LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Mateo-Foster City School District

CDS Code: 41690390000000

School Year: 2024-25

LEA contact information:
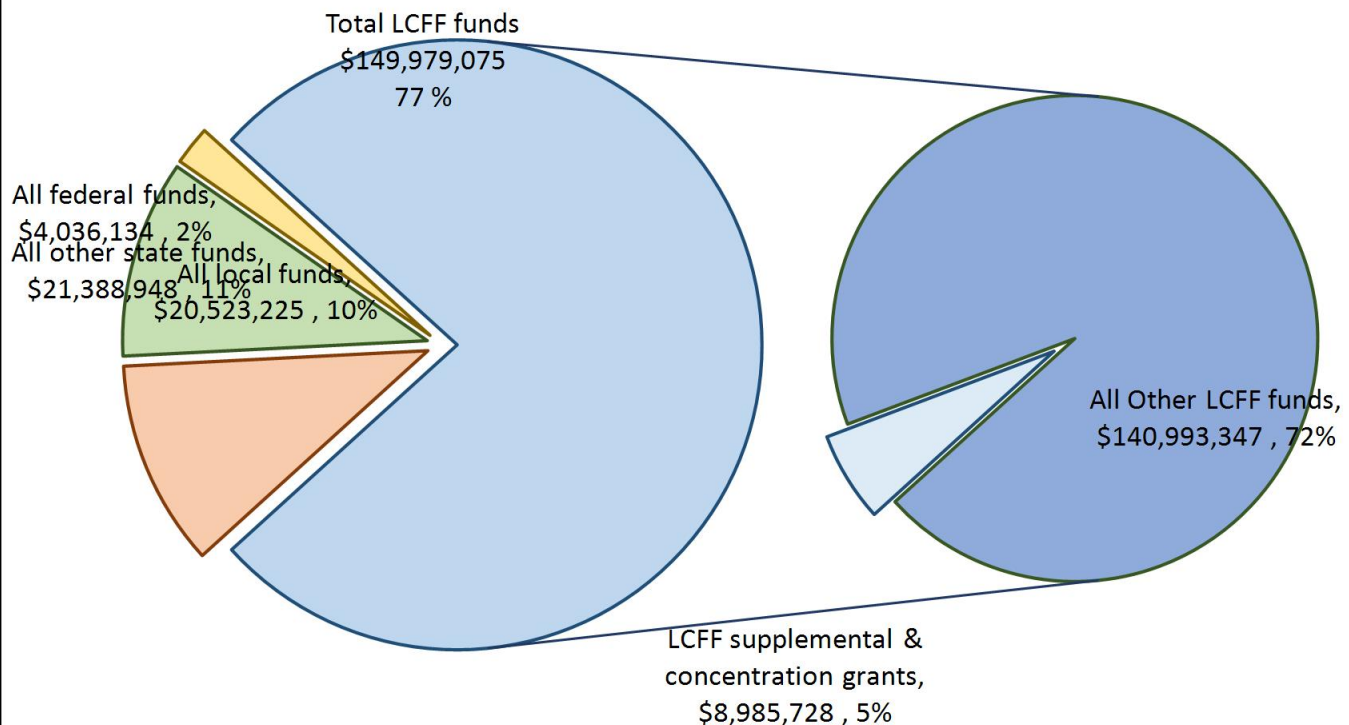
Diego Ochoa

Superintendent

DiegoOchoa@smfcsd.net

(650) 312-7348

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds $149,979,075 77 %

All federal funds, $4,036,134 , 2%

All other state funds, $21,388,948 , 11%

All local funds, $20,523,225 , 10%

All Other LCFF funds, $140,993,347 , 72%

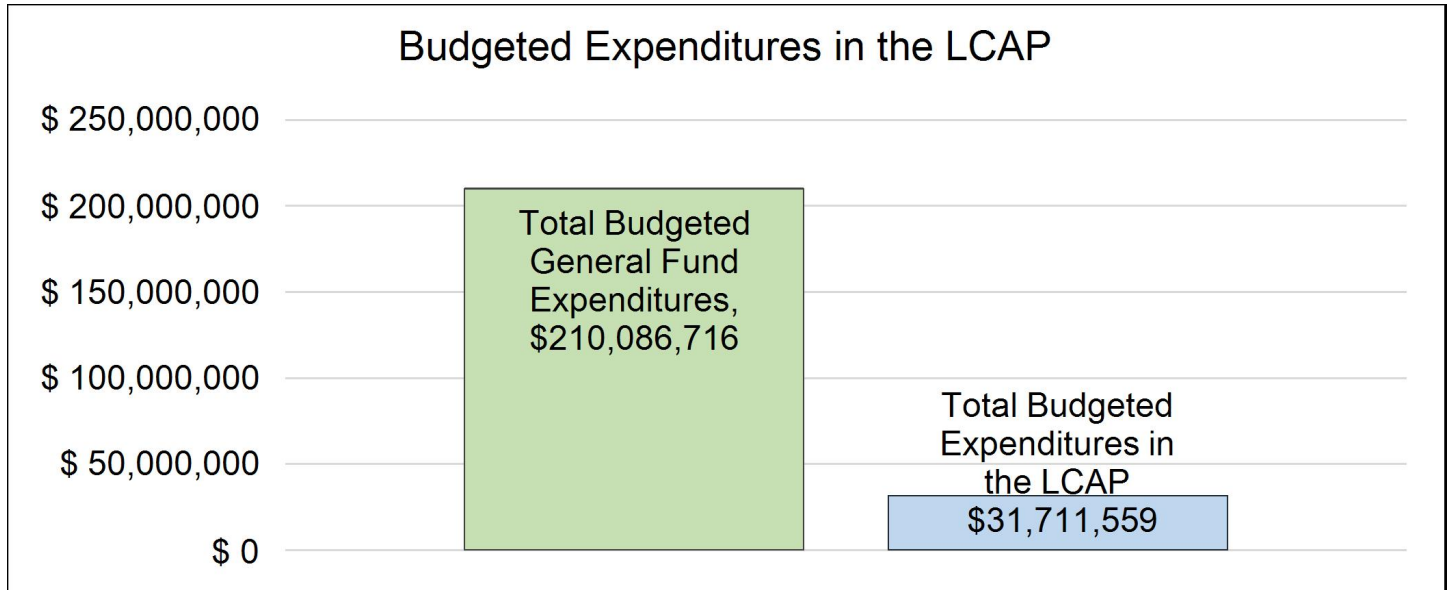LCFF supplemental & concentration grants, $8,985,728 , 5%

This chart shows the total general purpose revenue San Mateo-Foster City 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 San Mateo-Foster City School District is $195,927,382, of which $149,979,075 is Local Control Funding Formula (LCFF), $21,388,948 is other state funds, $20,523,225 is local funds, and $4,036,134 is federal funds. Of the

$149,979,075 in LCFF Funds, $8,985,728 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.

Budgeted Expenditures in the LCAP

$ 250,000,000	
$ 200,000,000	Total Budgeted General Fund Expenditures, $210,086,716
$ 150,000,000	
$ 100,000,000	
$ 50,000,000	Total Budgeted Expenditures in the LCAP $31,711,559
$ 0	

This chart provides a quick summary of how much San Mateo-Foster City School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Mateo-Foster City School District plans to spend $210,086,716 for the 2024-25 school year. Of that amount, $31,711,559 is tied to actions/services in the LCAP and $178,375,157 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The text description of the above chart is as follows: San Mateo-Foster City School District plans to spend $210,086,716 for the 2024-25 school year. Of that amount, $31,711,559 is tied to actions/services in the LCAP and $178,375,157 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
The General Expenditures not shown in the 2024-25 LCAP are basic services costs that provide the foundation for the academic, equity, and wellness improvement actions that are described in the 2024-25 LCAP. These basic services expenditures include but are not limited to: salaries and benefits for base program school certificated and classified staffing, general administration, and district office staff; utilities and operation expenditures; materials and supplies expenditures; insurance and attorney expenditures; contracted services; as well as facilities and maintenance expenditures.
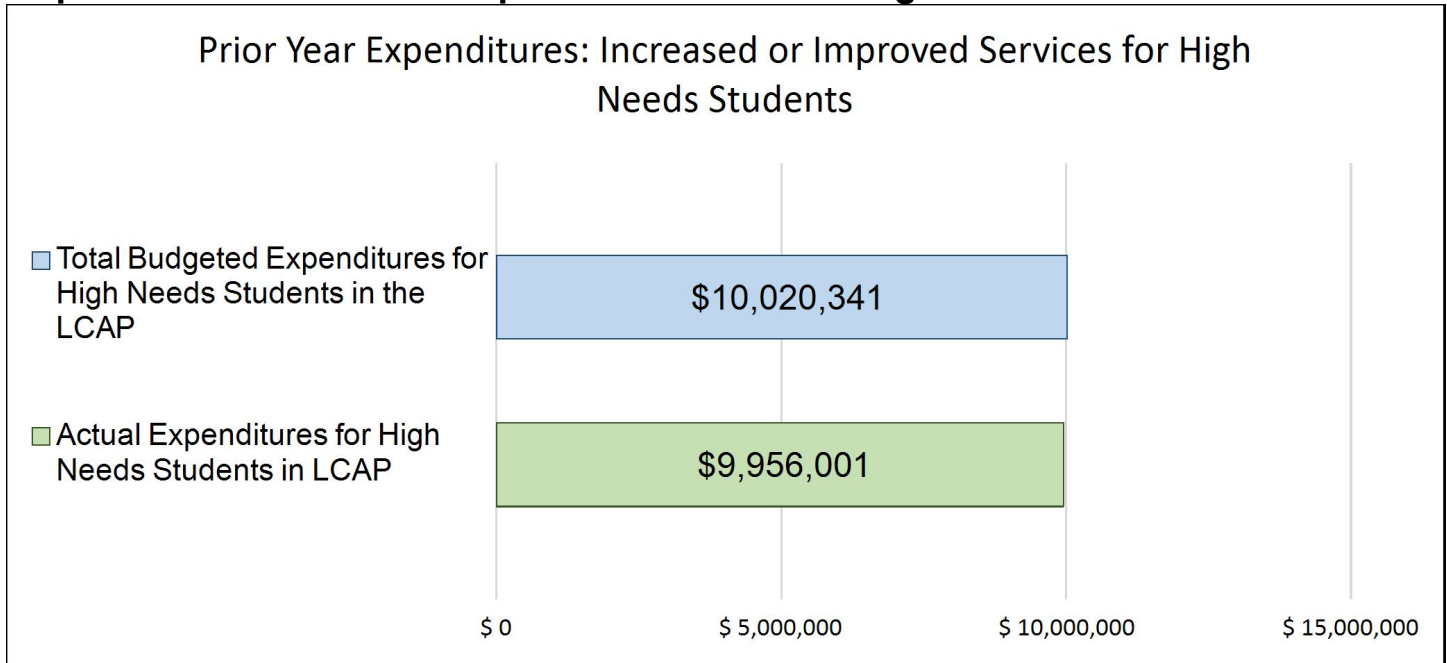
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, San Mateo-Foster City School District is projecting it will receive $8,985,728 based on the enrollment of foster youth, English learner, and low-income students. San Mateo-Foster City School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Mateo-Foster City School District plans to spend $9,086,434 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP

$10,020,341

☐ Actual Expenditures for High Needs Students in LCAP

$9,956,001

$ 0 $ 5,000,000 $ 10,000,000 $ 15,000,000

This chart compares what San Mateo-Foster City 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 San Mateo-Foster City School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, San Mateo-Foster City School District's LCAP budgeted $10,020,341 for planned actions to increase or improve services for high needs students. San Mateo-Foster City School District actually spent $9,956,001 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-64,340 had the following impact on San Mateo-Foster City School District's ability to increase or improve services for high needs students:

The text description of the above chart is as follows: In 2023-24, San Mateo-Foster City School District's LCAP budgeted $10,020,341 for planned actions to increase or improve services for high needs students. San Mateo-Foster City School District actually spent $9,956,001 for actions to increase or improve services for high needs students in 2023-24.
The difference between the budgeted and actual expenditures of $64,340 had the following impact on San Mateo-Foster City School District's ability to increase or improve services for high needs students:
The estimated actual expenditures difference (less than 1% of the total budget) can be attributed to budgeted expenses that were slightly over-estimated in the planning. This difference is therefore evaluated to have had no material impact on SMFCSD's ability to provide increased/improved services to targeted students and their families.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Mateo-Foster City School District	Diego Ochoa Superintendent	DiegoOchoa@smfcsd.net (650) 312-7348

Goals and Actions

Goal

Goal #	Description
1	GOAL 1 (aligned with the SMFCSD Strategic Plan) ACHIEVEMENT: Create learning opportunities for ALL Pre-K through 8th students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP LITERACY (3-8th) Percent Met/Exceeded Standard (for the group)	2018-19 All Students: 62.28% Socioeconomically Disadvantaged: 29.61% English Learners: 9.43% Students with Disabilities: 14.14% Hispanic/Latinx: 34.12%	2021-22 All Students: 57.74% Socioeconomically Disadvantaged: 25% English Learners: 12.94% Students with Disabilities: 18.17% Hispanic/Latinx: 27.07%	2022-23 All Students: 55.61% Socioeconomically Disadvantaged: 21.59% English Learners: 7.91% Students with Disabilities: 18.17% Hispanic/Latinx: 25.42%	2023-2024 All Students: 56% Socioeconomically Disadvantaged: 22% English Learners: 8% LTELs: 6% Students with Disabilities: 18% Hispanic/Latinx: 25%	2023-24 All Students: 75% (5 points per year) Socioeconomically Disadvantaged: 59.61% (10 points per year) English Learners: 39.43% (10 points per year) Students with Disabilities: 44.14% (10 points per year) Hispanic/Latinx: 64.12% (10 points per year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP MATH (3-8th) Percent Met/Exceeded Standard (for the group)	2018-19 All Students: 55.6% Socioeconomically Disadvantaged: 19.24% English Learners: 11.26% Students with Disabilities: 14.65% Hispanic/Latinx: 22.71%	2021-22 All Students: 51.57% Socioeconomically Disadvantaged: 17.5% English Learners: 14.15% Students with Disabilities: 17.50% Hispanic/Latinx: 18.27%	2022-23 All Students: 51.06% Socioeconomically Disadvantaged: 17.63% English Learners: 11.42% Students with Disabilities: 18.32% Hispanic/Latinx: 19.90%	2023-2024 All Students: 51% Socioeconomically Disadvantaged: 18% English Learners: 11% LTELs: 3% Students with Disabilities: 18% Hispanic/Latinx: 20%	2023-24 All Students: 75% (6 points per year) Socioeconomically Disadvantaged: 49.24% (10 points per year) English Learners: 41.26% (10 points per year) Students with Disabilities: 44.65% (10 points per year) Hispanic/Latinx: 52.71% (10 points per year)
ENGLISH LEARNER PROGRESS Percent K-8 ELs making progress toward English language proficiency on the ELPAC Progress = progressed at least one ELPI level or	2018-19 54.1% ELs making progress toward English language proficiency on the ELPAC	2021-22 53.5% ELs making progress toward English language proficiency on the ELPAC	2022-23 45.1% ELs making progress toward English language proficiency on the ELPAC	Data available December 2024. This outcome will be updated in the 2024-25 Annual Update.	2023-24 66% ELs making progress toward English language proficiency on the ELPAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
maintained ELPI level 4					
Preventing Academic Failure (PAF) Interim Assessment, K-2 Percent of group meeting Grade Level Benchmark (at end of year)	Metric not used in 2021-22	2022-23 Baseline K: 44.66% 1st: 47.01% 2nd: 58.93	2022-23 (End of Year) K: 84.27% 1st: 73.05% 2nd: 69.93%	2023-24 End of Year K: 85.60% 1st: 75.26% 2nd: 59.49%	2023-24 K-5th: 80% meeting Grade Level Benchmark (at end of year)
Preventing Academic Failure (PAF) Interim Assessment, K-2 Percent of group meeting Grade Level Benchmark (at end of year)	Metric not used in 2021-22	2022-23 Baseline (Beginning of the Year) Kindergarten Socioeconomically Disadvantaged: tbd English Learners: 31.47% Students with IEPs: 25.32% Hispanic/Latinx: 29.42% 1st Grade Socioeconomically Disadvantaged: tbd English Learners: 29.04% Students with IEPs: 18.75%	2022-23 Kindergarten Socioeconomically Disadvantaged: 89.55% English Learners: 78.47% Students with IEPs: 82.67% Hispanic/Latinx: 74.41% 1st Grade Socioeconomically Disadvantaged: 74.48% English Learners: 45.98% Students with IEPs: 58.90%	2023-24 Middle of the Year Kindergarten Socioeconomically Disadvantaged: 43.83% English Learners: 44.71% Students with IEPs: 50.00% Hispanic/Latinx: 41.25% 1st Grade Socioeconomically Disadvantaged: 44.74% English Learners: 41.37%	2023-24 Percent of group meeting Grade Level Benchmark (at end of year) Kindergarten Socioeconomically Disadvantaged: tbdEnglish Learners: 41.47% Students with IEPs: 35.32% Hispanic/Latinx: 39.42% 1st Grade Socioeconomically Disadvantaged: tbd English Learners: 39.04%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Hispanic/Latinx: 28.55% 2nd Grade Socioeconomically Disadvantaged: tbd English Learners: 29.81% Students with IEPs: 13.92% Hispanic/Latinx: 38.99%	Hispanic/Latinx: 49.39% 2nd Grade Socioeconomically Disadvantaged: 67.87% English Learners: 32.47 % Students with IEPs: 29.17% Hispanic/Latinx: 42.15%	Students with IEPs: 47.56% Hispanic/Latinx: 40.% 2nd Grade Socioeconomically Disadvantaged: 36.43% English Learners: 26.97% Students with IEPs: 35.29% Hispanic/Latinx: 32.82% End of Year Socioeconomically Disadvantaged: 63.42% English Learners: 53.91% Students with IEPs: 45.60% Hispanic/Latinx: 52.18% Homeless: 25.26%	Students with IEPs: 28.75% Hispanic/Latinx: 38.55% 2nd Grade Socioeconomically Disadvantaged: tbd English Learners: 39.81% Students with IEPs: 23.92% Hispanic/Latinx: 48.99%
Reading Inventory Assessment (3-8th) Percent of group meeting Grade Level	Metric not used in 2021-22	2022-23 Baseline for grades 3-8 End of Year • -3rd: 56.47% • -4th: 64.18% • -5th: 63.69% • -6th: 68.15%	2022-23 (Note: 1st Year) End of Year • -3rd: 56.47% • -4th: 64.18% • -5th: 63.69% • -6th: 68.15%	2023-24 End of Year 3rd: 55.15% 4th: 66.04% 5th: 67.16% 6th: 60.37% 7th: 60.84%	2023-24 Percent of group meeting Grade Level Benchmark (at end of year) 3rd-8th: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Benchmark (at end of year)		• -7th: 68.68% • -8th: 69.99%	• -7th: 68.68% • -8th: 69.99%	8th: 70.74%	
Reading Inventory Assessment (3-8th) Percent of group meeting Grade Level Benchmark (at end of year)	Metric not used in 2021-22	2022-23 Baseline End of Year Socioeconomically Disadvantaged: 3rd: 21.62% 4th: 29.41% 5th: 31.85% 6th: 39.27% 7th: 35.59% 8th: 48.16% English Learners: 3rd: 11.55% 4th: 16.35% 5th: 13.99% 6th: 19.77% 7th: 7.59% 8th: 6.76% Students with IEPs: 3rd: 21.59% 4th: 30.93% 5th: 27.70% 6th: 35.40% 7th: 29.07% 8th: 23.85% Hispanic/Latinx: 3rd: 27.98%	2022-23 (Note: 1st Year) End of Year Socioeconomically Disadvantaged: 3rd: 21.62% 4th: 29.41% 5th: 31.85% 6th: 39.27% 7th: 35.59% 8th: 48.16% English Learners: 3rd: 11.55% 4th: 16.35% 5th: 13.99% 6th: 19.77% 7th: 7.59% 8th: 6.76% Students with IEPs: 3rd: 21.59% 4th: 30.93% 5th: 27.70% 6th: 35.40% 7th: 29.07% 8th: 23.85% Hispanic/Latinx:	2023-24 Middle of Year Socioeconomically Disadvantaged: 3rd - 25.98% 4th - 35.85% 5th - 45.13% 6th - 36.54% 7th - 42.13% 8th - 43.08% English Learners: 3rd - 10.76% 4th - 17.21% 5th - 16.67% 6th - 7.42% 7th - 14.14% 8th - 5.13% Students with IEPs: 3rd - 17.95% 4th - 22.22% 5th - 29.79% 6th - 19.12% 7th - 28.92% 8th - 29.63% Hispanic/Latinx: 3rd - 21.11%	2023-24 Percent of group meeting Grade Level Benchmark (at end of year) 3rd/4th/5th Grade Socioeconomically Disadvantaged: 80% English Learners: 80% Students with IEPs: 80% Hispanic/Latinx: 80% 6th/7th/8th Grade Socioeconomically Disadvantaged: 80% English Learners: 80% LTEL: 80% Students with IEPs: 80% Hispanic/Latinx: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		4th: 31.28% 5th: 36.95% 6th: 43.33% 7th: 41.09% 8th: 47.34%	3rd: 27.98% 4th: 31.28% 5th: 36.95% 6th: 43.33% 7th: 41.09% 8th: 47.34%	4th - 38.76% 5th - 39.94% 6th - 35.33% 7th - 41.38% 8th - 40.76% Long Term English Learners 5th - 21.43% 6th - 14.67% 7th - 20.16% 8th - 12.70% End of Year Socioeconomically Disadvantaged: 46.76% English Learners: 12.80% LTELs: 15.36% Students with IEPs: 24.58% Hispanic/Latinx: 34.54% Homeless: 36.35%	
Mathematics Interim Common Formative Assessments -- K-5th (EngageNY/Zearn) Percent of group meeting Grade Level Benchmark (K-2 at	2021-22 Baseline to be determined 3rd Interim: K-2: 39% 2nd Interim: 3rd-5th: 49%	2021-22 Mid-Year: TK-2nd: 39% 3rd-5th: 49% Equity groups Baseline(2022-2023)	2022-23 2nd Interim--Middle of Year • K-2: 81.23% 3rd-5th: 15.26% Socioeconomically	2023-24 1st Interim TK-2: 75.89% 3rd-5th: 75.60% Socioeconomically Disadvantaged:	2023-24 TK-2nd 80% 3rd-5th: 80% Socioeconomically Disadvantaged: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
end of year; 3-5 at 2nd Interim)		Socioeconomically Disadvantaged: TK-2: 65.40% 3rd-5th: 31.86% Students with IEPs: TK-2: 61.76% 3rd-5th: 36.84% English Learners: tbd TK-2: 69.13% 3rd-6th: 40.24%	Disadvantaged: TK-2: 65.40% 3rd-5th: 31.86% English Learners: TK-2: 66.79% 3rd-5th: 33.97% Students with IEPs: TK-2: 66.09% 3rd-5th: 33.46% Hispanic/Latinx: TK-2: 66.18% 3rd-5th: 29.18% End of Year (TK-2 Only) Overall: 84.36% Socioeconomically Disadvantaged: 70.27% English Learners: 69.74% Students with IEPs: 71.67% Hispanic/Latinx: 71.24%	TK-2: 59.68% 3rd-5th: 59.80% English Learners: TK-2: 57.44% 3rd-5th: 52.70% Students with IEPs: TK-2: 57.71% 3rd-5th: 48.97% Hispanic/Latinx: TK-2: 58.60% 3rd-5th: 58.33% 2nd Interim Overall K-2nd: 81.45% 3rd-5th: 75.59% Socioeconomically Disadvantaged: K-2nd: 67.87% 3rd-5th: 57.20% English Learners: K-2nd: 66.82% 3rd-5th: 50.27% Students with IEPs: K-2nd: 59.18% 3rd-5th: 50.17% Hispanic/Latinx: K-2nd: 66.99%	English Learners: 80% Students with IEPs: 80% Hispanic/Latinx: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				3rd-5th: 56.48% Homeless K-2nd: 58.22% 3rd-5th: 55% End of Year K-2 Overall: 84.81% Socioeconomically Disadvantaged: 80.31% English Learners: 72.78% Students with IEPs: 73.99% Hispanic/Latinx: 74.01% Homeless 56%	
Mathematics Interim Common Formative Assessments -- 6th-8th (Illustrative/Math Nation) Percent of group meeting Grade Level Benchmark (at 2nd Interim)	2021-22 Baseline: 1st Interim: Math 6: 34% Math 8: 16% 2nd Interim: Math 6: 50% Math 8: 20%	2021-22 1st Interim: Math 6: 34% Math 8: 16% 2nd Interim: Math 6: 50% Math 8: 20% Equity groups Baseline(2022-2023) Socioeconomically Disadvantaged: 42.06%	2022-2023 1st Interim: Math 6: 64.18% Math 8: 50.27% 2nd Interim: Math 6: 78.03% Math 8: 65.88 1st Interim: Socioeconomically Disadvantaged: 42.06%	2023-24 1st Interim: Math 6: 73.42% Math 8: 78.68% 1st Interim: Socioeconomically Disadvantaged: 63.16% English Learners: 30.70% Students with IEPs: 54.17%	2023-24 Percent of group meeting Grade Level Benchmark (at 2nd Interim) Math 6 80% Math 8 80% Socioeconomically Disadvantaged: 80% English Learners: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		English Learners: 38.32% Students with IEPs: 50.19% Hispanic/Latinx: 59.24%	English Learners: 38.32% Students with IEPs: 50.19% Hispanic/Latinx: 59.24% 2nd Interim Socioeconomically Disadvantaged: 52.16% English Learners: 39.48% Students with IEPs: 76.94% Hispanic/Latinx: 54.53%	Hispanic/Latinx: 52.52% Long Term English Learners: 36.36% 2nd Interim Math 6: 75.22% Math 8: 81.36% 2nd Interim Socioeconomically Disadvantaged: 66.05% English Learners: 48.00% Students with IEPs: 63.71% Hispanic/Latinx: 66.23% Long Term English Learners: 46.89%	Students with IEPs: 80% Hispanic/Latinx: 80%
Algebra 1 Enrollment 1. Percent of 8th graders enrolled in Algebra 1 2. Percent of 8th graders completing Algebra with a C or better	2020-21: 1. 20% of 8th graders enrolled in Algebra 1 2. 0 (Baseline set at year's end)	2021-22 1. 15% of 8th graders enrolled in Algebra 1 2. 97.30% of 8th graders completing Algebra with a C or better	2022-23 1. 20.96% of 8th graders enrolled in Algebra 1 2. 95.41% of 8th graders completing Algebra with a C or better	2023-24 1. 26.43% of 8th graders enrolled in Algebra 1 2. 100% of 8th graders completing Algebra with a C or better	2023-24 1. 45% of 8th graders enrolled in Algebra 1 2. 85% of 8th graders completing Algebra with a C or better

