January.</p> <p>K-2 Staff received training on implementing Math centers in their classrooms and planning for assessments in August and in January.</p> <p>3. Instructional Coaches supported and led training as well as planning time at designated sites.</p> <p>4. New teachers received CRLP training for new staff district provided substitutes and paid stipends for teachers to attend training throughout the year.</p> <p>5. FOSS training for 4-5 teachers focused on supporting FOSS curriculum to launch the year in using our science curriculum.</p> <p>7. Discontinued</p> |                      |                       |

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level   | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts)  | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|-----------------------|---|----------------------|-----------------------|
|                    | <p>substitute pay for after-school planning sessions with district coaches, supporting the development and refinement of instructional plans. ( Cost in 2.9)</p> <p>The LEA aims to empower its staff with the knowledge, skills, and resources needed to meet the diverse needs of students effectively. Through collaborative efforts and a commitment to continuous improvement, the LEA seeks to create a positive and enriching learning environment for all students.</p>  |              |                        |                       | 8. Teachers at MIT received stipends to plan afterschool to embed learning from CRLP trainings.   |                      |                       |
| 3.3                | <p><b>Tier 1: Standards-based materials: all subject areas</b></p> <p>The LEA is dedicated providing educators with access to high-quality online resources and piloting innovative math initiatives to enhance teaching and learning.</p> <p>1. Educators will be provided Access to updated curated online applications such as Newsela, Nearpod libraries, etc. These resources offer a diverse range of content and instructional materials aligned with curriculum standards, allowing teachers to enhance their lessons and engage students with interactive learning experiences. (25/26 Nearpod will be discontinued)</p> <p>2. The math pilot program for grades 6-8, focusing on Illustrative Math, will continue into the 2024-25 school year. Illustrative Math provides standards-aligned curriculum materials and resources designed to deepen students' conceptual understanding of mathematics. By piloting this program, educators can assess its effectiveness and suitability for broader implementation. (</p> | No           | Ongoing Implementation |                       | <p>1. Applications used for all students</p> <p>Newsela (3-8)<br/>Book Creator (K-8)<br/>Brain pop (TK-8)<br/>Learning A-Z (K-3)<br/>Read/Write Chrome<br/>Typing Club (2-3)<br/>Literably (1-3)<br/>Reflex and Frax (2-8)<br/>Khan Kids (K-1)<br/>Flovocabulary</p> <p>2. Discontinued<br/>3. discontinued<br/>4. discontinued</p> | \$418,828.00         | \$299,385             |

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|--------------------|--|--------------|------------------------|---|--|----------------------|-----------------------|
|                    | <p>Discontinued as pilot was completed in 24/25 school year)</p> <p>3. A Math Assessment trial for 3rd-8th will be conducted. These assessments offer a comprehensive evaluation of students mathematical proficiency and conceptual understanding across various domains. ( Discontinued in 24/25 and future years)</p> <p>4. Purchase additional literacy resources. These resources include Heggerty Phonemic Awareness License, SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words), and Benchmark Cards. Discontinue the purchase of SIPPS for 25/26 only.</p>  |              |                        |   |  |                      |                       |
| 3.4                | <p><b>Tier I: Instruction</b><br/>The LEA will ensure equitable access to high-quality instruction is crucial for the academic success of all students, including unduplicated pupils and those with disabilities.</p> <p>1. All students, will receive daily instruction in language arts (reading and writing) and math. This instruction will encompass both whole group and small group instruction to address varying learning needs.</p> <p>2. Instruction will be differentiated to meet the diverse learning needs of students, including unduplicated pupils and those with disabilities. Teachers will utilize a variety of instructional strategies and approaches to support students at different readiness levels and with varying learning styles.</p> <p>3. Small group instruction allows teachers to provide targeted support and intervention to students who may require additional assistance in mastering grade-level content. (</p> | No           | Ongoing Implementation | <p>i-Ready Phonics January Data</p> <p>1st: 43% (21 baseline) on grade level<br/>51% (59% baseline) one year behind<br/>6%(20% baseline) 2+ years behind</p> <p>2nd: 48% (29 baseline) on grade level<br/>24% (30 baseline) one year behind<br/>27%(42% baseline) 2+ years behind</p> | <p>1. Cohesion Slide deck provides systematic alignment for all sites to use for instruction.</p> <p>2. Teachers continue to differentiate their lessons in order to meet the needs of their students. District wide slides of targeted strategies to be used to engage students has been shared with all staff. Principals monitor the work on the cohesion slide deck.</p> <p>3. Targeted small group instruction continues to support students, instructional aides at Hoover, Roosevelt, Garfield,</p> | \$216,096.00         | \$216,095.75          |