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2. Percent of 8th grade Latinx students enrolled in Algebra 1	3. 5% of 8th grade Latinx students enrolled in Algebra 1	3. 2% of 8th grade Latinx students enrolled in Algebra 1	3. 3.45% of 8th grade Latinx students enrolled in Algebra 1	3. 12.2% of 8th grade Latinx students enrolled in Algebra 1	3. 35% of 8th grade Latinx students enrolled in Algebra 1
Math Social-Emotional Learning Screener Student reported confidence in 6th-8th Grade	2021-22 New Metric: Student reported confidence in 6th Grade- 70.90% 7th Grade - 64.58% 8th Grade - 66..05% All Students - 67.50%	2021-22 Student reported confidence in 6th Grade- 70.90% 7th Grade - 64.58% 8th Grade - 66..05% All Students - 67.50%	2022-23 Student reported confidence in 6th Grade- 68.87% 7th Grade - 68.35% 8th Grade - 65.10% All Students - 67.03%	2023-24 Student reported confidence in 6th Grade- 57% 7th Grade - 54% 8th Grade - 52% All Students - 55%	2023-24: Confidence/Growth Mindse 6th Grade - 80% 7th Grade - 80% 8th Grade - 80% All Students - 80%
RECLASSIFICATION Rate (K-8) Overall Reclassification rate Percentage Reclassifying each Year by language group Average number of years as EL upon reclassification by language group	2019-20 Overall 24.4%	2021-22 Overall 1%	2022-23 Overall 14.62% Percentage Reclassifying each Year by language group Mandarin - 33.47% Japanese - 20.90% Spanish - 8.5% Average number of years as EL upon reclassification by language group Mandarin - 4.5 Japanese - 4.7 Spanish - 7.2	2023-24 Overall 11.8% Percentage Reclassifying each Year by language group Mandarin - 23.93% Japanese - 13.84% Spanish - 4.67% Average number of years as EL upon reclassification by language group Mandarin -3.25 Japanese - 3.54 Spanish - 5.94	2023-24 Overall: 50% Spanish: 50%/3# of years Chinese: 50%/3# of years Japanese: 50%/3# of years Other: 50%/3# of years

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LTEL ENROLLMENT in Middle School % of LTELS enrolled, as part of the Total MS enrollment	2020-2021 12% of LTELS enrolled, as part of the Total MS enrollment	2021-22 12% of LTELS enrolled, as part of the Total MS enrollment	2022-2023 9.25% of LTELS enrolled, as part of the Total MS enrollment	2023-24 7.3% of LTELS enrolled, as part of the Total MS enrollment	2023-24 6% of LTELS enrolled, as part of the Total MS enrollment
CAASPP Science Test 3rd-8th Percent Met/Exceeded Standard (for the group)	2021-22 Baseline for Grades 5 & 8 5th All Students: 48.65% Socioeconomically Disadvantaged: 16.07% English Learners: 7.27% Students with Disabilities: 19.6% Hispanic/Latinx: 17.19% 8th All Students: 43.67% Socioeconomically Disadvantaged: 13.08% English Learners: 1.61%	2021-22 5th All Students: 48.65% Socioeconomically Disadvantaged: 16.07% English Learners: 7.27% Students with Disabilities: 19.6% Hispanic/Latinx: 17.19% 8th All Students: 43.67% Socioeconomically Disadvantaged: 13.08% English Learners: 1.61% Students with Disabilities: 6.31%	2022-23 5th All Students: 45.87% Socioeconomically Disadvantaged: 12.88% English Learners: 3.62% Students with Disabilities: 18.85% Hispanic/Latinx: 16.71% 8th All Students: 43.87% Socioeconomically Disadvantaged: 16.93% English Learners: 1.06% Students with Disabilities: 7.69%	2023-2024 All Students: 30% 5th: 46% 8th: 44% Socioeconomically Disadvantaged: 14% English Learners: 2.32% LTELs: 0% Students with Disabilities: 8% Hispanic/Latinx: 18.88%	2023-24 5th All Students: 53.65% Socioeconomically Disadvantaged: 26.07% English Learners: 17.27% Students with Disabilities: 29.6% Hispanic/Latinx: 27.19% 8th All Students: 48.67% Socioeconomically Disadvantaged: 23.08% English Learners: 11.61% Students with Disabilities: 16.31%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities: 6.31% Hispanic/Latinx: 16.70%	Hispanic/Latinx: 16.70%	Hispanic/Latinx: 15.39%		Hispanic/Latinx: 26.70%

Goal Analysis

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

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

1.1 Implemented as planned: PAF is implemented in Grades K-2 in our general education classrooms & Aprendo Leyendo at Fiesta Gardens Dual Immersion School. This program supplements our core program to ensure all students receive strong foundational literacy instruction with a research-based curriculum. For 3rd grade, the implementation of Phonics for Reading, a foundational literacy intervention curriculum called Phonics for Reading, was launched. The district continued to support the use of Rewards in 4th--8th grade, while exploring other foundational literacy intervention curriculum appropriate for these age groups.

1.2 Implemented as planned: Professional development in PAF was fully implemented for K-2 teachers, and K-3 teachers received professional development in the district's comprehensive literacy framework and 3 key English Language Development strategies (see action 1.9). 82% of teachers participated in the optional summer PD sessions, and 97% participated in the school-year PD days.

1.3 Implemented as planned: 23 Foundational Literacy ToSAs were assigned to all elementary schools to support in class and instruction and intervention for our Tier 1 programs. Title 1 schools and schools with a higher percent of struggling readers have additional ToSAs. Also 5 Multilingual ToSAs (of 5 planned) were assigned to the Title 1 schools to support instruction for multilingual (EL) students in grades K-5. Also, Ellevation Strategies Program, an online resource of classroom instructional strategies for English Learners, was purchased and used by ToSAs and teachers as a resource to strengthen classroom instruction.

1.4 Implemented as planned: Footsteps2Brilliance continues to be implemented as an at-home literacy resource for all PreK-3 students enrolled in SMFC as well as shared as a free resource to anyone who lives in the school district boundaries. Community Service Specialists focused on the F2B usage data at 5 high-needs schools (LEAD, Sunnybrae, Laurel, SM Park and Bayside) and called/visited families to prod and support their use of F2B. This program is also being used in district after school programs. District staff also led in-person parent and student training sessions at 7 schools for those students who showed limited use of F2B.

1.5 Implemented as planned: All middle school teachers have received professional development on teaching in the Block Schedule over the summer or during fall make-up training, and during the three school-year PD Days. Teacher leaders and site principals continue regular planning to ensure effective teaching and learning in an 85-minute block schedule. Site principals at the four middle schools continue to meet monthly to conduct walkthroughs and design site-specific plans for implementing Academic Discourse and Welcoming Classroom strategies.

1.6 Adjusted implementation: The four middle schools continue to have an ELA Lead Teacher with release time to collaborate and support the ELA/ELD Adoption Committee tasked with selecting and piloting a new culturally responsive ELA curriculum. The leaders have also begun a literacy plan that includes targeted student intervention and a writing assessment. After LCAP approval, the district decided not to move forward with hiring a program specialist to coordinate the teacher leaders.

1.7 Implemented as planned: The district continued to invest in smaller class sizes for the ALAC class for Long-Term English Learners (LTELS) and focused central resources to support ELD teacher professional development, to evaluate with teachers the quality of the middle school ELD pathway, and to pilot new curricula.

1.8 Not Implemented: After LCAP adoption, the district decided to discontinue the implementation of the CLAVES curriculum.

1.9 Implemented as planned: Professional development in PAF was fully implemented for K-2 teachers, and K-3 teachers received professional development in the district's literacy framework and 3 key English Language Development strategies (see action 1.9). In total, approximately 225 teachers (out of 275 total) participated in the PD. Also, Ellevation Strategies Program, an online resource of classroom instructional strategies for English Learners, was purchased and used by ToSAs and teachers as a resource to strengthen classroom instruction.

1.10 Implemented as planned: The district invested in smaller class sizes and additional adult support for approximately 80 middle school Newcomer students. At the elementary level, the district continued implementation of a Newcomer curriculum, "Benchmark: Hello!".

1.11 Implemented as planned: All K-2 students took the PAF assessment as an interim literacy assessment, and 3-8 students took the Reading Inventory (purchased licenses). These assessments and the CA state assessment were effectively administered according to the district's Assessment Calendar, and reporting on results was provided within a week of completion. A pilot of the NWEA Literacy Map Growth Assessment was conducted from January to March 2024, as a potential replacement for the 3-8 RI assessment.

1.12 Implemented as planned: Engage NY/Zearn was implemented again this year as the Elementary Math curriculum. Modifications were made to the pacing guide by the math department this year to support classroom instruction and student learning. The middle schools continue to use Illustrative Math (Math Nation & Desmos) as the core curriculum, with math lead teachers building out tasks and assessments to ensure students are accessing and mastering grade-level content.

1.13 Implemented as planned: Professional development in mathematics was fully implemented for 4th-8th teachers over the summer or during fall make-up training, during the three school-year PD Days, and at monthly staff meetings. 85% of teachers participated in the optional summer PD sessions, and 96% participated in the school-year PD days.

1.14 Implemented as planned: 11 assigned Math ToSAs (of 12 planned) worked at the elementary schools to support continuous learning cycles and teacher collaboration around math curriculum implementation and data-informed planning; to update the pacing guide for K-5; and to develop Common Formative Benchmark Assessments & scoring practices.

1.15 Implemented as planned: All four middle schools were provided a total of 4.5 fte of additional math teacher leader and ToSA release time to provide teacher coaching and collaboration support for Math 6, Math 7, and Math 8. This support included classroom modeling and coaching, curating the adopted curriculum, building common formative assessments, reviewing data, and supporting cross-district collaboration.

1.16 Implemented as planned: Approximately 1300 elementary students have been served in intersession (vacation) programs, during the fall, Thanksgiving, Spring and Summer breaks. These programs have provided 33 additional days of math intervention. Over 1400 students have been enrolled in a variety of district and community partner extended day programs, which include sessions of math intervention.

1.17 Implemented as planned: ST Math was provided as an at-home resource for all K-8 students. Four Community Service Specialists tracked student usage data and called families to support at-home use. This program is also being used in after-school programs, including Boys & Girls Club, Annex, and Homework Central.

1.18 Adjusted implementation: All K-8 students took the district's Math Common Formative Assessments, developed by the math teacher leaders, as the interim math assessment. CFAs were given twice (3rd-8th Grades) and three times (K-2) during the 23-24 school year. These assessments and the CA state assessments were effectively administered according to the district's Assessment Calendar, and reporting on results was provided within a week of completion. The plan to pilot an additional interim math assessment was moved to the 2024-25 school year.

1.19 Implemented as planned: One Science program specialist and one science teacher on special assignment supported science curriculum and "Project Exploration Mindset" implementation through teacher professional learning and team inquiry & planning to strengthen core and enrichment instruction. In addition, 1.5 fte middle school College Career Readiness teachers were hired to teach the 6-8 CCE Paxton Patterson elective. SMFCSD decided not to implement the STEM ToSA position in 2023-24.

1.20 Implemented as planned: The district fully-funded Outdoor Education for 5th grade students.

1.21 Adjusted implementation: Each middle school was provided, for a second year, a Social Studies teacher with one release period to collaborate, plan and support the continued implementation of the history curriculum TCI. The teachers continued to develop curriculum guidance documents. The district decided to delay the elementary social studies pilot for one year.

1.22 Adjusted implementation: The district implemented large literacy and math intervention programs across all schools (see 1.28), which impacted the need for sites to implement their own site-funded programs. Schools adjusted their plans and implemented scaled-down programs to provide site-based literacy and homework support interventions, as planned in their SPSAs, for students who were not supported by the district programs.

1.23 Adjusted implementation: With the implementation of the Strategic Plan and its emphasis on district-wide and district-funded PD actions, sites greatly reduced their site-funded actions (see Goal 1, Actions 1.2, 1.5, 1.9, 1.13). Schools adjusted their plans and implemented scaled-down PD, inquiry, and planning activities.

1.24 Implemented as planned: Two middle schools were allocated resources to implement AVID electives, strategies, and professional learning.

1.25 Implemented as planned: With the support of a Montessori teacher on special assignment and additional program resources, Parkside expanded to a K-8 school and helped several teachers work toward their Montessori certification. Also, College Park began to develop a Mandarin master plan with the support of Stanford World Language Program consultants.

1.26 Implemented as planned: The district supported teacher recruitment and retention by providing teacher residency/credential/certification tuition and program assistance to candidates for hard to fill positions (Special Ed, Bilingual, Montessori, etc.) that address the social-emotional and academic learning needs of the district's neediest, unduplicated students.

1.27 Implemented as planned: The district collaborated with two community partners--Art4Schools and Music4Minors--to provide visual and performing arts instruction to all elementary students.

1.28 Implemented as planned: The district provided extended day programming at two middle schools and five elementary schools, offering academic and enrichment support.

1.29 Implemented as planned: The district provided an additional 33 days of academic and enrichment programming during vacation periods (fall, Thanksgiving, spring, summer breaks).

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.

PLEASE NOTE: The explanations of materials differences provided here refer to THIS YEAR's 2023-24 planned expenditures compared to the estimated actual expenditures calculated this spring 2024. The explanations here are not for every 2023-24 action, but rather ONLY for those 2023-24 actions where the difference between planned expenditure and estimated actual was greater than approximately 10% of the planned expenditure. In other words, SMFCSD did not consider it a "material difference" if the difference between planned expenditure and estimated actual was less than approximately 10% of the planned expenditure.

1.4 Turnover in some community service specialists positions resulted in vacancy periods for some of these positions, which left estimated actual expenditures slightly lower than planned. This did not impact full implementation of the action.

1.5 Teacher participation in middle school summer academic professional development was higher than expected which resulted in estimated actual expenditures being slightly higher than planned.

1.6. After LCAP approval, the district decided not to hire a program specialist which resulted in estimated actual expenditures being approximately 50% lower than planned.

1.8. No expenditures since action was discontinued.

1.10. Turnover in para-educator positions resulted in vacancy periods for some of these positions, which left estimated actual expenditures slightly lower than planned. This did not impact full implementation of the action.

1.13. Elementary teacher participation in summer math professional development was lower than expected which resulted in estimated actual expenditures being slightly lower than planned.

1.16. Math intervention activities at most sites were folded into the extended day programs described in Action 1.28 and costs were captured there. This resulted in estimated actual expenditures for Action 1.16 being significantly lower than originally planned.

1.18. Math teacher extra time for planning, scoring and monitoring interim assessments was greater than expected, which resulted in estimated actual expenditures being higher than planned.

1.19. After LCAP approval, SMFCSD decided not to implement the STEM ToSA position in 2023-24 which resulted in estimated actual expenditures being approximately lower than planned.

1.22. After implementation of district after school programs at selected schools (see 1.28 below), individual school adjusted and in some cases eliminated their planned expenditures for site-based extended day support. Estimated actual expenditures were therefore substantially less than the planned amount.

1.23. Teacher extra time for site-based planning and data inquiry was greater than expected, which resulted in estimated actual expenditures being slightly higher than planned. Note: after LCAP adoption, the planned LCFF expense for this action was greatly reduced. Overall estimated actual expenditures were in line with this adjustment.

1.25. After LCAP approval, additional STEM teacher staffing and consultant support for Montessori education was provided to specific schools, which resulted in estimated actual expenditures being higher than planned.

1.26. Tuition and program assistance provided to candidates for Special Ed, Bilingual, Montessori certification was lower than anticipated, which resulted in estimated actual expenditures being lower than planned.

1.29. The actual costs to provide intersession (vacation) programs for student academic support and enrichment were lower than planned.

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

1.1. District interim assessments at K-2 are showing evidence of significant improvements in student reading, as implementation of PAF deepens, with mid-year performance already exceeding end of year desired outcomes, particularly in K and 1st and for key student groups (see K-2 literacy student performance data in Goal 1). 3-8 literacy assessments are showing some acceleration this year, particularly in 4th, 5th, and 7th grade overall and for English Learners (see 3-8 literacy student performance data in Goal 1).

1.2. District interim assessments at K-2 are showing evidence of significant improvements in student reading, as implementation of PAF deepens, with mid-year performance already exceeding end of year desired outcomes, particularly in K and 1st and for key student groups (see K-2 literacy student performance data in Goal 1). Also teacher feedback on the summer PD was strong: 81% of participants agreed/strongly agreed that they had opportunities to practice content, and 78% of participants agreed/strongly agreed that they developed new ideas that will support students. Teacher feedback after the mid-year reflection on January PD was also strong: 90% of participants agreed/strongly agreed that they had the opportunity to practice content, and 95% of participants agreed/strongly agreed that they developed new ideas that will support students.

1.3. District interim assessments at K-2 are showing evidence of significant improvements in student reading, as implementation of PAF deepens, with mid-year performance already exceeding end of year desired outcomes, particularly in K and 1st and for key student groups (see K-2 literacy student performance data in Goal 1). 3-5 literacy assessments are showing some acceleration this year, particularly in 4th and 5th overall and for English Learners (see 3-5 literacy student performance data in Goal 1). Staff surveys asking for feedback on the impact of the ToSA positions found the following: 83% of teachers agreed/strongly agreed that they had benefited from Foundational Literacy ToSA support, and 62% of teachers agreed/strongly agreed that they had benefited from Multilingual Learner ToSA support. Also, 83% of teachers agreed/strongly agreed that Foundational Literacy ToSAs had an important impact on student learning, and 45% of teachers agreed/strongly agreed that Multilingual Learner ToSAs had an important impact on student learning.

1.4 As of March, the top 10 schools range from 4,700 hours of Footsteps2Brilliance usage to 14,900 hours. All four of the district Title 1 schools are in the top five schools in terms of student usage. Community Service Specialists completed over 128 1:1 in person parent meetings at the four Title 1 school sites and Bayside Elementary, training parents on how to use F2B at home and set usage goals for students.

1.5 District interim math assessments are showing evidence of significant improvements in student math learning, as implementation deepens, with mid-year performance already exceeding end of year desired outcomes in 7th and 8th, and 6th approaching (see 6-8 math student performance data in Goal 1). Key student groups are all showing accelerated progress compared to last year. District interim

literacy assessments are showing evidence of modest improvement with an average of 70% of students meeting/exceeding standard. Key student groups showed rather flat growth (see 6-8 literacy student performance data in Goal 1). Regarding the PD itself, 82% of teachers participated in the optional summer PD sessions, and 97% participated in the school-year PD days. Teacher feedback on the PD was strong: 86% of participants agreed/strongly agreed that they had opportunities to practice content, and 84% of participants agreed/strongly agreed that they developed new ideas that will support students.

1.6 District interim literacy assessments are showing evidence of modest improvement with an average of 70% of students meeting/exceeding standard. Key student groups showed rather flat growth (see 6-8 literacy student performance data in Goal 1). The need for a higher quality middle school ELA curriculum, to improve these outcomes, was addressed by the ELA team's selection and Board adoption of a new literacy curriculum to be implemented in 2024-25.

1.7 Reclassification of middle school LTELs continues to improve such that the percentage of LTELs enrolled, as part of the total middle school enrollment, has dropped again: from 9.25% in 2022-23 to 7.3% this year (with 6% being the district's LCAP goal).   To improve these outcomes, ELD teachers and district leaders decided to redesign the middle school ELD pathway and select a higher quality middle school ALAC curriculum, all to be implemented in 2024-25.

1.8 No outcome data due to canceling this action.

1.9 District interim literacy assessments at K-2 (where district literacy improvement resources are focused) are showing evidence of significant improvements in EL student reading, with a 10 percentage point improvement in EL students meeting/exceeding standard from the fall to winter. Specific EL typologies also show growth. 50% of our newcomer students in kindergarten and first grade have made growth. 60% of our continuing ELs in kinder and 50% of Continuing ELs in 1st grade have made growth. District interim literacy assessments at 3-8 show flat growth from fall to winter for EL students.   District interim math assessments at K-5 are showing evidence of good improvements in EL student math learning, with a 3 percentage point improvement in EL students meeting/exceeding standard from the fall to winter. District interim math assessments at K-5 are showing evidence of significant improvements in EL student math learning, with a 9 percentage point improvement in EL students meeting/exceeding standard from the fall to winter. See K-2 student performance data in Goal 1 above. Also teacher feedback on the PD was strong: 81% of participants agreed/strongly agreed that they had opportunities to practice content, and 78% of participants agreed/strongly agreed that they developed new ideas that will support students.

1.10 37% of Newcomers in grades 6-8 made accelerated growth on the Reading Inventory from the fall to mid-year interim administration.

1.11 These actions resulted in an improved interim assessment participation rate in both interim and state assessments (over 97%), which has given district, site and grade level teams critical data to determine the next instructional steps—including intervention programs to support academic growth.

1.12 District interim assessments K-8 show evidence of significant improvements in math learning. Grade level performance mid-year is near to the 80% meeting-benchmark goal. See K-8 math student performance data in Goal 1. Key student group performance on the interim assessments improved 10-20 points in 4th & 5th (where key supports are targeted) and 10-15 points in 6th-8th (again where key supports

are targeted). Algebra enrollment has increased 33% from last year and Latinx student Algebra enrollment has increased 300%. See K-8 math student performance data in Goal 1.

1.13 District interim assessments K-8 show evidence of significant improvements in math learning. Grade level performance mid-year is near to the 80% meeting-benchmark goal. Key student group performances on the interim assessments improved 10-20 points in 4th & 5th (where key supports are targeted) and 10-15 points in 6th-8th (again where key supports are targeted). Algebra enrollment has increased 33% from last year and Latinx student Algebra enrollment has increased 300%. See K-8 math student performance data in Goal 1. Teacher feedback on the summer PD was strongly positive: 88% of participants agreed/strongly agreed that they had opportunities to practice content, and 88% of participants agreed/strongly agreed that they developed new ideas that will support students.

1.14 District interim assessments K-5 show evidence of significant improvements in math learning. Grade level performance mid-year is near to the 80% meeting-benchmark goal. Key student group performances on the interim assessments improved 10-20 points in 4th & 5th, where the ToSA supports are targeted. Staff surveys asking for feedback on the impact of the ToSA positions found the following: 53% of teachers agreed/strongly agreed that they had benefited from Math ToSA support, and 45% of teachers agreed/strongly agreed that Math ToSAs had an important impact on student learning.

1.15 District interim assessments 6-8 show evidence of significant improvements in math learning. Grade level performance mid-year is near the 80% meeting-benchmark goal. Key student group performances on the interim assessments improved 10-15 points in 6th-8th. Algebra enrollment has increased 33% from last year and Latinx student Algebra enrollment has increased 300%. See 6-8 math student performance data in Goal 1.

1.16 District interim assessments K-8 show evidence of significant improvements in math learning. Grade level performance mid-year is near to the 80% meeting-benchmark goal. Key student group performances on the interim assessments improved 10-20 points in 4th & 5th (where key supports are targeted) and 10-15 points in 6th-8th (again where key supports are targeted). Algebra enrollment overall has increased 33% from last year and Latinx student Algebra enrollment has increased 300%. See K-8 math student performance data in Goal 1.

1.17 As of March 1, 2024: 8,018 students have used ST Math. These 8,018 students have averaged 403 minutes of use so far this year. These 8,018 students have averaged 356 learning tasks completed so far this year. Overall, the highest ST Math usage is in grades K-2 and 4-5. The highest rate of usage is at 4 schools supported by community outreach calls. Two other schools (not supported by outreach) also have high usage.

1.18 These actions resulted in an improved interim assessment participation rate in both interim and state assessments (over 97%), which has given district, site and grade level teams critical data to determine the next instructional steps—including intervention programs to support academic growth.

1.19 The TWIG K-5 curriculum and the 6-8 Open Science Ed curriculum are fully implemented across all schools. K-4 LEGO instruction is being implemented across all elementary schools. 6-8 CCE Paxton Patterson electives are offered at all 4 middle schools, and an after-

school club has been piloted for the Montessori 6-8 students. Approximately 90% of all elementary students are regularly accessing the LEGO program. 526 middle school students enrolled in the 6-8 CCE class.

1.20 5th graders across all elementary schools have full access to participate in Outdoor Ed (including current 6th graders who did not get to attend ODE last year). To date, approximately 1400 students participated.

1.21 Classroom observations show strong implementation of the adopted curriculum. Teacher feedback on the support has been positive. With 2024-25 being the 3rd year of the adoption, and good implementation evident, the district has decided to discontinue this support.

1.22 See data reflections above for Actions 1.2, 1.5, 1.9, 1.13. Sites reported anecdotal evidence of improvements in engagement and performance for participating students, as a result of these interventions. A few sites reported implementation challenges due to a shortage of teachers available to work after school.

1.23 See data reflections above for Actions 1.2, 1.5, 1.9, 1.13. Site Leaders report that classroom observations show good implementation of the strategies and curriculum tied to their site-based priorities. Teacher feedback on the support was positive.
Challenges persist, however, due to the shortage of available substitutes and constraints on teacher release time and after-school collaboration. These challenges created some inconsistencies in teacher participation in PD.

1.24 107 students are enrolled in AVID electives in 2023-24. 77% of students enrolled are Latinx, which is higher than the overall percentage of Latinx students in the two schools (55%). 4% of students enrolled are African American, which is higher than the overall percentage of African American students in the two schools (1%). AVID students' attendance rate exceeds the overall students' attendance rates by 2 percentage points. 50 out of the 58 8th graders in AVID were recommended for enrollment in the College Prep course sequence as 9th graders in high school.

1.25 Six Montessori teachers made progress toward their certification, with five scheduled to complete next fall. Their training was supervised by the Montessori ToSA. In addition, the ToSA facilitated professional learning with grade level teams, supported teachers in the adolescent (middle school) grades and new teachers to develop curriculum, and provided observation and feedback on Montessori practices.

1.26 11 staff participated in this support.

1.27 All elementary schools effectively implemented music and fine arts instruction for all students.

1.28 500 students served. See data reflections above for Actions 1.2, 1.5, 1.9, 1.13.

1.29 1300 students served. See data reflections above for Actions 1.2, 1.5, 1.9, 1.13.

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

1.1. No change in this action for 2024-25: With the positive impact of the district's foundational literacy curriculum on K-2 student literacy, this action will continue to be implemented.

1.2 Adjustment for 2024-25: With the positive impact of this action on K-3 teacher practice and on K-2 student learning over the last two years, this professional development plan will continue but in a more targeted way. The Summer PD focus will target newly hired K-3 teachers and offer optional opportunities for returning teachers to reinforce their learning, coordinated by the Executive Director of Elementary Curriculum & Instruction. School-year PD days will give all teachers opportunities to deepen their learning in foundational literacy and continue to develop strategies to support English Learners, Students with Disabilities, other targeted student groups more effectively.