| Goal #<br>Action # | Action Title and Description  | Contributing | Implementation Level   | Mid-Year Outcome Data   | Other Data/Evidence (qualitative, quantitative, artifacts)  | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|------------------------|---|---|----------------------|-----------------------|
|                    | <p>Cost of Instructional Assistants at target schools in 3.6)</p> <p>4. Additional supports, such as intervention programs or specialized instruction, will be provided to students with disabilities to ensure equitable access to the curriculum and support their academic development. ( Cost of Reading Specialist 3.7)</p> <p>5. Ongoing monitoring of student progress will inform instructional planning and support efforts. Teachers will regularly assess student learning and adjust instruction as needed to address individual learning needs and promote growth. Assessments: K-2 BPST and Aprendo a Leer for Phonics, Literably for 1-3 oral fluency, Formative assessments for reading comprehension for ELA. In mathematics teachers will use embedded assessment in the math curriculum. Formative assessments will also be used for D-ELD and other content areas.</p> <p>6. I-Ready Diagnostic Assessment and personalized lessons will be integrated into the instructional plan. This approach will help identify student needs, tailor instruction, and monitor progress effectively.</p> <p>7. Provide individual reading assessments in lower grades, Literably (1 - 3) both Spanish and English<br/>Phonics assessment only Spanish ( Cost in 3.3)</p> |              |                        | <p>3rd:<br/>64% (49% baseline) on grade level<br/>6% (8% baseline) one year behind<br/>29%(43% baseline) 2+ years behind</p> <p>4th:<br/>75% (67 baseline) on grade level<br/>5% (4 baseline) one year behind<br/>20%(29% baseline) 2+ years behind</p> <p>5th<br/>81% (77 baseline) on grade level<br/>19%(23% baseline) 2+ years behind</p> | <p>and Taft support small group instruction in the primary grades.</p> <p>4. Reading Intervention teachers assess student, progress monitor growth of designated students who are 2-3 years behind in reading.</p> <p>5. Teachers continue to assess students in foundational skills in Tk-5 to identify areas where students need support.</p> <p>6. Student continue to use personalized lesson for language arts through IReady platform.</p> <p>7. Teachers continue to use Literably to monitor fluency and comprehension for students in grade 1-3.</p> |                      |                       |
| 3.5                | <b>Tier 1: Provide coaches to high priority schools to support Tier 1 instruction or identified school in CSI and priority site.</b>  | Yes          | Ongoing Implementation | IReady Comprehension  | 1. Designated coaches continue to support school sites  | \$704,912.00         | \$306,788.68          |

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|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
|                    | <p>Designated instructional coaches at CSI school Garfield and Roosevelt and Target school Hoover to support teachers to enhance instructional practices and student learning outcomes. (Garfield and Roosevelt exited CSI status in 24/25. Hoover exited ATSI status.) Coaching will continue at these sites in 2025-2026 to continue to work with staff in collaboration and planning.</p> <p>1.Designated planning time: Coaches will collaborate with teachers to schedule dedicated planning sessions. During these sessions, teachers will have the opportunity to discuss curriculum, instructional strategies, and student needs. Coaches will assist in developing lesson plans and identifying resources to support effective instruction.</p> <p>2. Data analysis support: Coaches will provide support to teachers in analyzing student data to inform instructional decisions. They will help teachers identify trends, patterns, and areas of growth or need among students. This data analysis will enable teachers to tailor their instruction to meet the diverse needs of their students, particularly in small group settings.</p> <p>3. Emphasize on Universal Design for Learning: Coaches will emphasize Universal Design for Learning (UDL) principles and support teachers in implementing UDL strategies in their lesson planning and instruction.</p> <p>4. Coaching and Modeling: Coaches will actively engage in coaching cycles with teachers, which may include modeling lessons, observing instruction, and providing feedback. Through coaching and modeling, coaches will demonstrate effective instructional practices</p> |              |                      | <p>Hoover<br/>2nd: 16% (6% baseline) on grade level<br/>29% (25% baseline) one year behind<br/>56%(68% baseline) 2+ years behind</p> <p>3rd:<br/>18% (14% baseline) on grade level<br/>21% (14% baseline) one year behind<br/>61%(73% baseline) 2+ years behind</p> <p>4th<br/>12% (8% baseline) on grade level<br/>37% (29% baseline) one year behind<br/>51%(63% baseline) 2+ years behind</p> <p>5th<br/>10% (8 baseline) on grade level<br/>21% (16% baseline) one year behind<br/>69%(75% baseline) 2+ years behind</p> <p>Roosevelt</p> | <p>with planning for CRLP routines as well as integrated ELD and designated ELD. Sites have dedicated time throughout the day during enrichment periods as well as dedicated planning days where teachers have 1/2 day to a full day to plan monthly.</p> <p>2. Coaches also support data analysis at each of their sites to support analysis of data and planning for instruction.</p> <p>3. Coaches support teachers in planning for Universal Design for Learning to differentiate their lessons.</p> <p>4. Hoover and Roosevelt continue to be supported in 4 cycles this year with Komir Minds. 1st Cycle a demonstration by Komir Minds and debrief was completed. Teachers then used the CRLP protocol to plan a lesson. Cycle 2: Teachers planned a lesson, trainer from Komir Minds, supported planning and teachers then taught lesson and</p> |                      |                       |

| Goal #<br>Action # | Action Title and Description  | Contributing | Implementation Level   | Mid-Year Outcome Data   | Other Data/Evidence (qualitative, quantitative, artifacts)  | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|------------------------|---|---|----------------------|-----------------------|
|                    | <p>and support teachers in refining their teaching techniques. Coaches will facilitate debrief discussions with teachers to reflect on the lesson, identify strengths and areas for improvement, and set goals for future instruction.</p> <p>5. 2025-2026 Provide two additional guest teacher or pay for substitute release days to provide additional support for teacher release time during the school day for planning. One for McKinley middle school as well as one for coaching support at target sites.</p> |              |                        | <p>2nd: 39% (26% baseline) on grade level<br/>39% (42% baseline) one year behind<br/>23%(32% baseline) 2+ years behind</p> <p>3rd: 24% (19% baseline) on grade level<br/>38% (21% baseline) one year behind<br/>38%(60% baseline) 2+ years behind</p> <p>4th: 34% (19% baseline) on grade level<br/>28% (32% baseline) one year behind<br/>38%(49% baseline) 2+ years behind</p> <p>5th:<br/>33% (33% baseline) on grade level<br/>22% (19% baseline) one year behind<br/>45%(48% baseline) 2+ years behind</p> | <p>debriefed with grade level teams.<br/>Cycle 3 and 4:<br/>Teachers now plan with district coach, demo lessons for grade level teams, Komir minds observes and provides feedback.</p> <p>Teachers are taking ownership in the planning process and provide supports for each other through debriefs and next steps.</p> <p>5. Hoover and McKinley have additional guest teacher so teachers can be released to plan with district coaches.</p> |                      |                       |
| 3.6                | <b>Tier 1: Provide lower class size in grades at high priority schools by providing instructional assistants for identified school in CSI and ATSI for academics</b>  | Yes          | Ongoing Implementation |   | 1. Class size is lower at Garfield with average of 21 per class   | \$217,388.00         | \$153,905.52          |