1.3 Adjustment for 2024-25: With the positive impact of this action on K-3 teacher practice and on K-2 student learning over the last two years, the district will continue to fund 23 Foundational Literacy ToSAs to support foundational literacy instruction and teacher professional learning. The district will also continue to fund 5 Multilingual ToSAs and site-selected paraeducators at targeted sites with the highest enrollment of Unduplicated students, Hispanic students and students with disabilities, to ensure that foundational literacy instruction is meeting the needs of these key groups.

1.4 Adjustment for 2024-25: With the positive impact of this action on student literacy, the district will continue to implement Footsteps2Brilliance. Community Service Specialists support for students and families at targeted schools will continue, but their funding will shift as part of the community schools initiative described in action 2.14.

1.5 Adjustment for 2024-25: With the positive impact of this action on 6-8 teacher practice and on 6-8 student learning over the last two years, this professional development plan will continue but in a more targeted way. The Summer PD focus will target newly hired 6-8 teachers and offer optional opportunities for returning teachers to reinforce their learning, coordinated by the Executive Director of Middle School Curriculum & Instruction. School-year PD days will give all teachers opportunities to deepen their learning in Academic Discourse and Welcoming Classroom strategies to support English Learners, Students with Disabilities, and other targeted student groups more effectively.

1.6 Adjustment for 2024-25: The district will continue to fund the middle school ELA teacher leaders, and their work will shift to supporting their ELA teams' to implement the newly adopted ELA curriculum. It is expected that this implementation will lead to accelerated literacy outcomes for middle school students, in contrast to the modest improvement seen to date.

1.7 Adjustment for 2024-25: The district will continue to invest in smaller class sizes and additional teacher leader and paraeducator supports for middle school LTELs, coordinated by the Multilingual Services team, but it will implement redesigned ELD pathways and a new ELD curriculum in alignment with the change in each class' scope and sequence and student placement. It is expected that these two changes will lead to accelerated language and literacy outcomes for LTELs, in contrast to the modest improvement seen to date.

1.8   Eliminated for 2024-25: As decided this year, the district will not continue implementation of the CLAVES curriculum. Implementation of this curriculum was inconsistent and undermining the effective use of the existing ELA/ELD curriculum.

1.9 Adjustment for 2024-25: With the positive impact of this action on K-3 teacher practice and on K-3 student language learning over the year, this professional development plan will continue but in a more targeted way. The Summer PD focus will target newly hired K-3 teachers and offer optional opportunities for returning teachers to reinforce their learning, supported by members of the Multilingual Services team. School-year PD days will give all teachers opportunities to deepen their language instructional practices and continue to develop strategies to support English Learners and other targeted student sub-groups more effectively.   As part of this action, the district will continue to purchase the Ellevation data platform and the Ellevation Strategies as a resource teachers and site leaders can use to develop data-based instructional supports and interventions for English Learners.

1.10 Adjustment for 2024-25: The district will continue to invest in smaller class sizes and additional supports for middle school Newcomers, but it will implement a redesigned Newcomer pathway and a new ELD curriculum in alignment with the broader changes in middle school ELD classes (see Action 1.7). It is expected that these two changes will lead to accelerated language and literacy outcomes for middle school Newcomers, in contrast to the modest improvement seen to date. At the Elementary level, the district will hire a Newcomer Teacher on Special Assignment (ToSA) to better support (through modeling, coaching, and monitoring) the continued implementation of the Newcomer curriculum at 4 specific non-Title 1 schools with higher enrollment of newcomer students.

1.11 No change in this action for 2024-25: With the positive impact of this action on teacher monitoring and student literacy learning, the district will continue to implement planned literacy interim assessments, with the addition of the expected implementation of the NWEA Literacy Map Growth Assessment to replace the 3-8 Reading Inventory assessment. These actions will continue to be supported by the Assessment Team.

1.12 No change in this action for 2024-25: With the positive impact of the district's math curriculum on K-8 student math learning, this action will continue to be implemented.

1.13 Adjustment for 2024-25: With the positive impact of this action on 4-8 teacher practice and on 4-8 student learning over the last two years, this professional development plan will continue but in a more targeted way. The Summer PD focus will target newly hired 4-8 teachers and offer optional opportunities for returning teachers to reinforce their learning. School-year PD days will give all teachers opportunities to deepen their learning in effective math instruction and strategies to support English Learners, Students with Disabilities, and other targeted student groups.

1.14 No change in this action for 2024-25: With the positive impact of this action on 4-5 teacher practice and on 4-5 student learning over the last two years, the district will continue to fund 12 Math ToSAs to support 4-5 math instruction and teacher professional learning.

1.15 Adjustment for 2024-25: With the positive impact of this action on 6-8 math teacher practice and on 6-8 student math learning over the last two years, the district will continue to fund 4.5 of additional math teacher leader and ToSA release time to support 6-8 math instruction and teacher professional learning.

1.16 Eliminated for 2024-25: This action is being folded into Action 1.22, and thus "eliminated" as a separate action. The district will continue to provide district-wide and site-based math intervention services as part of the Extended Learning Opportunity Program (ELO-P) funding.

1.17 No change in this action for 2024-25: With the positive impact of this action on student math learning, the district will continue to implement ST Math.

1.18 No change in this action for 2024-25: With the positive impact of this action on teacher monitoring and student math learning, the district will continue to implement planned math interim assessments and explore possible math assessment alternatives. These actions will continue to be supported by the Assessment Team.

1.19 Adjustment for 2024-25: With the successful implementations of the elementary science curriculum TWIG, the middle school science curriculum Open Science Ed, the STEM LEGO and CCE Paxton Patterson, the district has decided the program specialist and ToSA supports are no longer necessary going forward. The district will continue to provide staffing support for the CCE Paxton Patterson course and teacher extra time to continue collaborative planning for the curriculum implementations.

1.20 No change in this action for 2024-25: With the positive impact of this action on student science and outdoor learning, the district will continue to support all 5th graders to attend Outdoor Education.

1.21 Eliminated for 2024-25: With the successful two-year implementation of the middle school history curriculum TCI, the district has decided that this teacher leader support is no longer necessary.

1.22 Adjustment for 2024-25: After effective implementation of district-wide literacy and math interventions (see Actions 1.16 and 1.28) and mixed implementation of effective site-based programs, the district will provide greater planning and resource support (e.g., curriculum and professional learning) to schools to design, implement and monitor high quality, site-based interventions, with allocated Extended Learning Opportunity Program (ELO-P) funding.

1.23 No change in this action for 2024-25: According to its Strategic Plan, the district will continue to provide significant district-wide support for teacher professional learning. In this context, schools will continue to have the option of implementing additional professional learning, collaborative inquiry and planning activities to address the specific needs of their students and families.

1.24 No change in this action for 2024-25: With the continued effectiveness of the AVID programs at two middle schools, these sites will have funds allocated to maintain these programs.

1.25 Adjustment for 2024-25: With the 6-8 growth and continued strong performance of Parkside, the district decided that the Montessori ToSA is no longer necessary. This funding will be moved to support Fiesta Gardens' expansion of its Spanish immersion program. The district will continue to provide support for Montessori teacher certification, for College Park's Mandarin master planning, and for Bayside's STEM program.

1.26 No change in this action for 2024-25: With the continued effectiveness of this district's support for new teacher development, supported by the Induction coordinator, the district will continue with this action.

1.27 No change in this action for 2024-25: With the expansion this year and effective implementation of elementary VAPA programs, the district will continue with this action.

1.28 No change in this action for 2024-25: With district support for community partners to expand and effectively implement extended day programs that are improving student performance, led by the ELOP coordinator, the district will continue with this action.

1.29 No change in this action for 2024-25: With the district's expansion and effective implementation of "extra day" intervention and enrichment programs that are improving student performance, led by the ELOP coordinator, the district will continue with this action.

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	GOAL 2 (aligned with the SMFCSD Strategic Plan) EQUITY: Reduce inequitable outcomes for ALL students and staff by prioritizing equity, access, & inclusion.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
See Metrics in 2022-23 Goal 1 for Key Student Groups: • -CAASPP Literacy, Math, & Science • -English Learner Progress • -Foundational Literacy Elementary Reading Assessment • -3rd-8th grade Reading Inventory Assessment • -Mathematics Interim Common	See Baseline in 2022-23 Goal 1 for Key Student Groups: • -CAASPP Literacy, Math, & Science • -English Learner Progress • -Foundational Literacy Elementary Reading Assessment • -3rd-8th grade Reading Inventory Assessment • -Mathematics Interim Common	See Year 1 Outcomes in 2022-23 Goal 1 for Key Student Groups: • -CAASPP Literacy, Math, & Science • -English Learner Progress • -Foundational Literacy Elementary Reading Assessment • -3rd-8th grade Reading Inventory Assessment • -Mathematics Interim Common	See Year 2 Outcomes in 2023-24 Goal 1 for Key Student Groups: • -CAASPP Literacy, Math, & Science • -English Learner Progress • -Foundational Literacy Elementary Reading Assessment • -3rd-8th grade Reading Inventory Assessment • -Mathematics Interim Common	See Mid Year Outcomes in 2023-24 Goal 1 for Key Student Groups: • -Foundational Literacy Elementary Reading Assessment • -3rd-8th grade Reading Inventory Assessment • -Mathematics Interim Common Formative Assessments -- Elementary & Middle • -Algebra 1 Enrollment	See 2023-24 Desired Outcome in 2022-23 Goal 1 for Key Student Groups: • -CAASPP Literacy, Math, & Science • -English Learner Progress • -Foundational Literacy Elementary Reading Assessment • -3rd-8th grade Reading Inventory Assessment • -Mathematics Interim

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Formative Assessments -- Elementary & Middle • -Algebra 1 Enrollment	Formative Assessments -- Elementary & Middle • -Algebra 1 Enrollment	Formative Assessments -- Elementary & Middle • -Algebra 1 Enrollment	Formative Assessments -- Elementary & Middle • -Algebra 1 Enrollment		Common Formative Assessments -- Elementary & Middle • -Algebra 1 Enrollment
Annual Equity Survey Students (7th Grade) 1. People at my school understand me as a person. 2. Teachers often encourage me to learn about people from different races, ethnicities, or cultures. 3. At my school, students are often encouraged to think more deeply about race-related topics with other students. 4. My school helps students speak out against racism. Staff 1. Students are often given opportunities to learn about people from different races, ethnicities, or cultures.	Metric not used in 2021-22	2022-23 Baseline Students (7th Grade) % of Students Agreed/Strongly Agreed 1. 22.5% 2. 25.3% 3. 17.1% 4. 23% Staff % of Staff Agreed/Strongly Agreed 1. 29.6% 2. 43.5% 3. 16.9%	2022-23 Students (7th Grade) 1. 22.5% 2. 25.3% 3. 17.1% 4. 23% Staff 1. 29.6% 2. 43.5% 3. 16.9%	2023-24 Percent of Students/Staff that Agreed/Strongly Agreed with each statement Students (7th Grade) 1. 44.9% 2. 57.45% 3. 38.42% 4. 44.8% Staff 1. 53.75% 2. 60.30% 3. 35.18%	Students (7th Grade) % of Students Agreed/Strongly Agreed 1. 50% 2. 50% 3. 50% 4. 50% Staff % of Staff Agreed/Strongly Agreed 1. 50% 2. 50% 3. 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2. I often think about what students of different races, ethnicities, or cultures experience. 3. My school helps students speak out against racism.					
Equity Staffing Percent of employees that identify as Latinx, Pacific Islander, or African American.	2021-22 Baseline Classified: Latinx. 36% Pacific Islander. 2.4% African American. 2.6% Certificated: Latinx. 10% Pacific Islander. 0.2% African American. 1.6% Management: Latinx. 17% Pacific Islander. 0% African American. 3%	2021-22 (Baseline year) Classified: Latinx. 36% Pacific Islander. 2.4% African American. 2.6% Certificated: Latinx. 10% Pacific Islander. 0.2% African American. 1.6% Management: Latinx. 17% Pacific Islander. 0% African American. 3%	2022-23 Classified: Latinx. 40% Pacific Islander. 2.3% African American. 2% Certificated: Latinx. 13% Pacific Islander. 0% African American. 1.5% Management: Latinx. 20% Pacific Islander. 0% African American. 3%	2023-24 Classified: Latinx 40% Pacific Islander 2.2% African American 1.6% Certificated: Latinx 13% Pacific Islander 1% African American 2.5% Management: Latinx 24% Pacific Islander 0% African American 4%	2023-24: Proportional to 2019-20 student enrollment or no lower than baseline. Classified: Latinx 37% Pacific Islander. 2.4% African American. 2.6% Certificated: Latinx. 37% Pacific Islander. 2.4% African American. 2.6% Management: Latinx. 37% Pacific Islander. 2.4% African American. 3%
LGTBQ+ CA Healthy Kids Survey	Metric not used in 2021-22	2022-23 Baseline	2022-23 (Baseline year)	2023-24	2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		CA Healthy Kids Survey--Student Responses My school is safe for LGTBQ+ students (Strongly Agree/Agree) 6th: 75% 7th: 80% 8th: 70% Harassed or bullied because LGTBQ+ (2 or more times in past 12 months) 6th: 4% 7th: 6% 8th: 5% If bullied, would tell principal/AP (Strongly Agree/Agree) 6th: 79% 7th: 53% 8th: 46% If bullied, would tell teacher/staff (Strongly Agree/Agree) 6th: 75% 7th: 64% 8th: 57%	CA Healthy Kids Survey--Student Responses My school is safe for LGTBQ+ students (Strongly Agree/Agree) 6th: 75% 7th: 80% 8th: 70% Harassed or bullied because LGTBQ+ (2 or more times in past 12 months) 6th: 4% 7th: 6% 8th: 5% If bullied, would tell principal/AP (Strongly Agree/Agree) 6th: 79% 7th: 53% 8th: 46% If bullied, would tell teacher/staff (Strongly Agree/Agree) 6th: 75% 7th: 64% 8th: 57%	CA Healthy Kids Survey--Student Responses My school is safe for LGTBQ+ students (Strongly Agree/Agree) 6th: 72% 7th: 67% 8th: 66% Harassed or bullied because LGTBQ+ (2 or more times in past 12 months) 6th: 4% 7th: 4% 8th: 5% If bullied, would tell principal/AP (Strongly Agree/Agree) 6th: 69% 7th: 55% 8th: 44% If bullied, would tell teacher/staff (Strongly Agree/Agree) 6th: 66% 7th: 63% 8th: 54%	CA Healthy Kids Survey--Student Responses My school is safe for LGTBQ+ students (Strongly Agree/Agree) 6th: 90% 7th: 90% 8th: 90% Harassed or bullied because LGTBQ+ (2 or more times in past 12 months) 6th: 2% 7th: 2% 8th: 2% If bullied, would tell principal/AP (Strongly Agree/Agree) 6th: 90% 7th: 90% 8th: 46% If bullied, would tell teacher/staff (Strongly Agree/Agree) 6th: 90% 7th: 90% 8th: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCEIS Significant Disproportionality Risk Ratio for Hispanic students identified under the SLD category	2020-21 Risk Ratio of 4.14% for Hispanic students identified under the SLD category (CDE Indicator for the Comprehensive Coordinated Early Intervening Services program--CCEIS)	2021-22 Risk Ratio 3.80% for Hispanic students identified under the SLD category	2022-23 Risk Ratio 4.52% for Hispanic students identified under the SLD category	SMFCSD has not yet received its Risk Ratio for this year, but the CDE has informed the district that it will be exiting the SigDis program. This means the district's Risk Ratio has now dropped below 3.0.	2023-24 Under 3% for Hispanic students identified under the SLD category
DUAL IDENTIFIED PROGRESS of English Learners who are also Students with IEPs Percent of Dual Identified Students scoring a 3 (moderately developed) or a 4 (well developed) on the ELPAC Proficient = level 4	2018-19 30.29% of Dual Identified Students scoring a 3 (moderately developed) or a 4 (well developed) on the ELPAC	2020-21 20% of Dual Identified Students scoring a 3 (moderately developed) or a 4 (well developed) on the ELPAC	2022-23 24.74% of Dual Identified Students scoring a 3 (moderately developed) or a 4 (well developed) on the ELPAC	2023-2024 25.52% of Dual Identified Students scoring a 3 (moderately developed) or a 4 (well developed) on the ELPAC	2023-24 45% of Dual Identified Students scoring a 3 (moderately developed) or a 4 (well developed) on the ELPAC
CA HEALTHY KIDS SURVEY. PARENT FEEDBACK	2020-21 1. 31% rated strongly agree (5-point rating scale)	2021-22 1. 42% rated strongly agree	2022-23 1. 47% rated strongly agree	2023-24 1. 40% rated strongly agree	2023-24 1. 60% rate strongly agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Promotion of parent involvement 2. School promotes respect of cultural beliefs and practices	2. 35% rated strongly agree (5-point rating scale)	2. 45% rated strongly agree	2. 54% rated strongly agree	2. 42% rated strongly agree	2. 60% rate strongly agree
PARENT & FAMILY ENGAGEMENT SURVEY Percent Rating a 4 or 5 (Full Progress/ Being Sustained) 1. Welcoming: Progress in creating welcoming environments for all families in the community. 2. Learn about Families: Progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. 3. Student Progress: Progress in implementing policies	2020-21 1. Welcoming: 23% 2. Learn about Families: 8% 3. Student Progress: 13% 4. Decision-making: 31% 5. Input: 23%	2021-22 1. Welcoming: 40.4% 2. Learn about Families: 30.14% 3. Student Progress: 28.33% 4. Decision-making: 29.18% 5. Input: 28.33%	2022-23 1. Welcoming: 51.85% 2. Learn about Families: 43.84% 3. Student Progress: 40.93% 4. Decision-making: 37.10% 5. Input: 36.01%	2023-24 1. Welcoming: 52% 2. Learn about Families: 53% 3. Student Progress: 52% 4. Decision-making: 43% 5. Input: 50%	2023-24 1. Welcoming: 60% 2. Learn about Families: 60% 3. Student Progress: 60% 4. Decision-making: 60% 5. Input: 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. 4 Decision-making: Progress in supporting family members to effectively engage in advisory groups and decision-making. 5. Input: Progress in providing all families with opportunities to give input on policies and programs, and in implementing strategies that obtain input from underrepresented groups in the school community.					
See Metrics in 2022-23 Goal 3 for Key Student Groups:	See Baseline in Goal 3 for Key Student Groups:	See Year 1 Outcomes in Goal 3 for Key Student Groups:	See Year 2 Outcomes in Goal 3 for Key Student Groups:	See Mid Year Outcomes in Goal 3 for Key Student Groups:	See 2023-24 Desired Outcomes in 2022-23 Goal 3 for Key Student Groups:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Chronic Absenteeism 2. Suspension Rate	1. Chronic Absenteeism 2. Suspension Rate	1. Chronic Absenteeism 2. Suspension Rate	1. Chronic Absenteeism 2. Suspension Rate	1. Chronic Absenteeism 2. Suspension Rate	1. Chronic Absenteeism 2. Suspension Rate

Goal Analysis

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

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

2.1. Adjusted Implementation: The district began Implementation of the recommendations of the District Culturally Responsive Curriculum & Practices (CRCP) Task Force. The Equity & Inclusion director role continued for 2023-24. After LCAP approval, the district moved to fold the two CRCP ToSAs into a single coordinator position. CRCP leads collaborated with the Equity Task Force, adding four new student roles to the ETF and monitoring progress on equity initiatives by hosting monthly reports by district task forces and committees.

2.2 Implemented as planned: Measures in use in district reporting.

2.3 Implemented as planned: Measures in use in district reporting.

2.4 Implemented as planned: The district began implementation of the recommendations of the Inclusion Task Force to provide district-wide teacher professional development (320 out of 375 teachers participated in two sessions of K-8 teacher PD in June and August), to launch a set of schools piloting inclusion practices (George Hall and Foster City ES), and to increase by 10% the number of minutes Students with Disabilities spend in general education classes.

2.5 Adjusted implementation: Two Board Certified Behavior Analysts (BCBAs) were hired, instead of Teachers on Special Assignment. This created a team of 5 BCBAs that provide support and training to all district teachers and staff on strategies for managing challenging and student off-task behaviors.

2.6 Implemented as planned: The district implemented new and more numerous approaches to recruiting a more diverse workforce. The district hosted 5 recruitment fairs and attended 22 fairs around the Bay Area, with another 15 scheduled by year end. Services and materials were purchased to advertise and promote job opportunities within the District.

2.7 Implemented as planned: The district began implementation of the LGBTQ+ Inclusion Task Force. A district LGBTQ+ Inclusion Teacher on Special Assignment was hired (see 2.8 below). K-8 teacher professional development for "welcoming schools" occurred in June and

August. Site-based leadership training and club development was started at middle schools. Library collections were strengthened by adding books responsive to LGTBQ+ issues and experiences.

2.8 Implemented as planned: A district LGBTQ+ Inclusion Teacher on Special Assignment was hired and supported the activities described in action 2.7 above.

2.9 Implemented as planned: CCEIS actions in plans 2 and 3 are on course per the state guidelines to address the over-identification of Hispanic/Latinx students under the "specific learning disability" eligibility category. SMFCSD is currently implementing and expending the 2023 CCEIS funds on the approved activities. Note: Plans 2 and 3 included the following actions in the 2023-24 LCAP: 1.1, 1.2, 1.3, 1.9, 1.26, 1.29, 3.3.

2.10 Implemented as planned: The district has focused on strengthening site ELACs and the district DELAC committee. The DELAC meets monthly to discuss issues related to reclassification, literacy development, math development, community resources and attendance policies. All schools have selected a parent representative to attend the meetings and become a parent leader for their school site. In addition, sites have implemented a variety of additional English Learner family engagements, as outlined in their SPSAs.

2.11 Implemented as planned: The Sanctuary Task Force has met monthly to this year to develop its goals, clarify roles and responsibilities, and establish decision-making protocols. The task force is developing a resolution focused on creating a safe and welcoming environment for families of immigrant origin, with a plan to develop and implement family community resources and facilitate parent education events for immigrant families.

2.12 Implemented as planned: The district hired 3 additional (7 total) district community services specialists and two preschool CSSs, and certain sites have hired either community service specialists or community school workers. The district CSSs have focused their work on outreach to families primarily at Title 1 schools but also at another 7 schools that serve our NCSM families. The outreach consists of reading and math intervention support for online applications such as Footsteps2Brilliance and ST Math. Also they are supporting enrollment for intersession camps, summer school, after-school programs, and other intervention programs The 2 preschool CSSs are supporting engagement and enrollment as the district expands preschool classes. Site-based specialists and workers provide broader support for family engagement, attendance, and intervention.

2.13 Implemented as planned: Again this year, the district initiated a layered communication approach to increase family engagements with opportunities for Spanish speaking families to be able to connect with our bilingual superintendent--thus prioritizing "Spanish-first" engagements. Monthly regularly scheduled family engagements include Café con Diego (Coffee Chats), and Board Community Workshops. Since August 2023 the district has seen well over 300 parents attend these layered in person meetings.

2.14 Implemented as planned: In the second year of a state grant, the district continued to facilitate the planning of full service community school strategies at LEAD, Sunnybrae, Laurel, Fiesta Gardens, and San Mateo Park schools to serve students and families from North Central San Mateo, by expanding school and community-based resources (e.g., extended day programming, parenting classes, legal support, medical resources).

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.

PLEASE NOTE: The explanations of materials differences provided here refer to THIS YEAR's 2023-24 planned expenditures compared to the estimated actual expenditures calculated this spring 2024. The explanations here are not for every 2023-24 action, but rather ONLY for those 2023-24 actions where the difference between planned expenditure and estimated actual was greater than approximately 10% of the planned expenditure. In other words, SMFCSD did not consider it a "material difference" if the difference between planned expenditure and estimated actual was less than approximately 10% of the planned expenditure.

2.1. After LCAP approval, SMFCSD decided to fold the two planned Equity & Inclusion Teacher on Special Assignment positions into a Coordinator of Equity & inclusion position, which resulted in estimated actual expenditures being about 25% less than expected.

2.4 Teacher participation in summer professional learning on inclusion strategies was higher than expected, which resulted in estimated actual expenditures being higher than planned.

2.5. SMFCSD decided not to implement this action as planned, which resulted in no actual estimated expenditures. Two Board Certified Behavior Analysts (BCBAs) were hired out of different funding, instead of the Inclusion Teachers on Special Assignment.

2.6. Human Resources additional recruitment and hiring actual costs were lower than anticipated. This did not impact full implementation of the action.

2.7. Teacher participation in summer professional learning on "welcoming schools" strategies was slightly lower than expected, which resulted in estimated actual expenditures being lower than planned.

2.10. Sites shifted some planned funding to increase the hours of existing community outreach staff (see following 2.12), which resulted in estimated actual expenditures being lower than planned.

2.11. In 2023-24, this action focused on developing resources and guidance for Newcomer families, with engagements and activities planned for 2024-25. As such, the planned expenditures were not spent and rolled over into the 2024-25 plan.

2.12. After LCAP approval, SMFCSD hired additional community outreach staff and sites increased the hours of existing community outreach staff, which resulted in estimated actual expenditures being substantially higher than planned.

2.13. The implemented activities for this action proved to cost much less than originally planned.

2.1 Expected implementation outcomes for 2023-24 were completed. In the CA Healthy Kids Survey the percent of parents that strongly agreed that their school promotes respect of cultural beliefs and practices dropped from 54% last year to 42% this year. Additional data will be forthcoming when the district's Equity Survey and Parent/Family Engagement Survey are completed in May 2024.

2.2 Expected implementation outcomes for 2023-24 were completed. In the CA Healthy Kids Survey the percent of parents that strongly agreed that their school promotes respect of cultural beliefs and practices dropped from 54% last year to 42% this year. Additional data will be forthcoming when the district's Equity Survey and Parent/Family Engagement Survey are completed in May 2024.

2.3 The equity measures for social-emotional learning were used in several district reports to the community and in Board of Trustees reports.

2.4 District interim assessments for K-8 Students with Disabilities show evidence of good improvement. Grade level performance mid-year on PAF is near 50% meeting-benchmark goal; on the Reading Inventory near 35%; on the Math CFAs near 60%. In 2023-24, 63% of Students with IEPs spend eighty percent or more of their time in general ed classes. The state target for 2023-24 was 64%. Teacher feedback on the Inclusion PD was strong: 92% of participants agreed/strongly agreed that they had opportunities to practice content, and 92% of participants agreed/strongly agreed that they developed new ideas that will support students.

2.5 Chronic Absenteeism for Students with Disabilities has dropped 10 points from last year. District interim assessments for K-8 Students with Disabilities show evidence of good improvement. Grade level performance mid-year on PAF is near 50% meeting-benchmark goal; on the Reading Inventory near 35%; on the Math CFAs near 60%.

2.6 In stark contrast to surrounding districts, SMFCSD started the new year with a 1% certificated vacancy rate. The district made progress on its Equity Staffing goals (see Goal 2 Measurable Outcomes above). The percent of employees that identify as Latinx, Pacific Islander, or African in the different classified, certificated, and management categories showed modest growth, especially in management where the percentage of Latinx administrators increased by 4 points.

2.7 Inclusion practices were started or expanded in this first year of implementation. For Goal 2 metrics regarding LGTBQ+ students and issues, the district uses middle school student responses on the CA Healthy Kids Survey. For the four indicators across the three middle school grades, there was little change from last year's baseline year. Some dropped a few percentage points; some stayed the same; and a few grew by a small amount. As for Teacher professional development: 85% of the district's k-8 teachers participated in the "welcoming schools" summer professional development. Teacher feedback on the PD was strongly positive: 93% of participants agreed/strongly agreed that they had opportunities to practice content, and 93% of participants agreed/strongly agreed that they developed new ideas that will support students.

2.8 Support programs were started or expanded in this first year of implementation. For Goal 2 metrics regarding LGTBQ+ students and support conditions, the district uses middle school student responses on the CA Healthy Kids Survey. For the four indicators across the three middle school grades, there was little change from last year's baseline year. Some dropped a few percentage points; some stayed the same; and a few grew by a small amount.

2.9 SMFCSD has not yet received its Risk Ratio for this year, but the CDE has informed the district that it will be exiting the SigDis program. This means the district's Risk Ratio has now dropped below 3.0.

2.10 These engagements are expected to impact student academic performance. District interim literacy assessments at K-2 (where district literacy improvement resources are focused) are showing evidence of significant improvements in EL student reading, with a 10 percentage point improvement in EL students meeting/exceeding standard from the fall to winter. District interim literacy assessments at 3-8 show flat growth from fall to winter for EL students.   District interim math assessments at K-5 are showing evidence of good improvements in EL student math learning, with a 3 percentage point improvement in EL students meeting/exceeding standard from the fall to winter. District interim math assessments at K-5 are showing evidence of significant improvements in EL student math learning, with a 9 percentage point improvement in EL students meeting/exceeding standard from the fall to winter. See K-2 student performance data in Goal 1 above. These engagements are expected to impact student engagement in school, specifically student attendance. To date, English Learner chronic absenteeism has dropped 7 points from last year. As for implementation outcomes, the District DELAC continues to be effective in improving active family engagement. Meetings are now monthly, and average attendance is ~30 parents, more than double attendance rates in previous years. The district also launched a new program at three schools, where 64 caregivers of EL students were taught basic, practical English-speaking skills.

2.11 These engagements are expected to impact student engagement in school, specifically student attendance. To date, Newcomer chronic absenteeism is 29%, which is approximately double the rate for all students, which suggests the district systems are not yet effectively supporting these students.

2.12 The district CSSs have been instrumental in ensuring that students at Title 1 schools and the other 7 schools that serve our NCSM families are accessing key interventions. 500 students are participating in the extended day programs (before/after school). 1300 students are participating in the 30+ extra day programs (in addition to the 180 day school year). The district CSSs have been instrumental in ensuring that students at Title 1 schools and the other 7 schools that serve our NCSM families show the highest utilization of the online applications of all SMFC students. As of March, the top 10 schools range from 4,700 hours of Footsteps2Brilliance usage to 14,900 hours. All four of the district Title 1 schools are in the top five schools in terms of student usage. Community Service Specialists completed over 128 1:1 in person parent meetings at the four Title 1 school sites and Bayside Elementary, training parents on how to use F2B at home and set usage goals for students.

2.13 These engagements are expected to impact student academic performance. District interim literacy assessments at K-2 (where district literacy improvement resources are focused) are showing evidence of significant improvements in EL student reading, with a 10 percentage point improvement in EL students meeting/exceeding standard from the fall to winter. District interim literacy assessments at 3-8 show flat growth from fall to winter for EL students.   District interim math assessments at K-5 are showing evidence of good improvements in EL student math learning, with a 3 percentage point improvement in EL students meeting/exceeding standard from the fall to winter. District

interim math assessments at K-5 are showing evidence of significant improvements in EL student math learning, with a 9 percentage point improvement in EL students meeting/exceeding standard from the fall to winter. See K-2 student performance data in Goal 1 above.

2.14 To date, input from Family Engagements has been robust. 15 planning meetings have been held, 3 at each site. Attendance has ranged from 20 to 65 members at each meeting. A plan for each school was completed for each school and submitted to the state for approval.

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

2.1 Adjustment for 2024-25: The district will continue to implement recommendations of the CRCP Task Force and monitor actions through the Equity Task Force, supported by staff through the district's anti bias grant.

2.2 No change in this action for 2024-25: The district will continue to implement equity measures for academic learning in district analysis and reporting.

2.3 No change in this action for 2024-25: The district will continue to implement equity measures for social-emotional learning in district analysis and reporting.

2.4 Adjustment for 2024-25: With the positive impact of this action on all elementary teacher inclusion practices and on student access and learning over the last year, this action will be adjusted for 2024-25 to be more targeted by providing the general education teachers at selected Inclusion Focus sites with resources for on-going professional learning and planning time to support the implementation of classroom inclusion strategies.

2.5 Adjustment for 2024-25: Having addressed an immediate need with the adjusted decision to hire additional Board Certified Behavior Analysts, the district will come back to its original intention to hire an Inclusion Teacher on Special Assignment to work with a small set of schools piloting inclusion practices and strategies.

2.6 No change in this action for 2024-25: The district will continue to implement the same, more intensive approaches to recruiting a diverse workforce.

2.7 Adjustment for 2024-25: With the positive impact of this action on teacher and school implementation of "welcoming schools" practices, this professional development plan will continue but in a more targeted way. The Summer PD focus will target newly hired elementary teachers. School-year PD days will give all teachers opportunities to deepen their learning and strengthen their practices. Support for site-based leadership and club development will also continue.

2.8 No change in this action for 2024-25: The district will continue to provide the LGTBQ+ ToSA to support inclusion strategies.

2.9 Eliminated for 2024-25: With the successful exiting of the district from the SigDis program, the specific CCEIS planning and reporting actions will end after the 2024-25 school year. The district systems and protocols developed during the district's participation in the program will continue, to ensure that the district does not reenter.

2.10 No change in this action for 2024-25: The district and sites will continue to implement activities to strengthen and expand family engagement for English Learner students.

2.11 No change in this action for 2024-25: The district will continue to support the work of the Sanctuary Task Force.

2.12 Adjustment for 2024-25: Site-based Community Service Specialists support for students and families will continue based on the funding provided by schools through their SPSA planning and budget. The CSSs support on the Multilingual Services Team will also continue. As noted in Action 1.4, the CCSs who have helped the families at targeted schools access key academic supports (Footsteps2Briliance) and interventions (after school and vacation programs) will continue their work but focused on the community schools initiative described in action 2.14.

2.13 No change in this action for 2024-25: The district will continue to implement a variety of strategies to engage and get feedback from families who are primarily Spanish speaking.

2.14 Adjustment for 2024-25: With the successful completion of five Community Schools funding proposals to the State, the work turns to implementation of the plans for each school. The breadth of that implementation will depend on final approval and funding of the proposals. The district will move forward with this initiative even if proposals are not funded, but the funding available will impact it. As noted in Action 1.4 and 2.12, the CCSs who have helped the families at targeted schools access key academic supports (Footsteps2Briliance) and interventions (after school and vacation programs) will continue their work but focused on the community schools initiative. Other elements of the plans will be supported by the ELOP funding described in Action 1.28.

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	GOAL 3 (aligned with the SMFCSD Strategic Plan) WELLNESS: Provide a safe, caring, nurturing, and culturally responsive environment for ALL students to meet the needs of the whole child.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CHRONIC ABSENTEEISM % of students absent 10+% of instructional days enrolled	2019-20 All Students 6% African American 9.3% Foster Youth 16.7% Homeless Youth 15.4% English Learners 8.3% Hispanic/Latinx 9.6% Pacific Islander 32.1% "Socio-Economically Disadvantaged" 11.7% Students with Disabilities 13%	2021-22 All Students 20.8% African American 25.3% Foster Youth 41.2% Homeless Youth 47.2% English Learners 31.6% Hispanic/Latinx 33.9% Pacific Islander 62.6% "Socio-Economically Disadvantaged" 36.5% Students with Disabilities 32.5%	2022-23 All Students 21.3% African American 35.1% Foster Youth 52.6% Homeless Youth 50.9% English Learners 32% Hispanic/Latinx 34.6% Pacific Islander 57.4% "Socio-Economically Disadvantaged" 37.4% Students with Disabilities 33.3%	2023-24 All Students 16.49% African American 32% Homeless Youth 38.97% Foster Youth 53.27% English Learners 25.67% Long-Term English Learners: 27.98% Hispanic/Latinx: 26% Pacific Islander 56% "Socio-Economically Disadvantaged" 23.78% Students with Disabilities 27.99%	2023-24 All Students 3% African American 3% Foster Youth 3% Homeless Youth 3% English Learners 3% Hispanic/Latinx 3% Pacific Islander 3% "Socio-Economically Disadvantaged" 3% Students with Disabilities 3%
SUSPENSION RATE	2019-20	2021-22	2022-23	2023-24	2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students suspended at least once	All Students 1.6% African American 6.7% Foster Youth 23.8% Homeless Youth 3.6% English Learners 2% Hispanic/Latinx 2.7% Pacific Islander 4.5% "Socio-Economically Disadvantaged" 3.3% Students with Disabilities 5.5%	All Students 1.1% African American 2.4% Foster Youth 0% Homeless Youth 2.7% English Learners 1.5% Hispanic/Latinx 2% Pacific Islander0.9 % "Socio-Economically Disadvantaged" 2.1% Students with Disabilities 3.7%	All Students 1.8% African American 5.1% Foster Youth 0% Homeless Youth 3.3% English Learners 2% Hispanic/Latinx 2.8% Pacific Islander 3% "Socio-Economically Disadvantaged" 3.1% Students with Disabilities 4.2%	End of Year All Students 2.57% African American 5.1% Foster Youth 0% Homeless Youth 2.79% English Learners 2.98% Hispanic/Latinx 3.93% Pacific Islander 3.76% "Socio-Economically Disadvantaged" 3.42% Students with Disabilities 6.29%	All Students 1% African American 1% Foster Youth 1% Homeless Youth 1% English Learners 1% Hispanic/Latinx 1% Pacific Islander 1% "Socio-Economically Disadvantaged" 1% Students with Disabilities 1%
CA HEALTHY KIDS SURVEY Feel Connected to School: Percent of students rating Strongly Agree/Agree	2021-22 New Metric -- Baseline Feel Connected to School 3rd: 78% 4th: 79% 5th: 79% 6th: 68% 7th: 58% 8th: 60%	2021-22 Baseline Year Feel Connected to School 3rd: 78% 4th: 79% 5th: 79% 6th: 68% 7th: 58% 8th: 60%	2022-2023 Feel Connected to School 3rd: 76% 4th: 77% 5th: 75% 6th: 60% 7th: 51% 8th: 61%	2023-2024 Feel Connected to School 3rd: 75% 4th: 76% 5th: 76% 6th: 63% 7th: 56% 8th: 52%	2023-24 Feel Connected to School 3rd: 85% 4th: 85% 5th: 85% 6th: 85% 7th: 85% 8th: 85%
CA HEALTHY KIDS SURVEY	2020-21	2021-22 Note: CHKS now administered 3rd-8th	2022-23 Caring Adults in School	2023-24 Caring Adults in School	2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Caring Adults in School: Percent of students rating Strongly Agree/Agree	Note: CHKS administered only 5th & 7th Caring Adults in School 5th: 80% 7th: 66%	Caring Adults in School 3rd: 74% 4th: 76% 5th: 73% 6th: 72% 7th: 57% 8th: 65%	3rd: 76% 4th: 77% 5th: 73% 6th: 69% 7th: 54% 8th: 58%	3rd: 74% 4th: 72% 5th: 72% 6th: 72% 7th: 61 % 8th: 63%	Caring Adults in School 3rd: 85% 4th: 85% 5th: 85% 6th: 85% 7th: 85% 8th: 85%
CA HEALTHY KIDS SURVEY Meaningful Participation in School: Percent of students rating Strongly Agree/Agree	2021-22 New Metric -- Baseline Meaningful Participation in School 3rd: 42% 4th: 44% 5th: 43% 6th: 35% 7th: 24% 8th: 26%	2021-22 Baseline Year Meaningful Participation in School 3rd: 42% 4th: 44% 5th: 43% 6th: 35% 7th: 24% 8th: 26%	2022-23 Meaningful Participation in School 3rd: 45% 4th: 44% 5th: 41% 6th: 35% 7th: 29% 8th: 25%	2023-24 Meaningful Participation in School 3rd: 43% 4th: 40% 5th: 42 % 6th: 36 % 7th: 30% 8th: 27%	2023-24 Meaningful Participation in School 3rd: 70% 4th: 70% 5th: 70% 6th: 70% 7th: 70% 8th: 70%
CA HEALTHY KIDS SURVEY Feel Safe at School: Percent of students rating Strongly Agree/Agree	2021-22 New Metric -- Baseline Feel Safe at School 3rd: 86% 4th: 86% 5th: 86% 6th: 63% 7th: 57% 8th: 60%	2021-22 Baseline Year Feel Safe at School 3rd: 86% 4th: 86% 5th: 86% 6th: 63% 7th: 57% 8th: 60%	2022-23 Feel Safe at School 3rd: 84% 4th: 84% 5th: 81% 6th: 54% 7th: 45% 8th: 47%	2023-24 Feel Safe at School 3rd: 83% 4th: 81% 5th: 83% 6th: 61% 7th: 53% 8th: 49%	2023-24 Feel Safe at School 3rd: 90% 4th: 90% 5th: 90% 6th: 85% 7th: 85% 8th: 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA HEALTHY KIDS SURVEY Cyberbullying is a Problem: Percent of students rating Strongly Agree/Agree	2021-22 New Metric -- Baseline Cyberbullying is a Problem: 3rd: 20% 4th: 21% 5th: 20% 6th: 18% 7th: 29% 8th: 28%	2021-22 Baseline Year Cyberbullying is a Problem: 3rd: 20% 4th: 21% 5th: 20% 6th: 18% 7th: 29% 8th: 28%	2022-23 Cyberbullying is a Problem: 3rd: 21% 4th: 17% 5th: 21% 6th: 18% 7th: 26% 8th: 28%	2023-24 Cyberbullying is a Problem: 3rd: 23% 4th: 21% 5th: 21% 6th: 23% 7th: 22% 8th: 23%	2023-24 Cyberbullying is a Problem: 3rd: 5% 4th: 5% 5th: 5% 6th: 5% 7th: 5% 8th: 5%
CA HEALTHY KIDS SURVEY Chronic sadness/Considered suicide: Percent of middle school students rating Strongly Agree/Agree	2020-21 Note: CHKS administered only 7th Chronic sadness/Considered suicide: 7th: 37% / 17%	2021-22 Note: CHKS now administered 6th-8th Chronic sadness/Considered suicide: 6th: 20% / 9% 7th: 30% / 15% 8th: 32% / 16%	2022-23 Chronic sadness/Considered suicide: 6th: 20% / 9% 7th: 25% / 13% 8th: 29% / 13%	2023-24 Chronic sadness/Considered suicide: 6th: 21% / 9% 7th: 22% / 10% 8th: 26% 11 %	2023-24 Chronic sadness/Considered suicide: 6th: 10% / 5% 7th: 10% / 5% 8th: 10% / 5%
CA PHYSICAL FITNESS TEST Percent of students in the Healthy Fitness Zone, averaged across the 6 Fitness Areas	2018-19: 5th grade: 74% 7th grade: 73%	2021-2022 PFT reporting changed from Healthy Fitness Zone to overall student participation. 5th grade: 71% 7th grade: 75%	2022-23 5th Grade: 97% 7th Grade: 94%	2023-24: Physical Fitness Test participation 5th grade: 97.2% 7th grade: 98.3%	2023-24: PFT participation 5th grade: 85% 7th grade: 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

3.1 Adjusted Implementation: The district hired two social workers (of four planned), two program specialists (of 2 planned), and three mental health clinicians to provide social, medical, and mental health case management services.

3.2 Adjusted implementation: The district expanded its counseling staff to 34.5 counselors (beyond the planned 21) and hired 6 mental health clinicians (6 planned) to support social-emotional learning.

3.3 Implemented as planned: The district implemented restorative practices professional development to middle school staff during the summer and on-going through the school year.

3.4 Implemented as planned: The district hired four Restorative Justice teachers on special assignment, at the 4 comprehensive middle schools, to support professional learning (see action 3.3) and implementation of restorative practices and other social-emotional support strategies.

3.5 Implemented as planned: Wellness Centers have been opened at the four comprehensive middle schools. Implementation at elementary Title 1 schools is in process and coordinated with the community schools process (see action 2.14)

3.6 Implemented as planned: all foster youth, homeless youth, low- income youth are provided transportation/bus tickets to support regular attendance and access to outside- the-school-day activities.

3.7 Implemented as planned: All PE teachers were provided standard-aligned resources TK-8 and targeted professional development opportunities, during the summer and on District PD Days.

3.8 Implementation adjusted: Six elementary sites received additional funding to Implement site-based strategies for health and safety through positive, supported play and related programs. Two sites were unable to hire planned staff.

3.9 Implementation adjusted: The district provided additional social-emotional support at middle schools by hiring four Student Support teachers on special assignment (one at each comprehensive middle school) and contracting with community partners to provide services on campus. One community partner contract was not implemented as planned.

3.10 Implementation adjusted: The district hired additional Board Certified Behavior Analysts (5 total BCBAs now) to provide safety care training at all district sites and coordinate the support of a district team that includes Registered Behavior Technicians. Funding was allocated for teacher extra time to receive training, but planning was adjusted to provide training during the work day, which did not result in extra time costs.

3.11 Implemented as planned: The district implemented staff training in attendance protocols and best practices for engaging families, provided monthly chronic absenteeism data reports to schools, built a "real-time" chronic absenteeism dashboard for site leaders (rolled out this spring), and employed additional school community workers and specialists (see 2.12 above). Funding was allocated for staff extra time to receive training, but planning was adjusted to provide training during the work day, which did not result in extra time costs.

3.12 Implemented as planned: The district implemented staff training in staff training in the district-recommended actions for supporting students with compromised housing and best practices for engaging families, provided monthly chronic absenteeism data reports to schools on these students, and provided support for site-based MTSS systems and care teams. Funding was allocated for staff extra time to receive training, but planning was adjusted to provide training during the work day, which did not result in extra time costs.

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.

PLEASE NOTE: The explanations of materials differences provided here refer to THIS YEAR's 2023-24 planned expenditures compared to the estimated actual expenditures calculated this spring 2024. The explanations here are not for every 2023-24 action, but rather ONLY for those 2023-24 actions where the difference between planned expenditure and estimated actual was greater than approximately 10% of the planned expenditure. In other words, SMFCSD did not consider it a "material difference" if the difference between planned expenditure and estimated actual was less than approximately 10% of the planned expenditure.

3.1. SMFCSD hired two social workers instead of the four planned, which resulted in estimated actual expenditures being lower than planned.

3.2. SMFCSD hired 34.5 counselors, 3.5 more than planned at the time of LCAP adoption. This resulted in estimated actual expenditures being substantially higher than planned.

3.3 Teacher participation in middle school summer professional development was lower than expected which resulted in estimated actual expenditures being lower than planned.

3.4. Fewer LCFF funds were used to support this action, than originally planned. The district used one-time state funds instead.

3.6. Total district support for student transportation was substantially higher than originally planned.

3.7. The costs for PE teacher summer professional development were substantially less than projected. Plus teacher participation in summer PE professional development was slightly lower than expected which resulted in estimated actual expenditures being lower than planned.

3.8. Vacancies in para-educator positions to support positive play resulted in estimated actual expenditures being lower than planned.

3.9. In this action, one community partner contract was not implemented as planned which specifically resulted in lower LCFF fund estimated actual expenditures.

3.10. After LCAP adoption, the district decided to fund the additional Analysts staffing out of Special Education funds, rather than the funds noted in the LCAP. Also, the district planned for the training in this action to occur during staff extra time, but in fact this is occurring during the duty day and therefore not resulting in additional costs. All of this resulted in estimated actual expenditures for this action being significantly less than planned.

3.11. Funding was allocated for staff extra time to receive training on strategies to reduce chronic absenteeism, but planning was adjusted to provide most training during the work day, which resulted in estimated actual expenditures being much lower than planned.

3.12. As with 3.11, funding was allocated for staff extra time to receive training on supports for students with compromised housing, but planning was adjusted to provide training during the work day, which resulted in estimated actual expenditures being much lower than planned.

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

3.1 Over 300 students and 185 families have received support so far this year. These positions are expected to impact student engagement in school, specifically student attendance for key student groups. To date, overall student chronic absenteeism has dropped 6 points from last year, and for key equity groups the drop has averaged approximately 11 points (see chronic absenteeism data for Goal 3 above). Two outliers to this progress are Newcomer and Long-Term English Learner students whose chronic absenteeism is almost double the rate of students overall, which suggests the district systems are not yet effectively supporting these students.

3.2 These positions are expected to impact student engagement in school, specifically student attendance for key student groups. To date, overall student chronic absenteeism has dropped 6 points from last year, and for key equity groups the drop has averaged approximately 11 points (see chronic absenteeism data for Goal 3 above). Two outliers to this progress are Newcomer and Long-Term English Learner

students whose chronic absenteeism is almost double the rate of students overall, which suggests the district systems are not yet effectively supporting these students. These positions are also expected to impact student social-emotional conditions and their experience of school as measured by student responses on the CA Healthy Kids Survey (see CHKS indicators for Goal 3 above). Student responses on feeling connected to school, on experiencing caring adults, and on feeling safe at school generally showed little change from 22-23 for elementary (3rd-5th) students and showed significant improvement from 22-23 for middle school (6th-8th) students. Middle school student responses on experiencing chronic sadness or contemplating suicide (asked at middle school only) also showed significant improvement from 22-23.

3.3 85% of middle school staff received training. Staff provided strongly positive feedback on the PD sessions: 96% of participants agreed/strongly agreed that they had opportunities to practice content, and 94% of participants agreed/strongly agreed that they developed new ideas that will support students. This professional learning is expected to impact student engagement in school. To date, overall student chronic absenteeism at the middle schools has dropped approximately 8 points from last year (see chronic absenteeism data for Goal 3 above). The suspension rate is down almost a percentage point overall and notably down four percentage points for Students with Disabilities. This professional learning is also expected to impact middle school student social-emotional conditions and their experience of school as measured by student responses on the CA Healthy Kids Survey (see CHKS indicators for Goal 3 above). Student responses on feeling connected to school, on experiencing caring adults, on feeling safe at school generally, and on experiencing chronic sadness or contemplating suicide showed significant improvement from 22-23 for middle school students.

3.4 These positions and support strategies are expected to impact student engagement in school. To date, overall student chronic absenteeism at the middle schools has dropped approximately 8 points from last year (see chronic absenteeism data for Goal 3 above). The suspension rate is down almost a percentage point. These positions and support strategies are expected to impact middle school student social-emotional conditions and their experience of school as measured by student responses on the CA Healthy Kids Survey (see CHKS indicators for Goal 3 above). Student responses on feeling connected to school, on experiencing caring adults, on feeling safe at school generally, and on experiencing chronic sadness or contemplating suicide showed significant improvement from 22-23 for middle school students.

3.5 These centers are expected to impact student engagement in school. To date, overall student chronic absenteeism at the middle schools has dropped approximately 8 points from last year (see chronic absenteeism data for Goal 3 above). The suspension rate is down almost a percentage point. These centers are expected to impact middle school student social-emotional conditions and their experience of school as measured by student responses on the CA Healthy Kids Survey (see CHKS indicators for Goal 3 above). Student responses on feeling connected to school, on experiencing caring adults, on feeling safe at school generally, and on experiencing chronic sadness or contemplating suicide showed significant improvement from 22-23 for middle school students.

3.6 400 students provided transportation support. This action is expected to impact student engagement in school, specifically student attendance for key student groups. To date, overall student chronic absenteeism has dropped 6 points from last year, and for key equity groups the drop has averaged approximately 11 points (see chronic absenteeism data for Goal 3 above).

3.7 31 K-8 PE teachers attended professional development during the summer. They provided strongly positive feedback on the PD sessions: 87% of participants agreed/strongly agreed that they had opportunities to practice content, and 84% of participants greed/strongly agreed that they developed new ideas that will support students.

3.8 Sites report these additional resources have supported positive and safe school campuses.

3.9 These positions and services are expected to impact student engagement in school. To date, overall student chronic absenteeism at the middle schools has dropped approximately 8 points from last year (see chronic absenteeism data for Goal 3 above). The suspension rate is down almost a percentage point. These positions and services are expected to impact middle school student social-emotional conditions and their experience of school as measured by student responses on the CA Healthy Kids Survey (see CHKS indicators for Goal 3 above). Student responses on feeling connected to school, on experiencing caring adults, on feeling safe at school generally, and on experiencing chronic sadness or contemplating suicide showed significant improvement from 22-23 for middle school students.

3.10 Training has been completed at six targeted sites, with the balance planned to receive training by year end.

3.11 This action is expected to impact student engagement in school, specifically student attendance for key student groups. To date, overall student chronic absenteeism has dropped 6 points from last year, and for key equity groups the drop has averaged approximately 11 points (see chronic absenteeism data for Goal 3 above). Two outliers to this progress are Newcomer and Long-Term English Learner students whose chronic absenteeism is almost double the rate of students overall, which suggests the district systems are not yet effectively supporting these students.

3.12 his action is expected to impact student engagement in school for youth with compromised housing, specifically student attendance and suspension. To date, chronic absenteeism for youth with compromised housing has dropped 14 points from last year. The percentage of students with compromised housing who have been suspended at least one day has dropped a half percentage point from last year. This action is also expected to impact the academic performance of students with compromised housing. Performance on literacy interim assessments has improved four percentage points across the year.

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

3.1 No change in this action for 2024-25: The district will continue to implement these positions to provide the services described.

3.2 No change in this action for 2024-25: The district will continue to implement these positions to provide the services described.

3.3 Adjustment for 2024-25: With the positive impact of this action on middle school teacher and site implementation of Restorative Justice practices, this professional development plan will continue but in a more targeted way. The Summer PD focus will target newly hired middle school teachers. School-year PD days will give all teachers opportunities to deepen their learning and strengthen their practices.