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|--------------------|---|--------------|------------------------|-----------------------|---|----------------------|-----------------------|
|                    | <p>Maintaining class sizes and providing instructional assistants are important strategies for supporting students learning and achievement.</p> <p>1. Maintain class size in K -2 at 25:1. The LEA ensures that teachers can provide individualized attention and support to each student. ( 25/26 Class size will be 28:1 for K-2)</p> <p>2. Instructional assistants will be provided at priority sites of Garfield, Roosevelt, Taft, and Hoover to push into classrooms and work with small groups of students in ELD, Math and Literacy. They will provide targeted intervention and support to students who may need additional assistance or enrichment.</p>   |              |                        |                       | <p>Roosevelt average class size of 22</p> <p>Taft average class size of 22</p> <p>2. Each site has an instructional assistant to support ELA and Math for the school sites to reduce ratio to teacher support in small groups.</p>  |                      |                       |
| 3.7                | <p><b>Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.</b></p> <p>These initiatives aim to provide comprehensive support and enrichment opportunities for students across various grade levels and schools, particularly those with high numbers of unduplicated pupils as well as engaging red indicator student groups.</p> <p>1. Middle School Elective Teachers: By assigning elective teachers to schools with high numbers of unduplicated pupils, the LEA ensures that all students have access to a diverse range of enrichment classes.</p> <p>2. Shared Music Teacher: Sharing a music teacher among multiple sites allows for efficient allocation of resources while still providing access to music education for students at each school. K-5 sites: Taft, Adelante Selby, Orion, Roosevelt, 3rd-5th</p> | No           | Ongoing Implementation |                       | <p>1. Hoover and McKinley to have enrichment teacher to support electives.</p> <p>2. Two music teachers support K-5 sites:</p> <p>Hoover K-3 and MIT 6-8 share a music teacher</p> <p>Adelante Selby, Orion, North Star, Roosevelt, and Taft share a K-5 music teacher.</p> <p>3. STEAM teachers continue to be supported through Prop 28 as well as through site funds.</p> <p>4. Discontinued</p> | \$70,000.00          | \$50,148.38           |

| Goal #<br>Action # | Action Title and Description  | Contributing | Implementation Level   | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts)   | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|------------------------|-----------------------|--|----------------------|-----------------------|
|                    | <p>North Star. ( 25/26 additional part-time music teachers will be added to include Hoover and Garfield students.)</p> <p>3. STEAM teachers continue to provide high-quality design thinking and foster critical thinking and problem-solving skills among students.</p> <p>4. Career Technical Education modules, as per the grant for 7th and 8th graders, offer students opportunities to explore career pathways, gain practical skills, and make connections between classroom learning and real-world applications.in middle schools. District part-time STEAM TOSA will support the implementation of appropriate CTE elements in primary grades. ( Discontinued as the grant has been expended. STEAM Teachers in middle school will continue to use the kits purchased through the grant.)</p> |              |                        |                       |  |                      |                       |
| 3.8                | <p><b>Tier 1: General Ed and Special Ed connections and inclusive practices</b><br/>The LEA's is committed to supporting the diverse needs of students with Individualized Education Programs (IEPs) and promoting inclusive practices across schools.</p> <p>1. The RCSD MTSS leadership team will collaborate with the SMCOE, SIP (Supporting Inclusive Practices, statewide organization) and SELPA Coordinators reflect a comprehensive approach to addressing the needs of students with IEPs. Plan will focus on raising awareness and sensitivity among educators to better understand the learning, behavioral, and social emotional needs of students with IEPs.</p>   | No           | Ongoing Implementation |                       | <p>Special Education meet regularly with the county and SELPA to support students with disabilities.</p> <p>2. EIEEP grant continues to support inclusive practices. Roy Cloud has created inclusive practices in middle school for the identified students with IEPs.</p> | \$0.00               | \$0                   |

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|--------------------|---|--------------|----------------------|--|---|----------------------|-----------------------|
|                    | <p>2. RCSD's involvement in the SMCOE EIEEP grant provides an opportunity to access specialized training and resources for promoting inclusive practices. Inclusive practices training may include strategies for adapting curriculum, modifying instructional methods, and creating a supportive learning environment that accommodates the diverse needs of all students.</p>   |              |                      |  |   |                      |                       |
| 3.9                | <p><b>Tier 1: Support for the Transitional Kindergarten (TK) program</b><br/>         Providing instructional aides in TK classrooms is a proactive step to ensure that all students receive the support they need to succeed academically and socially.</p> <p>Instructional aides will provide individualized support to students who may require additional assistance with academic tasks, social skills development, or behavior management. Aides will work closely with teachers to implement differentiated instruction strategies that address the diverse learning styles and abilities of students in the classroom. Aides will facilitate small group instruction or interventions for students who require targeted support in specific areas, such as literacy, numeracy, or social-emotional learning. Aides will support teachers in maintaining a positive and organized classroom environment by assisting with transitions, managing materials, and reinforcing expectations for behavior.</p> | No           | Fully Implemented    | <p>17 general education classroom</p> <p>17 Instructional Assistants</p> <p>2 Special Education TK classes with instructional assistants</p> | <p>Each Transitional Classroom maintains a ratio of 10:1 in their classroom with the additional instructional aide to support small group instruction, organization, classroom environment, and support reinforcing expectations.</p> | \$834,000.00         | \$452,145.01          |