3.4 No change in this action for 2024-25: The district will continue to implement these positions to support Restorative Justice classroom practices and to provide services directly with children.

3.5 No change in this action for 2024-25: The district will continue to implement Wellness Centers at the middle school and increasingly at elementary schools.

3.6 No change in this action for 2024-25: The district will continue to provide additional transportation support to identified students and their families.

3.7 Adjustment for 2024-25: With the positive impact of this action on PE teacher instruction, this professional development plan will continue but in a more targeted way. The Summer PD focus will target newly hired PE teachers. School-year PD days will give all PE teachers opportunities to deepen their learning and strengthen their practices.

3.8 No change in this action for 2024-25: The district will continue to provide targeted sites with additional support for site-based strategies for health and safety through positive, supported play.

3.9 Adjustment for 2024-25: Given the positive impact on student engagement and social-emotional wellness, the district will continue to implement the Student Support ToSA positions at the middle schools. The district will continue to evaluate and adjust contracts with community partners to provide wellness support, based on student & site needs and based on the availability of the district's own staffing.

3.10 Adjustment for 2024-25: The district will continue to implement these positions to provide the services described (as noted in Action 2.5), but revise down the additional training and other program costs to support these services.

3.11 No change in this action for 2024-25: The district will continue to provide all sites with training and resources and targeted sites with additional support to reduce chronic absenteeism.

3.12 No change in this action for 2024-25: The district will continue to provide all sites with training and resources and targeted sites with additional support for students with compromised housing.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Mateo-Foster City School District	Diego Ochoa Superintendent	DiegoOchoa@smfcsd.net (650) 312-7348

Plan Summary [2024-25]

General Information

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

The San Mateo-Foster City School District (SMFCSD) operates 21 schools (fifteen TK-5 elementary schools; three K-8 schools; and three 6-8 middle schools) and several preschool programs, serving approximately 10,000 students. Students are educated to be socially responsible, contributing members of society through rigorous course material grounded in the Common Core State Standards, Next Generation Science Standards, and the CA English Language Development Standards. As the largest school district in San Mateo County, SMFCSD offers a variety of program options, including Spanish Immersion, Mandarin Immersion, STEM, and Montessori programs. SMFCSD's Vision is "The San Mateo-Foster City School District educates, inspires and empowers every student in every school every day to live, lead and learn with integrity and joy." SMFCSD's Mission is "The San Mateo-Foster City School District provides rigorous, high quality and equitable education while partnering with our families and community to support all students to achieve their full academic, social and emotional potential."

This school district serves two cities. Foster City is a newer city with mostly middle- to upper-middle income families. More than 28 languages are spoken in Foster City, primarily Mandarin, Hindi, and Japanese. The San Mateo population is also culturally and linguistically diverse and home to over twenty languages including Spanish, Mandarin and Japanese. Districtwide, 30 percent of our students are English Learners, 39 percent of our students are socioeconomically disadvantaged, and 9 percent are students with disabilities. SMFCSD's unduplicated student count (for Local Control Funding Formula purposes) is approximately 48 percent.

In 2024-25, SMFCSD will be in its third year of implementing its five-year Strategic Plan, focusing on continued implementation of key Equity and Wellness actions and on maintaining or transitioning key Academic Achievement actions. The district prioritizes academic acceleration, particularly for students from historically-underperforming groups, but also focuses on the whole child, encompassing social-emotional growth, cultural confidence, and healthy lifestyles. Schools work with the district to ensure Multi-Tiered Systems of Support are in place. Restorative Practice is a companion to the other frameworks that guide our wrap-around services for children who need additional support. All schools offer an SEL program and use it throughout the day, building in self-regulation and positive reinforcement.

Reflections: Annual Performance

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

SMFCSD has experienced many successes and progress this year, in the wellness and academic growth of SMFCSD students, in the supports for families, and in the development of our site leaders, teachers, and staff. Consider the following data:

Achievement Indicators
• 2022-23 CAASPP Mathematics (Percent Met/Exceeded Standard): Students with Disabilities 18.32% (up 1 point from 2021-22); Hispanic/Latinx students (up 1.5 points from 2021-22)
• Percentage of 8th graders enrolled in Algebra 1: All Students 26.43%(up 6 points from 2021-22); Hispanic/Latinx 12.2% (up 9 points from 2021-22)
• Foundational Literacy Assessment at Mid-Year (Percent of group meeting Grade Level Benchmark): All Students 66% (up 13 points from the beginning of the year); Hispanic/Latinx 38.4% (up 9 points from beginning of the year); English Learners 38% (up 10 points from beginning of the year); Students from Economically Struggling Families 41% (up 9 points from beginning of the year); Students with Disabilities 42% (up 5 points from beginning of the year).
• 3rd-8th Grade Literacy Assessment at Mid-Year (Percent of group meeting Grade Level Benchmark): All Students 66.5% (up 4 points from the beginning of the year)
• K-5th Math Assessment at Mid-Year (Percent of group meeting Grade Level Benchmark): All Students 78.5% (up 3 points compared to 2023 Mid-Year); Hispanic/Latinx 62% (up 5 points compared to 2023 Mid-Year); English Learners 59% (up 3 points compared to 2023 Mid-Year); Students from Economically Struggling Families 62.5% (up 7 points compared to 2023 Mid-Year); Students with Disabilities 54% (up 7 points compared to 2023 Mid-Year).
• 6th-8th Math Assessment at Mid-Year (Percent of group meeting Grade Level Benchmark): Overall 80% (up 3 points compared to 2023 Mid-Year); Hispanic/Latinx 66% (up 15 points compared to 2023 Mid-Year); English Learners 48% (up 9 points compared to 2023 Mid-Year); Students from Economically Struggling Families 66% (up 14 points compared to 2023 Mid-Year); Students with Disabilities 64% (up 10 points compared to 2023 Mid-Year)
• Long-Term English Learners in Middle School: down 2 percentage points from 2022-23

Wellness Indicators
• Chronic Absenteeism (missing 10% or more of school days--mid year): Overall 6 point drop from 2021-22; Homeless students 14 point drop; English Learners 7 point drop; Hispanic/Latinx 10 point drop; Students from Economically Struggling Families 13 point drop; Students with Disabilities 10 point drop
• 2023-24 CHKS 7th Grade Student Survey on Feeling Connected to School (Percent of Students Agreeing/Agreeing): 56% (5 point increase)
• 2023-24 CHKS 7th Grade Student Survey on Having Caring Adults at School (Percent of Students Agreeing/Agreeing): 61% (7 point

increase)
• 2023-24 CHKS 7th Grade Student Survey on Feeling Safe at School (Percent of Students Agreeing/Agreeing): 53% (8 point increase)
• 2023-24 CHKS 7th Grade Student Survey on Chronic sadness/Considered suicide (Percent of Students Agreeing/Agreeing): Chronic sadness 22% (3 point drop); Considered Suicide 10% (3 point drop).
• CCEIS Indicators: The district is struggling to make progress on its CCEIS "Risk Ratio" for Hispanic students being over-identified under the Specific Learning Disorder category (CDE Indicator for the Comprehensive Coordinated Early Intervening Services program--CCEIS). After seeing a drop from 4.47% in the district's "base" year of 2016-17 to 3.88% in 2021-22, the indicator increased significantly to 4.52% in 2022-23.

Based on this data and the input of educational partners, the district has identified the following successes in the wellness and academic growth of SMFCSD students, in the supports for families, and in the development of our site leaders, teachers, and staff:
• Wellness/Social-Emotional Supports: SMFCSD invested heavily in additional counselors, student support leads, and other adults to address the anticipated wellness challenges students are experiencing. In addition, the district offered multiple days of professional development to all district certificated staff in wellness/trauma-informed strategies. This year's data shows that these additional resources have had a positive impact. As outlined in the LCAP Goals and Actions sections that follow, the district intends to continue its support for additional wellness staffing and ensure wellness/trauma-informed strategies professional development as "foundational" PD that all teachers must receive.
• Foundational Literacy Instruction: SMFCSD overall continues to see unacceptably low reading performance by specific groups of students (e.g., English Learners, Students with Disabilities, Students from Economically-Struggling Families) and flat growth on CAASPP, but the data shows the district made important strides this year in grades K-2, and will continue these efforts going forward, to address these equity gaps. The language & literacy teachers on special assignment (ToSAs) continued to support primary grade teachers in the implementation of PAF, an Orton-Gillingham based supplemental curriculum. All elementary teachers again attended multiple days of PD during the summer and school year. As a result: students are showing strong improvements in the curriculum-embedded assessments. In addition, the district continued its implementation of an at-home, computer-based literacy resource called Footsteps2Brilliance and requested that K-3rd families complete a specified number of minutes each week. Completion has been tracked centrally by community outreach specialists, who focus on the schools with the highest percentage of unduplicated students and call the family of each student who does not reach their weekly minimum, to problem-solve and prod usage. Consistently these schools have had among the highest usage rates. As outlined in the LCAP Goals and Actions sections that follow, the district intends to maintain its support for Footsteps2Brilliance; the comprehensive foundational literacy curriculum implemented this year; and support that implementation by focusing all language & literacy ToSA work for another year on Kindergarten to 3rd grade reading instruction and intervention.
• Math Instruction: The interim math assessment data this year was very strong for all key equity groups. The district continues to implement the new elementary and middle school math curricula (EngageNY/Zearn and Illustrative Math/Math Nation respectively), adopted during distance learning and now implemented in-person. The district also continues to implement its intervention and at-home resource called ST Math district-wide. Like Footsteps2Brilliance mentioned above, the district is requesting students complete a specified number of minutes and is monitoring usage through the same community outreach specialists. Using all these resources, a cadre of Math ToSAs have been curating curriculum guidance, providing coaching support, and implementing new common formative assessments in 3rd and 6th-8th grades. These curriculum-embedded interim assessments continue to be used in an inquiry process during district PD days to support instructional re-engagement and intervention and to monitor student learning of grade-level content. As outlined in the LCAP Goals and Actions sections that follow, the district intends to build upon these successes, by continuing ToSA support in elementary schools for another year at 4th/5th grades, and continuing the strategic supports in middle school.

• Middle School Math Pathways: Three years ago, the Board approved a redesign of middle school pathways. As part of that redesign, the district eliminated acceleration in 6th grade and implemented fully heterogeneous Math 6 classes. It created two stronger pathways to Algebra in 8th grade. This implementation was supported by Math ToSAs, who facilitate teacher PD and planning, and also through reduced class size. The interim assessment data is very strong, across key equity groups, as noted above. Algebra enrollment is accelerating overall and for the key watch-group of Hispanic/Latinx students. As outlined in the LCAP Goals and Actions sections that follow, the district intends to continue implementation of the adopted pathways.
• Special Education: The Comprehensive Coordinated Early Intervening Services (CCEIS) program tracks SMFCSD's "risk ratio" for Hispanic students identified under the Specific Learning Disability (SLD) category. The district has not yet received its Risk Ratio for this year, but the CDE has informed the district that it will be exiting the program. This means the district's Risk Ratio has now dropped below 3.0, from last year's 4.2 points. SMFCSD will continue to implement actions of its CCEIS Plan 3 in 2024-2025. Specifically, the district will expand its inclusion efforts, after school programming, intersession camps, summer school, and the work of community services specialists. Furthermore, continued support will be directed to the middle schools around restorative practices and academic interventions.
• Education Partner engagement by the Superintendent: With the continued implementation of the Strategic Plan, the district continues to strengthen and diversify its methods of engagement and communication with education partners. SMFCSD's superintendent facilitated Year 3 "launch" engagements, podcasts, YouTube Streaming sessions, regular coffee chats, and additional Board community meetings (where circumstances allowed formal board procedures to be set aside) to engage and communicate more effectively with the district's stakeholders. These engagement activities elicited important input from the district's education partners on district successes and challenges. In addition to calling out the improved transparency this year, District partners were particularly positive about: the increased wellness and social-emotional supports for students (e.g., additional counselors and para educators); the strategic plan emphasis on closing achievement gaps; the early literacy focus; the instructional shifts in math; and the continuing investment in strengthening engaging teaching and learning.

Even with the above successes, SMFCSD still has critical needs to address in the academic growth and wellness of students and in the equitable acceleration of key student groups and families. Consider the following data:

Achievement Indicators
• 2022-23 CAASPP Literacy (Percent Met/Exceeded Standard): All Students 56% (down 2 points from 2020-21); Socioeconomically Disadvantaged 22% (down 3 point); English Learners 8% (down 5 points); Hispanic/Latinx 25.5% (down 1.5 points).
• 2022-23 CAASPP Math (Percent Met/Exceeded Standard): English Learners 11.5% (down 2.5 points); while other key groups remain essentially flat from last 2021-2022
• 3rd-8th Grade Literacy Assessment at Mid-Year (Percent of group meeting Grade Level Benchmark): all key equity sub-groups essentially flat from the beginning of the year

Wellness Indicators
• Mid Year Chronic Absence Rate (missing 10% or more of school days) All key student groups showed a drop from last year, but the percentages are still too high, 16-44% depending on the group.
• Suspension rates have gone up slight for key student groups in middle school.
• 2023-24 CHKS Student Survey across multiple indicators (Percent of Students Agreeing/Agreeing): Elementary grades 3rd-5th remained flat

"Red Dashboard" Indicators

The CA Department of Education also has identified specific SMFCSD schools and certain SMFCSD student groups that performed at the lowest level (or "red" level) on the 2023 CA Dashboard. These indicators are organized in the following three ways:
• Any SMFCSD school where the "All Students" group performed at the lowest level on one or more of the state indicators on the 2023 Dashboard;
• Any student group (e.g., English Learners or Students with Disabilities or Hispanic students) across SMFCSD that performed at the lowest level on one or more state indicators on the 2023 Dashboard; and
• Any student group within an SMFCSD school that performed at the lowest level on one or more state indicators on the 2023 Dashboard. PLEASE USE THE LINK PROVIDED HERE (https://drive.google.com/file/d/14wzcu30iTxtHM6igYycI_9-YS_jy_v3n/view?usp=drive_link) to access PDF charts that show which SMFCSD schools and student groups have been identified and for which 2023 Dashboard indicators. These PDF charts also provide information, for each identified school and student group, on the Directed LCAP actions SMFCSD will take in 2024-25 to address these indicators and improve school and student performance. Use the LCAP action number provided in the PDF charts and find the descriptions of each action in the the three following "Goals and Actions" sections.

Based on this data and the input of educational partners, the district has identified the following needed improvements in the wellness and academic growth of SMFCSD students, in the supports for families, and in the development of our site leaders, teachers, and staff:
• Wellness/Social-Emotional Supports: This year's chronic absenteeism data remains too high. The social-emotional needs of students remain great, even three years after the pandemic. To address these challenges, the district will continue its expanded support of key roles such as counselors, social workers, and Student Support ToSAs. The district will continue professional development for certificated and classified staff on restorative justice, cultural responsiveness, and other wellness practices and systems the district considers "foundational".
• Foundational Literacy Instruction: As noted above, SMFCSD continues to see unacceptably low reading achievement by specific groups of students on both state and local assessments. The district will continue its support for structured foundational literacy instruction (professional learning, ToSAs), anticipating as these students master these skills and promote to higher grades, 3rd-8th grade performance will rapidly improve. In addition, the district will expand its literacy intervention work with all schools through implementation of programs after school for targeted students. Also, the district will continue its intensive monitoring and support for high EL-count schools and their families in the use of the at-home literacy resource called Footsteps2Brilliance.
• Math Instruction: As noted above, the district must also address the low mathematics achievement by specific groups of students on state assessments. The district noted the stronger progress on district interim assessments and concluded that the model of PD and support was instrumental. This support will continue. In addition, the district will expand its math intervention work with all schools through implementation of programs after school for targeted students.
• Multi-Tiered Systems of Support (MTSS): At the core of the District's effort to accelerate the academic performance and wellness of key groups of students is the inconsistency of its MTSS systems. Strengthening tier one and tier two practices is critical. Core (tier one) literacy instruction needs improvement to then have effective targeted (tier two) and intensive (tier three) interventions. In 2023-24, the district will continue to focus on strengthening school MTSS practices, such as the Student Study Team and referral processes, and commit additional resources for staffing and professional learning to support improvements next year.

Reflections: Technical Assistance

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

SMFCSD qualified for the state's Differentiated Assistance program for the performance and engagement of two student groups: Students with Disabilities and Homeless Students, due to both groups' CA Dashboard low academic performance in literacy and math and their low engagement "performance" as evident by lower attendance rates. SMFCSD is receiving technical assistance to improve the performance of these two student groups from the San Mateo County Office of Education.

In this 2024-25 LCAP, in the three following "Goals and Actions" sections, the district identifies the specific actions that are being implemented to address the performance of Students with Disabilities and Homeless Students.
- For example, the description of Action 1.2 (Goal 1, Action 2) identifies that the district's professional development to strengthen K-2nd foundational literacy instruction will specifically support Students with Disabilities and Homeless Students--who have disproportionately low reading performance--to accelerate their literacy skill development.
- For another example, the description of Action 3.2 (Goal 3, Action 2) identifies that the district's expansion of counseling supports will specifically help Students with Disabilities and Homeless Students--who have disproportionately higher rates of chronic absenteeism and social-emotional needs--to feel safe, supported, and engaged in school.

These actions outlined in the "Goals and Actions" sections to support Homeless Youth and Students with Disabilities are focused in two ways.
- First, the district diagnoses that these two student groups have academic and wellness needs like other struggling students. Actions to improve academic instruction in literacy and math and actions to address the social-emotional and wellness needs of all or many student groups are expected to support these two specific student groups. For example, Tier 1 foundational literacy instruction, engaging middle school instruction, English language development supports, intersession and after school math and literacy tutoring, expanded counseling services, Restorative Justice supports, chronic absenteeism interventions--all are designed to support these two groups.
- Second, the district diagnoses that these students have academic and wellness needs that are different than other struggling students. District LCAP actions to improve their performance are also therefore differentiated and matched to the specific needs of these two groups. So actions such as the inclusion strategies for Special Education students, social workers who provide case management services to families, transportation services that include Hop, Skip and Drive (Uber-like) services to specific students--all are designed to support these two students groups based on the needs they have that are different from other students.

One additional summary point: it is critical that school and district leaders monitor the impact of LCAP actions by specifically attending to their impact on these two student groups. The district is improving its data tools and reports to ensure that analysis of all district measures includes these two student groups. The district is implementing new data platforms, which enable sites to monitor on a daily basis how Homeless Youth and Students with Disabilities are performing on achievement and wellness measures that are reported together. Teacher data inquiry teams and site care teams can more quickly access information on Homeless Youth and Students with Disabilities that brings different indicators together (e.g. literacy assessment data alongside chronic absenteeism data), which enables them to more effectively diagnose needs and provide supports.

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.

LEAD Elementary School

Support for Identified Schools

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

CSI funds will be used for engagements with educational partners, during which these partners will be asked to participate in protocols for LEAD's needs assessment, root cause analyses, and evidence-based planning. These engagements will be part of LEAD's SPSA process to ensure alignment with the site SPSA--which in SMFCSD is explicitly aligned with the district's LCAP. Funds will be used for staff extra time/materials to plan and implement LEAD family/community events. Similarly, funds will be used for extra time/materials to plan and implement additional LEAD staff meetings, which occur outside the duty day and for which staff is compensated. As a subcommittee of the school's School Site Council, LEAD will form a CSI Core Planning Team which will plan and lead these engagements, analyze and distill the identified root causes and recommended improvement/intervention actions, and make final recommendations to the SSC. CSI funds will be used to support this Team's work as well.

Monitoring and Evaluating Effectiveness

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

District leads and the site CSI Core Planning Team will engage with LEAD's School Site Council, English Language Advisory council, teacher and staff teams, and families more generally, in analyzing data and implementing adjustments. The summary data driving the CSI plan and subsequent monitoring and evaluation is the following:

Lead Elementary has three identifiers that caused it to be placed in the category of comprehensive school improvement (CSI) for results from the 2022/2023 school year. The first indicator is ELA CAASPP scores, where Lead students scored very low, falling into the "red" category. They were 82.3 points below the standard, and this was worse for our English Learners who scored 114.2 points below the standard. The low-status level was also observed in the two subgroups - Hispanics and socioeconomically disadvantaged students. The second indicator is the math CAASPP data, where Lead students again scored very low, falling into the "red" category. They were 91.5 points below the standard. All of Lead's student subgroups fell into the very low-status level. The final indicator is chronic absenteeism, with a rate of 35.6%, which also falls into the "red" or very low-status category. All subgroups, including special education students and English learners, have a high chronic absenteeism rate.

LEAD's CSI/SPSA plan includes the following evidenced-based interventions to improve these outcomes above:

Literacy and Language
1. Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 ("PAF").
2. Assign Foundational Literacy ToSAs in grades K-2 to support in-class instruction and pull-out supports for foundational literacy (PAF).
3. Implement separate foundational literacy curricula for targeted instruction in grades 4-5, according to student typology: Newcomer, Long-Term English Learner, and struggling readers for whom English is their first language.
4. Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students.
5. Implement literacy interim assessments: K-2 PAF curriculum-based foundational literacy assessments and computer-based NWEA for 3-5.
6. Assign Multilingual ToSA to support reclassification, monitoring and curriculum needs.
7. Support K-5 teachers to participate in summer and school-year professional development to implement foundational literacy supplemental curricula.
8. Provide professional development to educators to improve writing by understanding the key elements of writing, the writing process and the use of language maps.
9. Implement language & literacy data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g.,Literacy Boost).
10. Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.

Math
1. Continue implementation of new K-5 math curricula, EngageNY/Zearn, and teacher guidance materials.
2. Support staff to participate in summer and school-year professional development to implement the core SMFC math program.
3. Support 4th/5th grade teachers to collaborate with site Math ToSAs to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.
4. Implement math intervention programs (Math Boost) to support unfinished learning and develop positive math mindsets of targeted students.
5. Implement ST Math as an at-home math resource for all K-5 students.
6. Continue implementation of K-5 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement.

School Engagement/Wellness (Chronic Absenteeism/Suspensions)
1. Assign 1.0 FTE of Counselors to provide individual and group wellness support.
2. Implement MTSS CARE team to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process.
3. Provide site-based community outreach specialists and workers, to improve school-home communications; to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school and community-based resources available to families.
4. Provide a full-time Community School Coordinator to implement community school grant activities and serve as the after-school lead that will ensure students have access to after-school programs, provides family education opportunities, and leads the Family/Community School Center.
5. Provide continued professional development to educators around ABAR specific issues affecting students & staff.

6. Designated staff and Care Team members will lead the implementation/ expansion of attendance rewards & recognitions activities.
7. Designated staff and Care Team members will make daily/weekly positive calls and conduct personal outreach to families of students with compromised housing/foster youth.

SMFCSD will monitor and evaluate the effectiveness of these interventions, using
the CA Dashboard data (described above),
the results of district interim literacy and math assessments,
the monthly data on the district's Chronic Absenteeism Dashboard,
the annual CA Healthy Kids Survey data,
as well as other qualitative and quantitative data gathered at the site--including, for example, student, family, and staff satisfaction indicators (re: key improvement priorities such as cultural responsiveness, family engagement, MTSS supports). This monitoring and evaluating will be done with Lead's CSI Core Planning Team.

Engaging Educational Partners

Educational Partner(s)	Process for Engagement
Families, Community, Teachers, Staff: Monthly Board Study Sessions	The SMFCSD Board of Trustees held monthly study sessions for extended feedback and input on a single priority of the Strategic Plan/LCAP (e.g., Foundational Literacy, Mathematics, Equity Staffing, School Climate). Each two-hour session included a staff update on the actions implemented for each priority; questions and comments from families, community, teachers, staff about those actions; and Board discussion.
Families, Community, Teachers, Staff, School Administrators: Monthly Board Community Workshops	The SMFCSD Board of Trustees also held monthly community workshops at school sites, in the week following the Board study sessions, focused on each month's single priority of the Strategic Plan/LCAP . Two Board members and staff facilitated the meetings, which enabled more in-depth discussion with families, community, teachers, and staff--outside the formal constraints of Board meetings. These sessions provided more substantive feedback and input on the Strategic Plan/LCAP actions.
Families, Community, Teachers, Staff, School Administrators: Community Schools strategic planning meetings at 5 Schools (LEAD, Sunnybrae, Fiesta Gardens, Laurel, and San Mateo Park	As directed by the district's Community Schools state planning grant, the district held monthly meetings with the families, community, teachers, and staff of five schools (the four receiving Title 1 funds and the district's Spanish Immersion school). As part of the Community Schools planning, educational partners provided in-depth feedback on the particular needs of each school community and on the effectiveness of the strategic actions by the school (in their SPSAs) and by the district (in the Strategic Plan/LCAP).
Students: Superintendent's Student Council	The Superintendent convened a group of student leaders monthly to listen, to get feedback on district actions, and to hear

Educational Partner(s)	Process for Engagement
	recommendations for priorities and adjustments going forward. These meetings have provided critical information for the 2023 LCAP review and for the 2024 LCAP planning.
School-site Certificated, Classified Staff, School Administrators: "Ready to Launch Year 3 of the Strategic Plan" Meetings with the Superintendent (at every school)	In the months of March and April, the Superintendent met after school with the teachers, staff, and leaders of every school, with discussion focused on a reflection of this year's strategic actions and the planned actions for year 3 of the Strategic Plan. These meetings have provided critical information for the 2023 LCAP review and for the 2024 planning.
Families, Community, Teachers, Staff, School Administrators: Equity Task Force	Each month the Equity Task Force (composed of parents, community members, teachers, classified staff, school administrators, and two Board members) met to hear updates on the implementation efforts of key task force groups and district departments. These updates focused on Strategic Plan/LCAP priorities and actions, and Task Force feedback was used for the 2023 LCAP review and for the 2024 planning.
Families, Community, Teachers, Staff: Sanctuary Task Force	Each month the Sanctuary Task Force (composed of parents, community members, teachers, classified staff, and administrators) met to work on district and school procedures and activities that would support Newcomer students and their families. This work surfaced successes and challenges in meeting the learning and wellness needs of Newcomers, which served as important feedback on LCAP actions related to Newcomers specifically and to English Learners and students from economically struggling families more generally.
Families, Teachers, Administrators: District English Language Advisory Committee's 2023 LCAP Engagement Meetings	At the November 30, 2023, families, teachers and administrators on the DELAC reviewed the 2023 LCAP, focusing on key actions and funding sources and providing feedback particularly on actions impacting English Learners. At the April 18, 2024 meeting, the group reviewed all 2023 LCAP actions and provided input on what actions should be continued and what should be adjusted. At the May 16, 2024 meeting, the group gave final input and approved the 2024 LCAP.
Families, Community, Teachers, Staff, School Administrators: Multilingual Master Plan Task Force	Each month the Multilingual Master Plan Task Force (composed of parents, community members, teachers, classified staff, and administrators) met to develop and write a new master plan for the district's multilingual services. This work surfaced successes and

Educational Partner(s)	Process for Engagement
	challenges in meeting the learning and wellness needs of multilingual students, which also served as important feedback on LCAP actions related to English Learners specifically and to Hispanic students and students from economically struggling families more generally. Elements of this feedback could be incorporated into the 2024 LCAP immediately, before Board approval of the new plan itself in June.
Families, Teachers, Administrators: Special Education District Advisory Committee's 2023 LCAP Engagement Meeting	At the April 23, 2024, families, teachers and administrators on the SEDAC reviewed reviewed all 2023 LCAP actions and provided input on what actions should be continued and what should be adjusted in the 2024 LCAP.
Certificated Staff and School Administrators: LCAP-funded ToSA and Counselor Survey	In March 2024, the district distributed separate surveys to three educational partner groups--the teachers on special assignment and counselors implementing strategic actions funded in the 2023 LCAP; the certificated staff supported by those actions; and the site administrators who oversee those actions. The surveys asked respondents to reply to questions about the implementation, impact and effectiveness of these actions--as a way to get feedback on the 2023 LCAP and to give input on the 2024 LCAP.
Students and Teachers/Staff: Equity Surveys	In April 2024, the district distributed surveys to three educational partner groups--middle school students; certificated staff; and classified staff. The surveys asked respondents to reply to questions about equity, such as their experiences with different cultural groups; their opportunities to learn and discuss cultural issues; and their sense of being valued as a member of their school or professional community. These survey items were designed to collect feedback on the implementation, impact and effectiveness of district and site equity-focused actions--as a way to get feedback on the 2023 LCAP and to give input on the 2024 LCAP.
Families, Staff, Teachers, School and District Administrators: 2023 LCAP Feedback Surveys	In March and April 2024, the district distributed a survey to families, staff, teachers, school and district administrators asking respondents to review the 2023 LCAP actions and share their views about the importance of investing in these actions and their perception of impact and effectiveness. This survey provided critical information for the 2023 LCAP review and for the 2024 LCAP planning.
Family and Teachers/Staff: 2023 LCAP Engagement Meetings	At an April 17, 2024 meeting with families and at an April 24, 2024 meeting with certificated and classified staff, the district engaged

Educational Partner(s)	Process for Engagement
	these educational partners in a review of all the 2023 LCAP actions and asked for input on what actions should be continued and what should be adjusted for the 2024 LCAP. These in-person meetings provided extensive feedback to complement the survey feedback already gathered.
San Mateo County Special Education Local Plan Area (SELPA)	The district also consulted with the San Mateo County Special Education Local Plan Area (SELPA) for feedback on the LCAP, including an initial meeting, office hours, and individualized consultation. The initial LCAP Team/SELPA meeting was on February 26, 2024, and the formal and follow-up SELPA consultations occurred on March 2 and May 24, 2024 respectively.

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

Based on the pattern of stakeholder feedback from the meetings and surveys described above, the District has prioritized the following issues, raised by our educational partners, to address in the 2024-25 LCAP:

- -Wellness and safety on campus: Families and staff continue to see the social-emotional challenges that students are bringing to campus, are excited about the expanded ToSA and other wellness supports, particularly at the middle schools, and want the district to maintain if not grow these supports. Survey and meeting feedback was strongly in favor of continue the strategic priority in this area, particularly in support of LGTBQ+ students and families. Partners noted that the progress evident in the CHKS survey data, especially at the middle schools, is only in this last year and that continued investment is necessary. In the family engagements, parents of elementary students wanted to see the restorative justice work expanded to the elementary schools as soon as possible.

- -Counseling, mental health clinician, and social work supports: Related to the above feedback, families and staff called out the continued need for the expanded staffing of expertise in mental and social-emotional support. Teachers, who have experienced the increased staffing support, provided feedback on how these staff could have their roles and responsibilities implemented more effectively.

- -Multilingual and culturally responsive curriculum and practices: The task force, families and staff strongly recommended the implementation of more academic and social emotional support for Newcomers in the elementary grades, of more academic supports for English Learners, and of culturally responsive curriculum and instructional practices, to help students particularly from key student groups to engage and accelerate their learning. Teachers and families were also strongly supportive of actions to continue to increase the diversity of district teachers and support staff.

- -Literacy instruction: Many families continued to share that they are pleased with the district's implementation of foundational literacy strategies. Teachers gave strong endorsement to the district's work on foundational literacy and to provide a supplementary curricular program and ToSA supports to help them deliver structured literacy instruction. And they provided important feedback

about the effectiveness of this implementation and adjustments that should be made. Teachers agreed with the focus on the primary grades, but many continued to express concern that there should be additional actions to support literacy development of older students who were behind. Families of Special Education students were pleased to see that special education staff were being trained in the core foundational literacy materials, but felt that this training must ensure that all Special Ed teachers received the training, so that all students would experience these acceleration supports.

- -Academic intervention: Partners were pleased about the expanding after-school and inter-session intervention programs, but express concerns that these intervention efforts were not reaching enough students, that the needs were much greater than the strategies addressing them. Teachers in particular gave feedback that Multilingual and Math ToSA roles should be enlisted in more interventions with students.

- -Inclusion actions: Partners were also excited about the professional learning for inclusion at the elementary level, but reported that they would like to see the district move more quickly in implementing inclusion strategies.

The District engagements with educational partners were of great value and provided important information that has influenced the 2024-25 LCAP plan. Aspects of the LCAP influenced by this feedback include:
- -Wellness and safety on campus: The actions specifically to continue the expanded support staff and PD actions; to implement community schools; and to communicate the focus on restorative justice work in 2024-25 in middle school, with a plan to move supports to elementary in the following year.
- -Counseling, mental health clinician, and social work supports: Similar to above, the actions specifically to continue the expanded support staff and PD actions. In addition, actions to implement these roles and responsibilities more effectively so they do not get pulled off their focus.
- -Multilingual and culturally responsive curriculum and practices: The actions to provide an elementary Newcomer ToSA; to continue and expand professional learning focused on instructional strategies for English Learners; to adopt new, more culturally responsive curriculum; and to continue expanded recruitment and hiring for a more diverse staff.
- -Literacy instruction: The actions to continue implementation of the foundational literacy strategies; to strengthen ELD professional learning; and to implement ToSA roles and responsibilities more effectively so they do not get pulled off their focus.
- -Academic intervention: The actions to expanded activities funded by the Extended Learning Opportunities Program, specifically to support literacy and math intervention after-school programs at every school.
- -Inclusion actions: The actions to hire an Inclusion ToSA and to continue with professional learning for inclusion.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ACHIEVEMENT: Create learning opportunities for ALL Pre-K through 8th students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This Strategic Plan goal emerged from extensive engagement with the district's educational partners and Board of Trustees, as described in the "Engaging Educational Partners" section of the LCAP. The consensus from these engagements was that the district needed to streamline and simplify its strategic work to build shared understanding and consistent implementation. Also, given the significant gaps in student academic performance, the consensus of the Strategic Planning group was that the many actions targeting these academic gaps should continue to be consolidated in a single Achievement goal, again to build shared understanding and consistent implementation.

A Reminder Note about the CA "Red Dashboard" Indicators and the Directed Actions in this Goal One:
The CA Department of Education has identified specific SMFCSD schools and certain SMFCSD student groups that performed at the lowest level (or "red" level) on the 2023 CA Dashboard. These indicators are organized in the following three ways:
• Any SMFCSD school where the "All Students" group performed at the lowest level on one or more of the state indicators on the 2023 Dashboard;
• Any student group (e.g., English Learners or Students with Disabilities or Hispanic students) across SMFCSD that performed at the lowest level on one or more state indicators on the 2023 Dashboard; and
• Any student group within an SMFCSD school that performed at the lowest level on one or more state indicators on the 2023 Dashboard.
Several actions in this Goal One (1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.12, 1.13, 1.15, 1.16, 1.17, 1.18, 1.21, 1.23) address the requirement to include one or more specific "Directed Actions" within the LCAP that address the Red Dashboard Indicators and improve school and student performance.
PLEASE USE THE LINK PROVIDED HERE (https://drive.google.com/file/d/14wzcu30iTxtHM6igYycI_9-YS_jy_v3n/view?usp=drive_link) to access PDF charts that show which SMFCSD schools and student groups have been identified and for which 2023 Dashboard indicators. These PDF charts also provide information, for each identified school and student group, on the Directed LCAP actions SMFCSD will take in 2024-25 to address these indicators and improve school and student performance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP LITERACY (3-8th) Percent Met/Exceeded Standard (for the group)	Spring 2023 Administration All Students: 56% Socioeconomically Disadvantaged: 22% English Learners: 8% LTELs: 6% Students with Disabilities: 18% Hispanic/Latinx: 25% Homeless: 9% Foster Youth (not statistically significant at the time)			Spring 2026 Administration All Students: 71% (5 points per year from Baseline) Socioeconomically Disadvantaged: 52% (10 points per year from Baseline) English Learners: 38% (10 points per year from Baseline) LTELS: 36% (10 points per year from Baseline) Students with Disabilities: 48% (10 points per year from Baseline) Hispanic/Latinx: 55% (10 points per year from Baseline) Homeless: 39% (10 points per year from Baseline)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Foster Youth (not statistically significant at this time)	
1.2	CAASPP MATH (3-8th) Percent Met/Exceeded Standard (for the group)	Spring 2023 Administration All Students: 51% Socioeconomically Disadvantaged: 18% English Learners: 11% LTELs: 3% Students with Disabilities: 18% Hispanic/Latinx: 20% Homeless: 6% Foster Youth (not statistically significant at the time)			Spring 2026 Administration All Students: 66% (5 points per year from Baseline) Socioeconomically Disadvantaged: 48% (10 points per year from Baseline) English Learners: 41% (10 points per year from Baseline) LTELS: 33% (10 points per year from Baseline) Students with Disabilities: 48% (10 points per year from Baseline) Hispanic/Latinx: 50% (10 points per year from Baseline)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Homeless: 36% (10 points per year from Baseline) Foster Youth (not statistically significant at the time)	
1.3	English Learner Progress Percent K-8 ELs making progress toward English language proficiency on the ELPAC Progress = progressed at least one ELPI level or maintained ELPI level 4	2023 Fall CDE Dashboard 45.1% ELs making progress toward English language proficiency on the ELPAC			2026 Fall CDE Dashboard 75% ELs making progress toward English language proficiency on the ELPAC (5 points per year from Baseline)	
1.4	PAF Interim Assessment K-2nd: Percent of Each Grade Level meeting grade level benchmark (at end of year)	2023-24 End of the Year K: 85.60% 1st: 75.26% 2nd: 59.49%			2026-27 K-2nd: 80% meeting grade level benchmark (at end of year)	
1.5	PAF Interim Assessment K-2nd: Percent of Key Student Groups meeting grade level benchmark (at end of year)	2023-24 End of the Year All Students: 68% Socioeconomically Disadvantaged: 63.42%			2026-27 K-2: 80% percent of each Student Groups meeting grade level benchmark (at end of year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 53.91% Students with IEPs: 45.60% Hispanic/Latinx: 52.18% Homeless: 25.26%				
1.6	Literacy Growth Interim Assessment 3rd-8th: Percent of each Grade Level meeting grade level benchmark (at end of year)	2023-24 End of the Year 3rd: 55.15% 4th: 66.04% 5th: 67.16% 6th: 60.37% 7th: 60.84% 8th: 70.74%			2023-24 End of the Year 3rd: 80% 4th: 80% 5th: 80% 6th: 80% 7th: 80% 8th: 80%	
1.7	Literacy Growth Interim Assessment 3rd-8th: Percent of Key Student Groups meeting grade level benchmark (at end of year)	2023-24 End of the Year Socioeconomically Disadvantaged: 46.76% English Learners: 12.80% LTELs: 15.36% Students with IEPs: 24.58% Hispanic/Latinx: 34.54% Homeless: 36.35%			2026-27 End of the Year Socioeconomically Disadvantaged: 80% English Learners: 80% LTELs: 80% Students with IEPs: 80% Hispanic/Latinx: 80% Homeless: 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Mathematics Interim Assessments K-5th: Percent of each Grade Spans meeting grade level benchmark (K-2nd at end of year; 3rd-5th at 2nd Interim) K-5th: Percent of Key Student Groups meeting grade level benchmark (K-2nd at end of year; 3rd-5th at 2nd Interim)	2023-24 2nd Interim Overall K-2nd: 81.45% 3rd-5th: 75.59% Socioeconomically Disadvantaged: K-2nd: 67.87% 3rd-5th: 57.20% English Learners: K-2nd: 66.82% 3rd-5th: 50.27% Students with IEPs: K-2nd: 59.18% 3rd-5th: 50.17% Hispanic/Latinx: K-2nd: 66.99% 3rd-5th: 56.48% Homeless K-2nd: 58.22% 3rd-5th: 55% End of Year K-2 Overall: 84.81% Socioeconomically Disadvantaged: 80.31% English Learners: 72.78% Students with IEPs: 73.99%			2026-27 Overall TK-2nd 80% 3rd-5th: 80% Socioeconomically Disadvantaged: 80% English Learners: 80% Students with IEPs: 80% Hispanic/Latinx: 80% Homeless: 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic/Latinx: 74.01% Homeless 56%				
1.9	Mathematics Interim Assessments 6th-8th: Percent of each Grade Level meeting grade level benchmark (at 2nd Interim) 6th-8th: Percent of each Key Student Group meeting grade level benchmark (at 2nd Interim)	2023-24 2nd Interim 6th grade: 75.22% 7th grade: 86.80% 8th grade: 81.36% Socioeconomically Disadvantaged: 66.05% English Learners: 48.00% Long Term English Learners: 46.89% Students with IEPs: 63.71% Hispanic/Latinx: 66.23% Homeless: 60.14%			2026-27 2nd Interim 6th grade: 80% 7th grade: 80% 8th grade: 80% Socioeconomically Disadvantaged: 80% English Learners: 80% Long Term English Learners: 80% Students with IEPs: 80% Hispanic/Latinx: 80% Homeless: 80%	
1.10	Algebra 1 Enrollment 1. Percent of 8th graders enrolled in Algebra 1 2. Percent of 8th graders completing Algebra with a C or better 2. Percent of 8th grade Latinx students enrolled in Algebra 1	2023-24 1. 26.43% of 8th graders enrolled in Algebra 1 2. 100% of 8th graders completing Algebra with a C or better 3. 12.2% of 8th grade Latinx students enrolled in Algebra 1			2026-27 1. 45% of 8th graders enrolled in Algebra 1 2. 85% of 8th graders completing Algebra with a C or better 3. 35% of 8th grade Latinx students enrolled in Algebra 1	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	RECLASSIFICATION Rate (K-8) Overall Reclassification rate Percentage Reclassifying each Year by language group Average number of years as EL upon reclassification by language group	2022-23 End of Year (June 15, 2022 to June 14, 2023) Percentage Reclassifying each Year Overall: 15% Spanish language group: 9% Average number of years as EL upon reclassification by language group Overall: 6 Spanish language group: 7			2025-26 End of Year (June 15, 2025 to June 14, 2026) Percentage Reclassifying each Year Overall: 30% (5 points per year from baseline) Spanish language group: 24% (5 points per year from baseline) Average number of years as EL upon reclassification Overall: 3 (1 year less per year from baseline) Spanish language group: 4 (1 year less per year from baseline)	
1.12	LTEL ENROLLMENT in Middle School % of LTELS enrolled, as part of the Total MS enrollment	2023-24 7.3% of LTELS enrolled, as part of the Total MS enrollment			2026-27 4.3% of LTELS enrolled, as part of the Total MS enrollment	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(1 point less per year from baseline)	
1.13	CAASPP Science Test 3rd-8th Percent Met/Exceeded Standard (for the group)	Spring 2023 Administration All Students: 30% 5th: 46% 8th: 44% Socioeconomically Disadvantaged: 14% English Learners: 2.32% LTELs: 0% Students with Disabilities: 8% Hispanic/Latinx: 18.88% Homeless: 13.04%			Spring 2026 Administration All Students: 5th: 61% 8th: 59% (5 points per year from Baseline) Socioeconomically Disadvantaged: 44% (10 points per year from Baseline) English Learners: 32% (10 points per year from Baseline) LTELS: 30% (10 points per year from Baseline) Students with Disabilities: 38% (10 points per year from Baseline) Hispanic/Latinx: 49% (10 points per year from Baseline)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Homeless: 43% (10 points per year from Baseline)	
1.14	Student Access to standards-aligned instructional materials Percent of students with access to their own copies of standards-aligned instructional materials for use at school and at home	2023-24 100% of students had access			2026-27 100% of students had access	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Foundational Literacy Supplemental Curricula	Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-3 and for targeted and intensive instruction in grades 4-8--so that unduplicated students accelerate their learning of grade-level reading standards. This action will support all students, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.	$100,000.00	Yes
1.2	Foundational Literacy Professional Development Plan	Continuing the work begun two years ago, this professional development plan will support teachers, classified staff, language & literacy teachers on special assignment (ToSAs), and site leaders to implement K-3rd foundational literacy supplemental curricula--but in a more targeted way. The Summer PD focus will target newly hired K-3 teachers and offer optional opportunities for returning teachers to reinforce their learning, coordinated by the Executive Director of Elementary Curriculum & Instruction. School-year PD days will give all teachers opportunities to deepen their learning in foundational literacy and continue to develop strategies to support all students, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.	$257,000.00	Yes
1.3	Comprehensive Literacy Teachers on Special Assignment (ToSAs)	Provide 21.55 Language & Literacy ToSAs, 5 Multilingual ToSAs, and site-selected para-educators to support in-class instruction and pull-out supports for structured foundational literacy instruction with comprehensive literacy practices--so that Unduplicated students, Students with disabilities, and Hispanic students accelerate their learning of grade-level reading standards. The assignment of ToSAs per school will be based on student assessment data and "red dashboard" indicators, assuring that schools	$4,529,523.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with higher enrollment of these key student groups have additional staffing to accelerate student literacy development. These roles will give all teachers opportunities to deepen their learning in foundational literacy and continue to develop strategies to support all students, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.		
1.4	Foundational Literacy Family Support	Continue to implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students and provide Community Service Specialists to track usage data and call families to support--so that unduplicated students accelerate their learning of grade-level reading standards. This resource will support all students, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.	$300,000.00	Yes
1.5	Middle School Professional Development Plan	Continuing the work begun two years ago, this professional development plan will support middle school teachers, teachers on special assignment (ToSAs), and site leaders to implement curriculum and instruction in the block schedule that focuses on academic discourse and student sense of belonging--but in a more targeted way. The Summer PD focus will target newly hired 6-8 teachers and offer optional opportunities for returning teachers to reinforce their learning, coordinated by the Executive Director of Middle School Curriculum & Instruction. School-year PD days will give all teachers opportunities to deepen their learning in Academic Discourse and Welcoming Classroom strategies. These actions will support all students, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) status.	$265,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Middle School Curriculum Teacher Leaders	Provide four Literacy Teacher Leaders (one for each middle school) who facilitate teacher inquiry and planning to implement new culturally-responsive curriculum; develop a district writing assessment; and design student intervention strategies targeting struggling students. This work will give all middle school ELA teachers opportunities to deepen their learning and to develop strategies to support all students, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) status.	$100,000.00	No
1.7	Middle School ELD Supports	Continue to invest in smaller class sizes and additional teacher leader and para-educator supports for middle school Long Term English Learners (LTELs), coordinated by the Multilingual Services team, and implement redesigned ELD pathways and a new ELD curriculum. These actions will support middle school LTEL students to accelerate their learning, as part of the district's strategy to target Unduplicated student groups and target English Learners as part of the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) status.	$465,000.00	Yes
1.8	Elementary Newcomer Supports	Hire a Newcomer Teacher on Special Assignment (ToSA) to better support (through modeling, coaching, and monitoring) the continued implementation of Newcomer supplemental curriculum and other academic supports at three non-Title 1 schools with higher enrollment of newcomer students. These actions will support Newcomers to accelerate their learning, as part of the district's strategy to target Unduplicated student groups and target English Learners as part of the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.	$175,000.00	No
1.9	Elementary Integrated/ Designated ELD	Continue the 5 year professional development plan that supports elementary teachers and site leaders to deepen implementation of I-ELD/D-ELD strategies and structures--but in a more targeted way.	$890,025.00	No

Action #	Title	Description	Total Funds	Contributing
	Professional Development Plan	Summer PD will target newly hired K-5 teachers and offer optional opportunities for returning teachers to reinforce their learning, supported by members of the Multilingual Services team. School-year PD days will give all teachers opportunities to deepen their language instructional practices and continue to develop strategies to support English Learners and other targeted student sub-groups more effectively. As part of this action, the district will continue to purchase the Ellevation data platform and the Ellevation Strategies as a resource teachers and site leaders can use to develop data-based instructional supports and interventions for English Learners. These actions will support English Learners to accelerate their learning, as part of the district's strategy to target Unduplicated student groups and target English Learners as part of the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.		
1.10	Literacy Assessment System	Strengthen the district's literacy assessment system, to accelerate student literacy learning through re-engagement and intervention: Continue use of K-2 curriculum-based foundational literacy assessments as district K-2 interim assessments; Pilot district-wide use of the computer-based NWEA ELA Map Growth assessment to grades 3-8 for 2024-25 and provide teachers and leaders with PD on that assessment; and Lead elementary and middle school teacher teams in planning and piloting district interim writing assessments.	$123,000.00	No
1.11	Math Assessment System	Strengthen the district's math assessment system (to align with Math curriculum & instructional supports described above): Continue implementation and adjustment of K-8 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement; and review available computer-based math assessments for grades 3-8 in 2024-25 for possible implementation starting 2025-26.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	Core Math Curricula	Continue implementation of new K-8 math curricula (K-5 EngageNY/Zearn and 6-8 Illustrative Math/Desmos) and teacher guidance materials.	$260,000.00	No
1.13	Math Professional Development Plan	Continue to implement a five-year professional development plan that supports teachers, classified staff, math ToSAs, and site leaders--but in a more targeted way. The Summer PD focus will target newly hired 4-8 teachers and offer optional opportunities for returning teachers to reinforce their learning. School-year PD days will give all teachers opportunities to deepen their learning in effective math instruction and strategies and to implement core SMFC math program; EngageNY (K-5) and Illustrative Math (6-8) curricula; and common formative assessments, focused on grades 4th/5th (for 2024-25) and 6th-8th. These actions will support all students, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.	$47,750.00	Yes
1.14	Elementary Math ToSAs	Continue to provide 12 Math ToSAs to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning--focused on 4th/5th grade teacher teams--to accelerate the learning of all students, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.	$1,865,161.00	Yes
1.15	Middle School Math ToSAs and Teacher Leaders	Continue to provide two middle school Math ToSAs and 6 teacher leaders to support math pathways, continuous learning cycles and 6th-8th grade teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning--to accelerate the learning of	$760,000.00	No

Action #	Title	Description	Total Funds	Contributing
		all students, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) status.		
1.16	Math Family Support	Continue to implement ST Math as an after-school math intervention and an at-home math resource for all K-8 students--to accelerate the learning of all students, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.	$193,000.00	No
1.17	ELO-P Initiative #1: Extended Day Programs (Before/After School)	Implement additional before and after-school extended day programs to ensure all unduplicated students have access to a total of 9 hours of academic and enrichment programming. These actions will support all students, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.	$2,650,000.00	No
1.18	ELO-P Initiative #2: 30+ Extra Days Programs (in addition to the 180 day school year)	Implement an additional 30+ days of academic and enrichment programming during vacation periods (fall, Thanksgiving, winter, spring, summer breaks) to ensure all unduplicated students have access to thirty or more additional nine hour days of learning. These actions will support all students, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.	$3,000,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.19	STEM Supports	Provide staffing support for the College & Career Education (CCE) Paxton Patterson program in district middle schools and teacher extra time to continue collaborative planning for the curriculum implementation.	$250,000.00	No
1.20	Outdoor Education	The district will fully-fund Outdoor Education to ensure that all 5th graders have access to this Science/STEM enrichment experience. This action will support all students to accelerate their science learning and build their engagement, but it will particularly ensure full access for Unduplicated student groups and Hispanic students and Students with Disabilities, as part of the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.	$550,000.00	No
1.21	Comprehensive Support and Improvement (CSI) program at LEAD Elementary School	Provide materials, resources, and support for LEAD Elementary to implement its CSI Plan. This CSI Plan includes the actions above and in Goals 2 and 3, which are specifically described as district-wide actions targeted to improve student engagement and learning at this CSI school. These actions will support all students at LEAD, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the schools's CSI status.	$163,444.00	No
1.22	Site-based Extended School Day Targeted Student Support	Provide planning and resource support (e.g., curriculum and professional learning) to all schools to design, implement and monitor high quality, site-based interventions, with allocated Extended Learning Opportunity Program (ELO-P) funding. Part of the Extended Day programming described below in Action 1.28, this action will support all students to	$420,000.00	No

Action #	Title	Description	Total Funds	Contributing
		access Tier 2 literacy and math interventions, but it will particularly ensure full access for Unduplicated student groups and Hispanic students and Students with Disabilities, as part of the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.		
1.23	Site-based Professional Learning, Data Inquiry, and Planning	Provide sites with resources and supports to implement professional learning, collaborative inquiry and planning activities to address the specific needs of their students and families. These actions will support all students, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.	$219,000.00	Yes
1.24	Middle School AVID program	Provide Advancement Via Individual Determination (AVID) electives and Tier 2 targeted supports to identified middle school students who are primarily from Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) status.	$95,000.00	No
1.25	Magnet Program Supports	Provide materials and resources to support Fiesta Gardens' expansion of its Spanish immersion program. The district will continue to provide support for Montessori teacher certification, for College Park's Mandarin master planning, and for Bayside's STEM program.	$290,300.00	No

Action #	Title	Description	Total Funds	Contributing
1.26	New Teacher Residency/Credential / Certification Support	Strengthen teacher recruitment by providing teacher residency/credential/certification tuition and program assistance to candidates for hard to fill positions (Special Ed, Bilingual, Montessori, etc.) that address the social-emotional and academic learning needs of the district's neediest, unduplicated students.	$165,000.00	No
1.27	Elementary Visual and Performing Arts (VAPA) Programs	Provide Visual and Performing Arts programs for every student at all elementary schools. This action will build school engagement and support arts learning for all students, but the commitment to provide visual and musical arts programming in every school is targeting especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.	$1,375,989.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EQUITY: Reduce inequitable outcomes for ALL students and staff by prioritizing equity, access, & inclusion.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This Strategic Plan goal emerged from extensive engagement with the district's educational partners and Board of Trustees, as described in the "Engaging Educational Partners" section of the LCAP. The consensus from these engagements was that the district needed to streamline and simplify its strategic work to build shared understanding and consistent implementation. Also, given the significant gaps in student access and performance, the consensus of the Strategic Planning group was that the many actions targeting these gaps needed to be consolidated in a single Equity goal, again to build shared understanding and consistent implementation.