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|--------------------|--|--------------|----------------------|---|---|----------------------|-----------------------|
| 3.10               | <p><b>Tier II: Extending learning time</b><br/> The LEA provide additional academic support and enrichment opportunities for students, particularly those who are classified as unduplicated pupils.</p> <ol style="list-style-type: none"> <li>1. Summer school will prioritize unduplicated students who are two to three years behind. Focus for summer school will be targeted instruction in ELA and Math.</li> <li>2. Offer after-school tutoring opportunities allows students to receive additional supports in targeted specific areas of academic need, offering additional practice and reinforcement. Unduplicated students will be prioritized for tutoring for Roosevelt and Garfield.</li> <li>3. Supplemental tutoring models with alternative models such as CAP (College Advising Prep) tutoring, peer tutoring and AirReading.</li> </ol> | Yes          | Fully Implemented    | <p>Summer school offered the following spots at each site for 24/25</p> <p>Henry Ford K-5: 244</p> <p>MIT 6-8: 122 students</p> <p>Garfield K-5 172 students</p> <p>October-January After school Tutoring in ELA with Air Reading:<br/> Garfield 23<br/> Roosevelt 25<br/> Hoover 21<br/> Taft 25<br/> MIT 24</p> <p>CAP tutoring<br/> Math<br/> MIT 15</p> <p>CAP ELA<br/> Taft 35</p> <p>Kennedy and Hoover will begin CAP tutoring in Feb.</p> <p>Teacher tutoring just began in January- data will be ready at end of year.</p> | <ol style="list-style-type: none"> <li>1. Summer school 2025 offered over 538 spots for students at three sites. Attendance in summer school fluctuated and approximately 300 students attended with 70% attendance. Students selected were provided enrichment in Science and Math.</li> <li>2. Afterschool tutoring is offered for unduplicated pupils.</li> <li>3. Other tutoring</li> </ol> | \$858,000.00         | \$327,977.30          |

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|--------------------|---|--------------|------------------------|---|--|----------------------|-----------------------|
| 3.11               | <p><b>Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.</b></p> <p>Reading Intervention Teachers will provide targeted supports to students who may be struggling with literacy skills. K-5 students at ATSI schools Taft and Hoover, CSI schools Garfield and Roosevelt, and other sites: Adelante Selby and Orion.<br/>( All sites exited the ATSI or CSI status for the 24/25 school year. Supports will continue at these sites.)</p> | Yes          | Ongoing Implementation | <p>over 300 students are in Reading Intervention across all sites that are LCAP supported.</p> <p>Students continue to make progress in foundational skills and reading comprehension</p> | <p>Reading Intervention continues to be supported at Taft Garfield Hoover Roosevelt Orion Adelante Selby Henry Ford</p> <p>Site funded at Clifford and Roy Cloud</p> | \$954,294.00         | \$497,185.33          |
| 3.12               | <p><b>Tier 1: Standards-based materials for Spanish Bilingual Classroom</b></p> <p>To support Spanish Literacy development in foundational skills, LEA will purchase Spanish decodable books to enhance Aprendo a Leer lessons. These books will focus on phonics, phonemic awareness, and reading fluency.<br/>25/26 Discontinued as no longer needed.</p>   | No           |                        |   |  | \$0.00               | \$0                   |

# Impact to the Budget Overview for Parents

| Item                                   | As adopted in Budget Overview for Parents | Mid-Year Update |
|--|---|-----------------|
| Total LCFF Funds                       |   |                 |
| LCFF Supplemental/Concentration Grants |   |                 |