A Reminder Note about the CA "Red Dashboard" Indicators and the Directed Actions in this Goal Two:
The CA Department of Education has identified specific SMFCSD schools and certain SMFCSD student groups that performed at the lowest level (or "red" level) on the 2023 CA Dashboard. These indicators are organized in the following three ways:
• Any SMFCSD school where the "All Students" group performed at the lowest level on one or more of the state indicators on the 2023 Dashboard;
• Any student group (e.g., English Learners or Students with Disabilities or Hispanic students) across SMFCSD that performed at the lowest level on one or more state indicators on the 2023 Dashboard; and
• Any student group within an SMFCSD school that performed at the lowest level on one or more state indicators on the 2023 Dashboard.
Several actions in this Goal Two (2.1, 2.4, 2.5, 2.9, 2.10, 2.12, 2.13, 2.14) address the requirement to include one or more specific "Directed Actions" within the LCAP that address the Red Dashboard Indicators and improve school and student performance.
PLEASE USE THE LINK PROVIDED HERE (https://drive.google.com/file/d/14wzcu30iTxtHM6igYycI_9-YS_jy_v3n/view?usp=drive_link) to access PDF charts that show which SMFCSD schools and student groups have been identified and for which 2023 Dashboard indicators. These PDF charts also provide information, for each identified school and student group, on the Directed LCAP actions SMFCSD will take in 2024-25 to address these indicators and improve school and student performance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	English Learner Progress Percent K-8 ELs making progress toward English language proficiency on the ELPAC Progress = progressed at least one ELPI level or maintained ELPI level 4	2023 Fall CDE Dashboard 45.1% ELs making progress toward English language proficiency on the ELPAC			2026 Fall CDE Dashboard 75% ELs making progress toward English language proficiency on the ELPAC (5 points per year from Baseline)	
2.2	Inclusion Minutes The percent of Students with Disabilities (SwDs) who spend 80% or more of their time in general education classes.	2023-24 63% of SwDs spend eighty percent or more of their time in general ed classes State Target: 64% for 2023-24			2026-27 75% of SwDs spend eighty percent or more of their time in general ed classes State Target: 73% for 2026-27	
2.3	Annual Equity Survey Students (7th Grade) 1. People at my school understand me as a person. 2. Teachers often encourage me to learn about people from	2023-24 Percent of Students/Staff that Agreed/Strongly Agreed with each statement Students (7th Grade) 1. 44.9% 2. 57.45%			2026-27 Percent of Students/Staff that Agreed/Strongly Agreed with each statement Students (7th Grade)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	different races, ethnicities, or cultures. 3. At my school, students are often encouraged to think more deeply about race-related topics with other students. 4. My school helps students speak out against racism. Staff 1. Students are often given opportunities to learn about people from different races, ethnicities, or cultures. 2. I often think about what students of different races, ethnicities, or cultures experience. 3.My school helps students speak out against racism.	3. 38.42% 4. 44.8% Staff 1. 53.75% 2. 60.30% 3. 35.18%			1. 50% 2. 50% 3. 50% 4. 50% Staff 1. 50% 2. 50% 3. 50%	
2.4	Equity Staffing Percent of employees that identify as Latinx, Pacific Islander, or African American.	2023-24 Classified: Latinx 40% Pacific Islander 2.2% African American 1.6% Certificated: Latinx 13% Pacific Islander 1%			2026-27 Proportional to 2019- 20 student enrollment or no lower than baseline.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American 2.5% Management: Latinx 24% Pacific Islander 0% African American 4%			Classified: Latinx 37% Pacific Islander. 2.4% African American 2.6% Certificated: Latinx. 37% Pacific Islander. 2.4% African American. 2.6% Management: Latinx. 37% Pacific Islander. 2.4% African American. 3%	
2.5	LGTBQ+ CA Healthy Kids Survey	2023-24 CA Healthy Kids Survey--Student Responses My school is safe for LGTBQ+ students (Strongly Agree/Agree) 6th: 72% 7th: 67% 8th: 66% Harassed or bullied because LGTBQ+ (2 or			2026-27 CA Healthy Kids Survey--Student Responses My school is safe for LGTBQ+ students (Strongly Agree/Agree) 6th: 80% 7th: 80% 8th: 80% Harassed or bullied because	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		more times in past 12 months) 6th: 4% 7th: 4% 8th: 5% If bullied, would tell principal/AP (Strongly Agree/Agree) 6th: 69% 7th: 55% 8th: 44% If bullied, would tell teacher/staff (Strongly Agree/Agree) 6th: 66% 7th: 63% 8th: 54%			LGTBQ+ (2 or more times in past 12 months) 6th: 2% 7th: 2% 8th: 2% If bullied, would tell principal/AP (Strongly Agree/Agree) 6th: 85% 7th: 85% 8th: 85% If bullied, would tell teacher/staff (Strongly Agree/Agree) 6th: 85% 7th: 85% 8th: 85%	
2.6	DUAL IDENTIFIED PROGRESS of English Learners who are also Students with IEPs Percent of Dual Identified Students scoring a 3 (moderately developed) or a 4 (well developed) on the ELPAC Proficient = level 4	2022-23 24.74% of Dual Identified Students scoring a 3 (moderately developed) or a 4 (well developed) on the ELPAC			2025-26 45% of Dual Identified Students scoring a 3 (moderately developed) or a 4 (well developed) on the ELPAC	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	CA HEALTHY KIDS SURVEY. PARENT FEEDBACK 1. Promotion of parent involvement 2. School promotes respect of cultural beliefs and practices	2023-24 CA Healthy Kids Survey--Family Responses 1. 40% rated strongly agree 2. 42% rated strongly agree			2026-27 CA Healthy Kids Survey--Family Responses 1. 80% rated strongly agree 2. 80% rated strongly agree	
2.8	PARENT & FAMILY ENGAGEMENT SURVEY Percent Rating a 4 or 5 (Full Progress/ Being Sustained) 1. Welcoming: Progress in creating welcoming environments for all families in the community. 2. Learn about Families: Progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. 3. Student Progress: Progress in implementing policies or	2023-24 Percent of Parents/Families that rated each statement a 4 or 5 (Full Progress or Being Sustained) 1. Welcoming: 52% 2. Learn about Families: 53% 3. Student Progress: 52% 4. Decision-making: 43% 5. Input: 50%			2026-27 Percent of Parents/Families that rated each statement a 4 or 5 (Full Progress or Being Sustained) 1. Welcoming: 60% 2. Learn about Families: 60% 3. Student Progress: 60% 4. Decision-making: 60% 5. Input: 60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. 4 Decision-making: Progress in supporting family members to effectively engage in advisory groups and decision-making. 5. Input: Progress in providing all families with opportunities to give input on policies and programs, and in implementing strategies that obtain input from underrepresented groups in the school community.					
2.9	Priority 1 Local Indicator Number & Percent of mis-assignments of teachers of English Learner Students	2022-23 Priority 1 Local Indicator #1 / .002% mis-assignments of teachers of English Learner Students			2025-26 Priority 1 Local Indicator #0/0% mis-assignments of teachers of English Learner Students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Priority 5 Student Engagement Indicator Middle School Dropout Rate	2023-24 1 Student dropped out			2026-27 0 Students drop out	
2.11	Priority 6 School Climate Student Expulsion Rate	2023-24 0 Students expelled			2026-27 0 Students expelled	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Culturally Responsive Curriculum & Practices (CRCP)	Continue to Implement the recommendations of the District Culturally Responsive Curriculum & Practices (CRCP) Task Force, including: hiring 1 Equity & Inclusion Coordinator; supporting diverse staff hiring for Title 1-funded schools; providing CRCP and Anti-Bias/Anti-Racism training to certificated and classified staff; and collaborating with Equity Task Force and Community Schools initiatives. These actions will support the engagement and academic acceleration of all students, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.	$200,000.00	No
2.2	Equity Measures for Academic Learning	Continue to implement equity indicators of student academic growth and school improvement, to monitor and adjust instructional strategies/programs, and to accelerate the academic learning of Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.	$1,000.00	No
2.3	Equity Measures for Social Emotional Learning	Continue to implement equity indicators of student social-emotional learning (chronic absenteeism, suspension, behavior referral, and student survey data), to measure student/school progress in wellness standards and to provide equitable indicators of student growth/school improvement over time--all in order to monitor and adjust instructional and support strategies/programs, and accelerate the wellness and readiness to learn of Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Inclusion of Special Education Students in General Education Classes-- Support for Focus Sites	Continue to implement the recommendations of the District Special Education Inclusion Task Force, including providing the general education teachers at selected Inclusion Focus sites additional professional learning and planning time. While these supports will accelerate the learning of all students with disabilities, it also will particularly impact the disproportionate number of English Learners, Hispanic students, and students from lower income backgrounds who have IEPs and are identified in the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) indicators.	$22,750.00	No
2.5	District Inclusion Teacher on Special Assignment	Continue to implement the recommendations of the District Special Education Inclusion Task Force, including providing one District inclusion TOSA positions to support schools implementing inclusive practices. While this action will accelerate the learning of all students with disabilities, it also will particularly impact the disproportionate number of English Learners, Hispanic students, and students from lower income backgrounds who have IEPs and are identified in the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) indicators.	$150,000.00	No
2.6	Teacher Recruitment and Teacher Residency/ Credential Program financial assistance	Continue to strengthen HR recruitment and hiring practices with a focus on recruiting more diverse certificated and classified staff. Implement Teacher Residency/ Credential Program financial assistance (tuition reimbursement and program costs) to hire diverse teacher candidates (classified employees, educators of color, bilingual, and local community members)-- to accelerate the wellness and academic learning of unduplicated students.	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	LGBTQ+ Inclusion Practices	Continue to implement recommendations of the District LGBTQ+ Inclusion Task Force, including: 6-8 new teacher and optional returning teacher professional learning by the Human Rights Campaign for "Welcoming Schools"; site leads attending LGTBQ+ "Lead with Pride" Conference; providing LGTBQ+ Clubs in middle schools; sponsoring family engagement events; and improving library book collections.	$117,750.00	No
2.8	LGTBQ+ Teacher on Special Assignment	Continue to implement recommendations of the District LGBTQ+ Inclusion Task Force, including hiring an LGTBQ+ Teacher on Special Assignment to support the implementation of the LGTBQ+ Inclusion Task Force (see Action 2.7 immediately above).	$150,000.00	No
2.9	Comprehensive Coordinated Early Intervention Service (CCEIS) plans 2 and 3	Continue to implement Comprehensive Coordinated Early Intervening Service (CCEIS) plans 2 and 3 to address the disproportionate identification of Hispanic/Latino students under the SLD eligibility category, including particularly the development of Multi-Tiered Systems of Support, facilitated by an MTSS principal on special assignment (PoSA). These actions will particularly impact the disproportionate number of English Learners, Hispanic students, and students from lower income backgrounds who have IEPs and are identified in the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) indicators. Note: Plans 2 and 3 include Actions 1.1, 1.2, 1.3, 1.9, 1.28, 1.29, and 3.3.	$360,000.00	No
2.10	Site-based English Learner (EL) Family Engagement	Continue to implement school site family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot) and other academic/wellness resources, so that families can be informed and engaged partners in their children's education, so that EL students build social emotional wellness and readiness to accelerate their learning of grade-level standards. Expand the district's "English Together" parent English training program to support	$91,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		parent access to school activities. These actions will particularly impact English Learners, Hispanic students, and students from lower income backgrounds who are identified in the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) indicators.		
2.11	Sanctuary Task Force	Implement the Sanctuary Resolution and activities of the Sanctuary Task Force, so that undocumented students build social emotional wellness and readiness to accelerate their learning of grade-level standards. These actions will support Newcomers to accelerate their learning, as part of the district's strategy to target Unduplicated student groups and target English Learners as part of the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.	$2,000.00	No
2.12	Community Outreach Staff	Provide district and site-based community outreach specialists and workers, to improve school-home communications; to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school and community-based resources available to families, particularly at schools serving our families from North Central San Mateo. These actions will particularly impact Unduplicated students, and Hispanic students and students from lower income backgrounds who are identified in the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) indicators.	$899,000.00	Yes
2.13	Family Engagement & Feedback	Continue to implement expanded district and school efforts to get input and feedback from families, including the number of "Spanish-first" engagements/regular coffee chats, to strengthen integration of family strengths and resources into school services and supports, so that	$8,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		unduplicated students attend regularly and build social-emotional wellness and readiness to accelerate their learning of grade-level standards. These actions will particularly impact Unduplicated students, and Hispanic students and students from lower income backgrounds who are identified in the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) indicators.		
2.14	Full Service Community School Strategies	At five state-funded sites, implement full service community school strategies to serve students and families from North Central San Mateo, by expanding school and community-based resources available to students and their families, to build social-emotional wellness and accelerate their learning of grade-level standards. These actions will particularly impact Unduplicated students, and Hispanic students and students from lower income backgrounds who are identified in the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) indicators.	$1,250,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	WELLNESS: Provide a safe, caring, nurturing, and culturally responsive environment for ALL students to meet the needs of the whole child.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This Strategic Plan goal emerged from extensive engagement with the district's educational partners and Board of Trustees, as described in the "Engaging Educational Partners" section of the LCAP. The consensus from these engagements was that the district needed to streamline and simplify its strategic work to build shared understanding and consistent implementation. Also, given the significant challenges in student social-emotional learning and wellness, the consensus of the Strategic Planning group was that the many actions targeting these challenges needed to be consolidated in a single Wellness goal, again to build shared understanding and consistent implementation.

A Reminder Note about the CA "Red Dashboard" Indicators and the Directed Actions in this Goal Three:
The CA Department of Education has identified specific SMFCSD schools and certain SMFCSD student groups that performed at the lowest level (or "red" level) on the 2023 CA Dashboard. These indicators are organized in the following three ways:
• Any SMFCSD school where the "All Students" group performed at the lowest level on one or more of the state indicators on the 2023 Dashboard;
• Any student group (e.g., English Learners or Students with Disabilities or Hispanic students) across SMFCSD that performed at the lowest level on one or more state indicators on the 2023 Dashboard; and
• Any student group within an SMFCSD school that performed at the lowest level on one or more state indicators on the 2023 Dashboard.
Several actions in this Goal Three (3.1, 3.2, 3.3, 3.4, 3.6, 3.9, 3.11, 3.12) address the requirement to include one or more specific "Directed Actions" within the LCAP that address the Red Dashboard Indicators and improve school and student performance.
PLEASE USE THE LINK PROVIDED HERE (https://drive.google.com/file/d/14wzcu30iTxtHM6igYycI_9-YS_jy_v3n/view?usp=drive_link) to access PDF charts that show which SMFCSD schools and student groups have been identified and for which 2023 Dashboard indicators. These PDF charts also provide information, for each identified school and student group, on the Directed LCAP actions SMFCSD will take in 2024-25 to address these indicators and improve school and student performance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CHRONIC ABSENTEEISM % of students absent 10+% of instructional days enrolled	2023-24 All Students 16.49% African American 32% Homeless Youth 38.97% Foster Youth 53.27% English Learners 25.67% Long-Term English Learners: 27.98% Hispanic/Latinx: 26% Pacific Islander 56% "Socio-Economically Disadvantaged" 23.78% Students with Disabilities 27.99%			2026-27 All Students 5% African American 5% Homeless Youth 5% Foster Youth 5% English Learners 5% Long-Term English Learners: 5% Hispanic/Latinx 5% Pacific Islander 5% Socio-Economically Disadvantaged 5% Students with Disabilities 5%	
3.2	SUSPENSION RATE % of students suspended at least once	2023-24 All Students 2.57% African American 5.1% Foster Youth 0% Homeless Youth 2.79% English Learners 2.98% Hispanic/Latinx 3.93% Pacific Islander 3.76% "Socio-Economically Disadvantaged" 3.42% Students with Disabilities 6.29%			2023-24 All Students 1% African American 1% Foster Youth 1% Homeless Youth 1% English Learners 1% Hispanic/Latinx 1% Pacific Islander 1% Socio-Economically	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Disadvantaged 1% Students with Disabilities 1%	
3.3	CA HEALTHY KIDS SURVEY Feel Connected to School: Percent of students rating Strongly Agree/Agree	2023-2024 Feel Connected to School 3rd: 75% 4th: 76% 5th: 76% 6th: 63% 7th: 56% 8th: 52%			2026-27 Feel Connected to School 3rd: 85% 4th: 85% 5th: 85% 6th: 85% 7th: 85% 8th: 85%	
3.4	CA HEALTHY KIDS SURVEY Caring Adults in School: Percent of students rating Strongly Agree/Agree	2023-24 Caring Adults in School 3rd: 74% 4th: 72% 5th: 72% 6th: 72% 7th: 61 % 8th: 63%			2026-27 Caring Adults in School 3rd: 85% 4th: 85% 5th: 85% 6th: 85% 7th: 85% 8th: 85%	
3.5	CA HEALTHY KIDS SURVEY Meaningful Participation in School: Percent of students rating Strongly Agree/Agree	2023-24 Meaningful Participation in School 3rd: 43% 4th: 40% 5th: 42 % 6th: 36 % 7th: 30% 8th: 27%			2026-27 Meaningful Participation in School 3rd: 70% 4th: 70% 5th: 70% 6th: 70% 7th: 70% 8th: 70%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	CA HEALTHY KIDS SURVEY Feel Safe at School: Percent of students rating Strongly Agree/Agree	2023-24 Feel Safe at School 3rd: 83% 4th: 81% 5th: 83% 6th: 61% 7th: 53% 8th: 49%			2026-27 Feel Safe at School 3rd: 90% 4th: 90% 5th: 90% 6th: 85% 7th: 85% 8th: 85%	
3.7	CA HEALTHY KIDS SURVEY Cyberbullying is a Problem: Percent of students rating Strongly Agree/Agree	2023-24 Cyberbullying is a Problem: 3rd: 23% 4th: 21% 5th: 21% 6th: 23% 7th: 22% 8th: 23%			2026-27 Cyberbullying is a Problem: 3rd: 5% 4th: 5% 5th: 5% 6th: 5% 7th: 5% 8th: 5%	
3.8	CA HEALTHY KIDS SURVEY Chronic sadness/Considered suicide: Percent of middle school students rating Strongly Agree/Agree	2023-24 Chronic sadness/Considered suicide: 6th: 21% / 9% 7th: 22% / 10% 8th: 26% 11 %			2026-27 Chronic sadness/Considered suicide: 6th: 10% / 5% 7th: 10% / 5% 8th: 10% / 5%	
3.9	CA PHYSICAL FITNESS TEST	2023-24: Data filled in June 2024			2026-27:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of students in the Healthy Fitness Zone, averaged across the 6 Fitness Areas	Physical Fitness Test participation 5th grade: 97.2% 7th grade: 98.3%			Physical Fitness Test participation 5th grade: 95% 7th grade: 95%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Wellness Social Workers and Program Specialists	Continue to provide 2 district and site-based Social Workers and 2 program specialists for wellness and for Newcomers, to remove barriers to learning, both in and out of the school environment, and address issues that impact the wellness of students, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards. These providers will also specifically implement Newcomer Intake and Support Services to provide Newcomer students	$662,665.00	No

Action #	Title	Description	Total Funds	Contributing
		and families the wrap-around services (social, medical, mental) needed, so that Newcomer students are well supported to feel safe and to accelerate their learning of grade-level standards. These actions will support the engagement and academic acceleration of all students, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.		
3.2	Counseling Supports	Provide 33 counselors and 6 mental health clinicians for direct social-emotional support for students through school-wide and individual counseling and intervention. These actions will build social emotional wellness and readiness to accelerate the learning of all students, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.	$5,816,952.00	No
3.3	Restorative Justice Practices Professional Development	Continuing the work begun two years ago, this professional development plan will support middle school teachers, teachers on special assignment (ToSAs), and site leaders to implement Restorative Justice practices--but in a more targeted way. The Summer PD focus will target newly hired 6-8 teachers and offer optional opportunities for returning teachers to reinforce their learning. School-year PD days and on-site ToSA coaching (see action 3.4 below) will give all teachers opportunities to deepen their learning in Restorative Justice practices. These actions will support all students, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) status.	$109,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Restorative Justice Practices and Social-Emotional Learning (SEL)	Provide five Restorative Justice Teachers on Special Assignment and additional social-emotional learning curriculum to support professional learning and implementation of restorative justice practices in four comprehensive middle schools and one elementary school. These actions will support all students, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) status.	$775,000.00	Yes
3.5	Wellness Centers	Continue to develop spaces at sites for students and staff to serve as Wellness Centers--so that unduplicated students build social emotional wellness and readiness to accelerate their learning of grade-level standards. Implementation will prioritize first the development of wellness centers at identified schools that qualify for Title 1 funds and then to other schools with higher enrollment of English Learners, Special Education students, and students from economically- struggling families. These actions will build social emotional wellness and readiness to accelerate the learning of all students, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.	$100,000.00	Yes
3.6	Transportation support	Strengthen transportation options (school bus transportation, free bus passes, "Hop/Skip/Drive" rides, etc.) for foster youth, youth with compromised housing, and low-income youth to support regular attendance and access to outside-the-school-day activities. This action supports Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Physical Education Professional Learning & Resources	Provide PE teachers with standards-aligned resources TK-8 and professional development opportunities, so that unduplicated students accelerate their learning of health and physical ed grade-level standards.	$60,000.00	No
3.8	Elementary School Supported Play	Implement site-based strategies for health and safety through positive, supported play strategies, so that students experience safe play and build physical, mental and social/emotional health.	$90,000.00	No
3.9	Additional Site-based Wellness Supports	Continue to provide expanded Tier 2 and Tier 3 intervention services for students requiring more intensive case management and mental health/behavioral/counseling services, through middle school Student Support Teachers on Special Assignment, contracted middle school Student Safety Aides, and Youth Services Bureau interns. These actions will build social emotional wellness and readiness to accelerate the learning of all students, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.	$1,165,000.00	Yes
3.10	Special Education Behavior Intervention Strategies	Provide additional staffing and professional learning for district staff to support implementation of effective behavior intervention strategies with identified students with IEPs, so that Special Education students build social emotional wellness and readiness to accelerate their learning of grade-level standards.	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.11	Reduce Student Chronic Absenteeism	To address the needs of district target student groups, in response to the CA Differentiated Assistance program, and the needs of school target student groups (various groups under the CA Additional Targeted Support and Intervention program and the CA Comprehensive Support & Improvement programs), the district will implement the following activities to reduce the chronic absenteeism of key student groups: Implement and provide site staff training in the "District Attendance Protocols for Chronic Absences & Unexcused Absences"; Provide monthly by-student data reports to schools on chronic absenteeism to support site monitoring and intervention; Provide training to site teams and staff in monitoring, intervening, and positively recognizing students who have improved their attendance; and Provide training to Community School Specialists/Workers and other classified support staff to conduct regular positive calls and outreach to families of students who are chronically absent. Note these activities are in addition to the other systemic actions listed above which will positively impact the root causes behind the chronic absenteeism of key student groups, including 1.1 to 1.5; 1.10; 1.13 to 1.17; 1.27 to 1.29; 2.1; 2.4 to 2.7; 2.12 to 2.14; 3.1 to 3.6; 3.9, and 3.10.	$5,000.00	No
3.12	Supports for Youth with Compromised Housing	To address the academic and social-emotional needs of students with compromised housing (identified under the CA Differentiated Assistance and the CA Additional Targeted Support and Intervention programs), the district will implement the following activities: Implement and provide site staff training in the district-recommended actions for supporting students with compromised housing/foster youth (e.g., intake protocols, communication procedures, automatic SST steps, individual learning plans, free bus passes and "Hop/Skip/Drive" rides, pantry & clothing closets); Provide regular updates to schools on the housing status of students who are experiencing compromised housing; and Provide training to site teams and staff in monitoring, intervening, and positively supporting students and families who are experiencing compromised housing.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Note these activities are in addition to the other systemic actions listed above which will positively impact students and families who are experiencing compromised housing, including 1.1 to 1.5; 1.10; 1.13 to 1.17; 1.27 to 1.29; 2.1; 2.4 to 2.7; 2.12 to 2.14; 3.1 to 3.6; 3.9, and 3.10.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$8,985,728	$0

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
8.196%	0.000%	$0.00	8.196%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Foundational Literacy Supplemental Curricula **Need:** Student reading performance gaps persist for 3rd-8th unduplicated students. Meet/Exceed performance on CAASPP Literacy shows: All Students 56%; Socioeconomically Disadvantaged 22%; English Learners 8%;	Current K-2nd district interim assessments show shrinking gaps for unduplicated students and predict future CAASPP performance where gaps will shrink. Meet/Exceed performance on PAF Literacy assessment shows: All Students 68%; Socioeconomically Disadvantaged 63.42%; English Learners 53.91%; Homeless 25.26%; Foster Youth (not statistically significant at the time). Analysis of this data over the two years of implementation suggests that these structured literacy curricula are strengthening the	The following metrics will be used to monitor the acceleration of unduplicated students in their literacy performance: CAASPP Literacy; English Learner Progress (CA Dashboard); Reclassification rates; District interim literacy assessments; SMFCSD's

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Homeless 9%; Foster Youth (not statistically significant at the time). Analysis of this data suggests these gaps are rooted in the foundational literacy and language skills deficits, for unduplicated students, that are not addressed in grades K-2nd. **Scope:** LEA-wide	foundational literacy and language skills specifically of unduplicated students, accelerating their performance and enabling them to perform at rates closer to all students. This use of funds to purchase these curricula is therefore creating the opportunity to significantly reduce the reading performance gaps of unduplicated students. However, this action is being provided on an LEA-wide basis to maximize its impact in increasing the student literacy performance rates of all students.	"red dashboard" indicators.
1.2	**Action:** Foundational Literacy Professional Development Plan **Need:** Student reading performance gaps persist for 3rd-8th unduplicated students. Meet/Exceed performance on CAASPP Literacy shows: All Students 56%; Socioeconomically Disadvantaged 22%; English Learners 8%; Homeless 9%; Foster Youth (not statistically significant at the time). Analysis of this data suggests these gaps are rooted in the foundational literacy and language skills deficits, for unduplicated students, that are not addressed in grades K-2nd. **Scope:** LEA-wide	Current K-2nd district interim assessments show shrinking gaps for unduplicated students and predict future CAASPP performance where gaps will shrink. Meet/Exceed performance on PAF Literacy assessment shows: All Students 68%; Socioeconomically Disadvantaged 63.42%; English Learners 53.91%; Homeless 25.26%; Foster Youth (not statistically significant at the time). Analysis of this data over the two years of implementing the foundational literacy professional development plan suggests that the teacher professional development in the recently-implemented supplemental structured literacy curricula are strengthening the foundational literacy and language skills specifically of unduplicated students, accelerating their performance and enabling them to perform at rates closer to all students. The use of funds to continue to provide this professional development, now with a focus on new teachers of K-2nd unduplicated students, is therefore creating the opportunity to significantly reduce the reading performance gaps of unduplicated students. However, this action is being provided on an LEA-	The following metrics will be used to monitor the acceleration of unduplicated students in their literacy performance: CAASPP Literacy; English Learner Progress (CA Dashboard); Reclassification rates; District interim literacy assessments; SMFCSD's "red dashboard" indicators.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		wide basis to all new teachers to maximize its impact in increasing the student literacy performance rates of all students.	
1.3	**Action:** Comprehensive Literacy Teachers on Special Assignment (ToSAs) **Need:** Student reading performance gaps persist for 3rd-8th unduplicated students. Meet/Exceed performance on CAASPP Literacy shows: All Students 56%; Socioeconomically Disadvantaged 22%; English Learners 8%; Homeless 9%; Foster Youth (not statistically significant at the time). Analysis of this data suggests these gaps are rooted in the foundational literacy and language skills deficits, for unduplicated students, that are not addressed in grades K-2nd. **Scope:** LEA-wide	Current K-2nd district interim assessments show shrinking gaps for unduplicated students and predict future CAASPP performance where gaps will shrink. Meet/Exceed performance on PAF Literacy assessment shows: All Students 68%; Socioeconomically Disadvantaged 63.42%; English Learners 53.91%; Homeless 25.26%; Foster Youth (not statistically significant at the time). Analysis of this data over the two years of implementing the Literacy ToSA positions suggests that the ToSA role (teaching student groups, coaching teachers, supporting the implementation of the supplemental structured literacy curricula) is strengthening the foundational literacy and language skills specifically of unduplicated students, accelerating their performance and enabling them to perform at rates closer to all students. The use of funds to continue to have Literacy ToSAs at every elementary school is therefore creating the opportunity to significantly reduce the reading performance gaps of unduplicated students. However, this action is being provided on an LEA-wide basis to maximize its impact in increasing the student literacy performance rates of all students.	The following metrics will be used to monitor the acceleration of unduplicated students in their literacy performance: CAASPP Literacy; English Learner Progress (CA Dashboard); Reclassification rates; District interim literacy assessments; SMFCSD's "red dashboard" indicators.
1.4	**Action:** Foundational Literacy Family Support **Need:** Student reading performance gaps persist for 3rd-8th unduplicated students. Meet/Exceed performance on CAASPP Literacy shows: All Students 56%; Socioeconomically	Current K-2nd district interim assessments show shrinking gaps for unduplicated students and predict future CAASPP performance where gaps will shrink. Meet/Exceed performance on PAF Literacy assessment shows: All Students 68%; Socioeconomically Disadvantaged 63.42%; English Learners 53.91%; Homeless 25.26%; Foster Youth (not statistically significant at the	The following metrics will be used to monitor the acceleration of unduplicated students in their literacy performance: CAASPP Literacy; English Learner Progress (CA Dashboard);

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Disadvantaged 22%; English Learners 8%; Homeless 9%; Foster Youth (not statistically significant at the time). Analysis of this data suggests these gaps are rooted in the foundational literacy and language skills deficits, for unduplicated students, that are not addressed in grades K-2nd. **Scope:** LEA-wide	time). Analysis of this data over the two years of implementing Footsteps2Brilliance supplemental literacy computer application, for use at home and in after school programs, suggests that the app is strengthening the foundational literacy and language skills specifically of unduplicated students, accelerating their performance and enabling them to perform at rates closer to all students. Funds are used to employ staff to monitor F2B's use by students attending the district's highest unduplicated-student-count schools and to call families and provide them with support in the use of the program. This use of funds is therefore creating the opportunity to significantly reduce the reading performance gaps of unduplicated students. However, this action is being provided on an LEA-wide basis to maximize its impact in increasing the student literacy performance rates of all students.	Reclassification rates; District interim literacy assessments; SMFCSD's "red dashboard" indicators.
1.5	**Action:** Middle School Professional Development Plan **Need:** Student reading and math performance gaps persist for 6th-8th unduplicated students. Meet/Exceed performance on CAASPP Literacy shows: All Students 60%; Socioeconomically Disadvantaged 33%; English Learners 6%; Homeless 18%; Foster Youth (not statistically significant at the time). Meet/Exceed performance on CAASPP Math shows: All Students 48%; Socioeconomically Disadvantaged 21%; English Learners 5%; Homeless 16%; Foster Youth (not statistically	Analysis of CAASPP data and district interim assessment data over the two years of implementing the middle school professional development plan suggests that the teacher professional development in academic discourse and "belonging classroom" strategies are strengthening the skills specifically of unduplicated students and shrinking the "engagement" gap, accelerating their performance and enabling them to perform at rates closer to all students. The use of funds to continue to provide this professional development, now with a focus on new middle school teachers and continued focus on the specific needs of unduplicated students, is therefore creating the opportunity to significantly	The following metrics will be used to monitor the acceleration of unduplicated students in their literacy, math, and "attendance" performance: CAASPP Literacy, Math, and Science; English Learner Progress (CA Dashboard); Reclassification rates; District interim literacy and math assessments; Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	significant at the time). Unduplicated students also have an attendance gap. For example, their chronic absenteeism rates are higher: All Students 16.49%; Socio-Economically Disadvantaged 23.78%; English Learners 25.67%; Homeless Youth 38.97%; and Foster Youth 53.27%. Analysis of this data suggests that unduplicated 6th-8th student reading and math performance gaps are due to literacy/language and mathematics skills deficits and due to lack of engagement in their classes. **Scope:** LEA-wide	reduce the performance gaps of unduplicated students. However, this action is being provided on an LEA-wide basis to all new teachers to maximize its impact in increasing the student literacy, math, and engagement performance rates of all students.	rates; SMFCSD's "red dashboard" indicators.
1.13	**Action:** Math Professional Development Plan **Need:** Student math performance gaps persist for unduplicated students. Meet/Exceed performance on CAASPP Math shows: All Students 51%; Socioeconomically Disadvantaged 18%; English Learners 11%; Homeless 6%; Foster Youth (not statistically significant at the time). Analysis of this data suggests that unduplicated student math performance gaps are due to mathematics skills deficits that are not effectively addressed in their classes. **Scope:** LEA-wide	Analysis of CAASPP data and district interim assessment data over the two years of implementing the math professional development plan suggests that the teacher professional development in the recently-implemented math curricula, in asset-mindset math learning, and in key collaborative and discourse strategies are strengthening the skills specifically of unduplicated students and shrinking the performance gap, accelerating their performance and enabling them to perform at rates closer to all students. The use of funds to continue to provide this professional development, now with a focus on new 4-5 and 6-8 math teachers and continued focus on the specific learning needs of unduplicated students, is therefore creating the opportunity to significantly reduce the performance gaps of unduplicated students. However, this action is being provided on an LEA-wide basis to all new teachers to	The following metrics will be used to monitor the acceleration of unduplicated students in their math performance: CAASPP Math; District interim math assessments; SMFCSD's "red dashboard" indicators.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		maximize its impact in increasing the student math performance rates of all students.	
1.14	**Action:** Elementary Math ToSAs **Need:** Student math performance gaps persist for unduplicated elementary students. Meet/Exceed performance on CAASPP Math shows: All Students 53%; Socioeconomically Disadvantaged 25%; English Learners 15%; Homeless 9%; Foster Youth (not statistically significant at the time). Analysis of this data suggests that unduplicated elementary student math performance gaps are due to mathematics skills deficits that are not effectively addressed in their classes. **Scope:** LEA-wide	Analysis of CAASPP data and district interim assessment data over the two years of implementing the elementary math ToSA positions suggests that the ToSA role in supporting the math professional development plan (coaching teachers, supporting the implementation of the adopted math curriculum, providing intervention supports) is strengthening the math skills specifically of unduplicated students, accelerating their performance and enabling them to perform at rates closer to all students. The use of funds to continue to have Math ToSAs at every elementary school is therefore creating the opportunity to significantly reduce the math performance gaps of unduplicated students. However, this action is being provided on an LEA-wide basis to maximize its impact in increasing the student math performance rates of all students.	The following metrics will be used to monitor the acceleration of unduplicated elementary students in their math performance: CAASPP Math; District interim math assessments; SMFCSD's "red dashboard" indicators.
1.23	**Action:** Site-based Professional Learning, Data Inquiry, and Planning **Need:** Student reading and math performance gaps persist for unduplicated students. Meet/Exceed performance on CAASPP Literacy shows: All Students 56%; Socioeconomically Disadvantaged 22%; English Learners 8%; Homeless 9%; Foster Youth (not statistically significant at the time). Meet/Exceed performance on CAASPP Math shows: All Students 51%; Socioeconomically	Analysis of CAASPP data and district interim assessment data over the two years of implementing the site-based professional learning, data inquiry and planning suggests that the teacher professional development described in actions 1.2, 1.5, and 1.13 are strengthening the skills specifically of unduplicated students and shrinking the performance gap, also because individual sites have implemented site-based PD, inquiry, and planning actions aligned with these PD actions, giving teachers the opportunity to collaborate and plan for the needs of unduplicated students at their sites. The use of funds to continue to provide this site-based work is	The following metrics will be used by sites to monitor the acceleration of unduplicated students in their literacy and math performance: CAASPP Literacy and Math; English Learner Progress (CA Dashboard); Reclassification rates; District interim literacy and math assessments; SMFCSD's "red dashboard" indicators.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Disadvantaged 18%; English Learners 11%; Homeless 6%; Foster Youth (not statistically significant at the time). Analysis of this data suggests that unduplicated 6th-8th student reading and math performance gaps are due to literacy/language and mathematics skills deficits. **Scope:** LEA-wide	therefore creating the opportunity to significantly reduce the performance gaps of unduplicated students. However, this action is being provided on an LEA-wide basis to all new teachers to maximize its impact in increasing the student literacy and math performance rates of all students.	
3.3	**Action:** Restorative Justice Practices Professional Development **Need:** Student engagement gaps persist for unduplicated students. Unduplicated students have an attendance gap. For example, their chronic absenteeism rates are higher: All Students 16.49%; Homeless Youth 38.97%; Foster Youth 53.27%; English Learners 25.67%; Socio-Economically Disadvantaged 23.78%. Unduplicated student (with the exception of Foster Youth) are also suspended at greater rates: All Students 2.57%; Homeless Youth 2.79%; English Learners 2.98%; Socio-Economically Disadvantaged 3.42%. Analysis of this data suggests that these gaps are rooted in challenges unduplicated students experience with social-emotional health and feelings of safety and community in classrooms and school.	Analysis of this data and additional unduplicated student feedback (CHKS) data over the two years of implementing the restorative justice professional development plan suggests that the staff professional development in restorative practices is creating more welcoming schools and classrooms, is replacing punitive outcomes (which particularly impact unduplicated students as the data shows) with restorative ones, and is strengthening the conflict resolution skills specifically of unduplicated students, and giving students more avenues to work on social emotional health and to feel a part of the school community (and improve the disproportionate chronic absenteeism of unduplicated students). The use of funds to continue to provide this professional development, now with a focus on new staff and continued focus on the specific needs of unduplicated students, is therefore creating the opportunity to significantly reduce the engagement gaps of unduplicated students. However, this action is being provided on an LEA-wide basis to all new teachers to maximize its impact in improving the engagement of all students.	The following metrics will be used by sites to monitor the progress in engagement of unduplicated students: Chronic absenteeism; suspension rate; CHKS survey indicators.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.4	**Action:** Restorative Justice Practices and Social-Emotional Learning (SEL) **Need:** Student engagement gaps persist for unduplicated students. Unduplicated students have an attendance gap. For example, their chronic absenteeism rates are higher: All Students 16.49%; Homeless Youth 38.97%; Foster Youth 53.27%; English Learners 25.67%; Socio-Economically Disadvantaged 23.78%. Unduplicated student (with the exception of Foster Youth) are also suspended at greater rates: All Students 2.57%; Homeless Youth 2.79%; English Learners 2.98%; Socio-Economically Disadvantaged 3.42%. Analysis of this data suggests that these gaps are rooted in challenges unduplicated students experience with social-emotional health and feelings of safety and community in classrooms and school. **Scope:** LEA-wide	Analysis of this data and additional unduplicated student feedback (CHKS) data over the two years of implementing the Restorative Justice ToSA positions suggests that the ToSA role in supporting the restorative justice professional development plan (coaching teachers, supporting the implementation of the curriculum and practices, providing intervention supports) is creating more welcoming schools and classrooms, is replacing punitive practices with restorative ones, and is strengthening the conflict resolution skills specifically of unduplicated students, and giving students more avenues to work on social emotional health and to feel a part of the school community. The use of funds to continue to provide these RJ ToSAs is therefore creating the opportunity to significantly reduce the engagement gaps of unduplicated students. However, this action is being implemented on an LEA-wide basis to support all staff and to maximize its impact in improving the engagement of all students.	The following metrics will be used by sites to monitor the progress in engagement of unduplicated students: Chronic absenteeism; suspension rate; CHKS survey indicators.
3.5	**Action:** Wellness Centers	Analysis of this data and additional unduplicated student feedback (CHKS) data over the two years of building Wellness Centers at schools suggests	The following metrics will be used by sites to monitor the progress in

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Student engagement gaps persist for unduplicated students. Unduplicated students have an attendance gap. For example, their chronic absenteeism rates are higher: All Students 16.49%; Homeless Youth 38.97%; Foster Youth 53.27%; English Learners 25.67%; Socio-Economically Disadvantaged 23.78%. Unduplicated student (with the exception of Foster Youth) are also suspended at greater rates: All Students 2.57%; Homeless Youth 2.79%; English Learners 2.98%; Socio-Economically Disadvantaged 3.42%. Analysis of this data suggests that these gaps are rooted in challenges unduplicated students experience with social-emotional health and feelings of safety and community in classrooms and school. **Scope:** LEA-wide	that creating these spaces where Restorative Justice ToSAs and counselors can work with higher-needs unduplicated students is creating more welcoming schools and classrooms, is replacing punitive practices with restorative ones, and is strengthening the conflict resolution skills specifically of unduplicated students, and giving students more avenues to work on social emotional health and to feel a part of the school community. The use of funds to continue to provide these Wellness Centers is therefore creating the opportunity to significantly reduce the engagement gaps of unduplicated students. However, this action is being implemented on an LEA-wide basis to support all staff and to maximize its impact in improving the engagement of all students.	engagement of unduplicated students: Chronic absenteeism; suspension rate; CHKS survey indicators.
3.6	**Action:** Transportation support **Need:** Unduplicated students have an attendance gap. For example, their chronic absenteeism rates are higher: All Students 16.49%; Homeless Youth 38.97%; Foster Youth 53.27%; English Learners 25.67%; Socio-Economically Disadvantaged 23.78%. In SMFCSD, many unduplicated students attend school too far away to walk, and because of their socio-economic circumstances, as captured in yearly surveys, transportation by	Analysis of this data and additional unduplicated student feedback (CHKS) data has led the district to expand the transportation options available to unduplicated students to ensure regular attendance to specific schools. Students will continue to be supported through free/reduced price bus passes or have options to use other van or "Uber-like" services. These services will focus on areas lower income students live and will create an opportunity to significantly increase attendance rates for lower-income students because they are designed to address the needs identified. However, these actions are being provided on an LEA-wide basis to maximize their	The following metrics will be used by sites to monitor the progress in attendance of unduplicated students: Chronic absenteeism; CHKS survey indicators.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the family is not available. Survey data also reveals that some students do not feel safe on public buses, so passes are not always a sufficient solution to their transportation needs. **Scope:** LEA-wide	impact in increasing overall attendance rates for all students.	
3.9	**Action:** Additional Site-based Wellness Supports **Need:** Student engagement gaps persist for unduplicated students. Unduplicated students have an attendance gap. For example, their chronic absenteeism rates are higher: All Students 16.49%; Homeless Youth 38.97%; Foster Youth 53.27%; English Learners 25.67%; Socio-Economically Disadvantaged 23.78%. Unduplicated student (with the exception of Foster Youth) are also suspended at greater rates: All Students 2.57%; Homeless Youth 2.79%; English Learners 2.98%; Socio-Economically Disadvantaged 3.42%. Analysis of this data suggests that these gaps are rooted in challenges unduplicated students experience with social-emotional health and feelings of safety and community in classrooms and school. **Scope:** LEA-wide	Analysis of this data and additional unduplicated student feedback (CHKS) data over the two years of implementing additional counselors and Student Support ToSA positions suggests that these roles enable schools to provide targeted counseling and wellness supports for unduplicated student, create more welcoming schools and classrooms, strengthen the conflict resolution skills specifically of unduplicated students, and give students more avenues to work on social emotional health and to feel a part of the school community. The use of funds to continue to provide these additional counselors and Student Support ToSA positions is therefore creating the opportunity to significantly reduce the engagement gaps of unduplicated students. However, this action is being implemented on an LEA-wide basis to support all schools and to maximize its impact in improving the engagement of all students.	The following metrics will be used by sites to monitor the progress in attendance of unduplicated students: Chronic absenteeism; suspensions; CHKS survey indicators

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** Middle School ELD Supports **Need:** Student reading performance gaps persist for 6th-8th English Learner students. Meet/Exceed performance on CAASPP Literacy shows: All Students 60% and English Learners 6%. Analysis of this data suggests that this literacy performance gap is due to persistent deficits in foundational language and reading comprehension skills that have not been effectively addressed, especially since most of them have been ELs in SMFCSD since kindergarten. **Scope:** Limited to Unduplicated Student Group(s)	Middle school ELD classes are a critical lever for addressing the skills deficits of ELs. Strong Tier 1 "first" and Tier 2 targeted language and literacy instruction in their ELD classes will address missing foundational language skills and key reading comprehension skills. Implementing a new ELD curriculum will improve instruction. Smaller class size will support instruction and strengthen engagement. Redesigning the pathway of ELD courses will help scheduling students by their typology and enable teachers to better match instruction to students' individual needs. The use of funds for these actions is creating the opportunity to significantly reduce the performance of gaps of middle school English Learners. Implementing this action on an LEA-wide basis ensures that all ELs across all middle schools experience these supports.	The following metrics will be used to monitor the acceleration of English Learners in their literacy performance: CAASPP Literacy; English Learner Progress (CA Dashboard); Reclassification rates; District interim literacy assessments; SMFCSD's "red dashboard" indicators.
2.10	**Action:** Site-based English Learner (EL) Family Engagement **Need:** Student reading and math performance gaps persist for English Learner students. Meet/Exceed performance on CAASPP Literacy shows: All Students 56% and English Learners 8%. Meet/Exceed performance on CAASPP Math shows: All Students 51% and English Learners 11%.	Analysis of these performance gaps suggests that they are at least partially rooted in poor communication and a lack of authentic engagement with English Learner families about the needs of their students and the information and resources that families have and that schools can provide to address these needs. These engagement actions by sites are intended to expand the number and quality of efforts to reach EL families and to leverage the resources of the schools and families, on behalf of EL students. The use of funds to continue to provide this site-	The following metrics will be used by sites to monitor the acceleration of unduplicated students in their literacy, math and "engagement" performance: CAASPP Literacy, Math, and Science; English Learner Progress (CA Dashboard); Reclassification rates; District interim literacy and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Unduplicated students also have an attendance gap. For example, their chronic absenteeism rates are higher: All Students 16.49% and English Learners 25.67%. Analysis of this data suggests that English Learners student reading and math performance gaps are due to literacy/language and mathematics skills deficits and due to lack of engagement in their classes. **Scope:** Limited to Unduplicated Student Group(s)	based work is therefore creating the opportunity to significantly reduce the performance gaps of English Learner students. However, this action is being provided on an LEA-wide basis to all schools to maximize their impact in increasing the literacy, math and "engagement" performance of all English Learner students.	math assessments; SMFCSD's "red dashboard" indicators; chronic absenteeism; suspension rate; feedback survey indicators.
2.12	**Action:** Community Outreach Staff **Need:** Student reading and math performance gaps persist for English Learner students. Meet/Exceed performance on CAASPP Literacy shows: All Students 56% and English Learners 8%. Meet/Exceed performance on CAASPP Math shows: All Students 51% and English Learners 11%. Unduplicated students also have an attendance gap. For example, their chronic absenteeism rates are higher: All Students 16.49% and English Learners 25.67%. Analysis of this data suggests that English Learners student reading and math performance gaps are due to literacy/language and mathematics skills deficits and due to lack of engagement in their classes.	Analysis of these performance gaps suggests that they are at least partially rooted in poor communication and a lack of authentic engagement with English Learner families about the needs of their students and the information and resources that families have and that schools and the district can provide to address these needs. These bilingual staff implement the engagement actions described in action 2.10 above by sites and by the district in 2.13 below. These roles are intended to expand the number and quality of efforts to reach EL families and to leverage the resources of the schools and families, on behalf of EL students. The use of funds to continue to provide this site-based and district work is therefore creating the opportunity to significantly reduce the performance gaps of English Learner students. However, this action is being provided on an LEA-wide basis to all schools to maximize their impact in increasing the literacy, math and "engagement" performance of all English Learner students.	The following metrics will be used by sites to monitor the acceleration of unduplicated students in their literacy, math and "engagement" performance: CAASPP Literacy, Math, and Science; English Learner Progress (CA Dashboard); Reclassification rates; District interim literacy and math assessments; SMFCSD's "red dashboard" indicators; chronic absenteeism; suspension rate; feedback

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.13	**Action:** Family Engagement & Feedback **Need:** Student reading and math performance gaps persist for English Learner students. Meet/Exceed performance on CAASPP Literacy shows: All Students 56% and English Learners 8%. Meet/Exceed performance on CAASPP Math shows: All Students 51% and English Learners 11%. English Learner students also have an attendance gap. For example, their chronic absenteeism rates are higher: All Students 16.49% and English Learners 25.67%. Analysis of this data suggests that English Learners student reading and math performance gaps are due to literacy/language and mathematics skills deficits and due to lack of engagement in their classes. **Scope:** Limited to Unduplicated Student Group(s)	Analysis of these performance gaps suggests that they are at least partially rooted in poor communication and a lack of authentic engagement with English Learner families about the needs of their students and the information and resources that families have and that the district can provide to address these needs. These engagement actions by the district are intended to expand the number and quality of efforts to reach EL families and to leverage the resources of the district and families, on behalf of EL students. The use of funds to continue to provide this district work is therefore creating the opportunity to significantly reduce the performance gaps of English Learner students. However, this action is being provided on an LEA-wide basis to all schools to maximize their impact in increasing the literacy, math and "engagement" performance of all English Learner students.	The following metrics will be used by sites to monitor the acceleration of unduplicated students in their literacy, math and "engagement" performance: CAASPP Literacy, Math, and Science; English Learner Progress (CA Dashboard); Reclassification rates; District interim literacy and math assessments; SMFCSD's "red dashboard" indicators; chronic absenteeism; suspension rate; feedback survey indicators.

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

Not applicable. SMFCSD has no limited actions in the 2024-25 LCAP.

Additional Concentration Grant Funding

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

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

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	n/a	n/a
Staff-to-student ratio of certificated staff providing direct services to students	n/a	n/a

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	109,631,107	8,985,728	8.196%	0.000%	8.196%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,979,234.00	$14,213,123.00	$5,816,952.00	$1,777,000.00	$31,786,309.00	$23,923,495.00	$7,862,814.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Foundational Literacy Supplemental Curricula	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-2; 3; 4-8	2024-27	$0.00	$100,000.00	$100,000.00				$100,000.00	
1	1.2	Foundational Literacy Professional Development Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary schools K-3	2024-27	$257,000.00	$0.00	$257,000.00				$257,000.00	
1	1.3	Comprehensive Literacy Teachers on Special Assignment (ToSAs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary schools K-5	2024-27	$4,529,523.00	$0.00	$4,362,523.00			$167,000.00	$4,529,523.00	
1	1.4	Foundational Literacy Family Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	2024-27	$300,000.00	$0.00	$300,000.00				$300,000.00	
1	1.5	Middle School Professional Development Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools Middle schools 6-8	2024-27	$169,250.00	$96,000.00	$169,250.00	$96,000.00			$265,250.00	
1	1.6	Middle School Curriculum Teacher Leaders	All	No			All Schools Specific Schools: Middle Schools	2024-27	$100,000.00	$0.00		$100,000.00			$100,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.7	Middle School ELD Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Middle schools 6-8	2024-27	$465,000.00	$0.00	$15,000.00			$450,000.00	$465,000.00	
1	1.8	Elementary Newcomer Supports	EL Newcomer Students	No			Specific Schools: Audubon, Baywood, and Meadow Heights K-5	2024-27	$175,000.00	$0.00		$175,000.00			$175,000.00	
1	1.9	Elementary Integrated/ Designated ELD Professional Development Plan	English Learners	No			All Schools K-3	2024-27	$803,000.00	$87,025.00		$890,025.00			$890,025.00	
1	1.10	Literacy Assessment System	All	No			All Schools	2024-25	$15,000.00	$108,000.00	$123,000.00				$123,000.00	
1	1.11	Math Assessment System	All	No			All Schools	2024-25	$10,000.00	$0.00	$10,000.00				$10,000.00	
1	1.12	Core Math Curricula	All	No			All Schools	2024-26	$0.00	$260,000.00		$260,000.00			$260,000.00	
1	1.13	Math Professional Development Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 4th/5th; 6th-8th	2024-27	$47,750.00	$0.00	$47,750.00				$47,750.00	
1	1.14	Elementary Math ToSAs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary schools 4-5th grade	2024-25	$1,865,161.00	$0.00	$1,865,161.00				$1,865,161.00	
1	1.15	Middle School Math ToSAs and Teacher Leaders	All	No			All Schools Specific Schools: Middle Schools 6-8	2024-25	$760,000.00	$0.00		$760,000.00			$760,000.00	
1	1.16	Math Family Support	All	No			All Schools		$0.00	$193,000.00		$193,000.00			$193,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.17	ELO-P Initiative #1: Extended Day Programs (Before/After School)	All	No			All Schools K-8	2024-25	$1,150,000.00	$1,500,000.00		$2,650,000.00			$2,650,000.00	
1	1.18	ELO-P Initiative #2: 30+ Extra Days Programs (in addition to the 180 day school year)	All	No			All Schools	2024-25	$1,500,000.00	$1,500,000.00		$3,000,000.00			$3,000,000.00	
1	1.19	STEM Supports	All	No			Specific Schools: Middle School Students 6-8	2024-25	$250,000.00	$0.00		$250,000.00			$250,000.00	
1	1.20	Outdoor Education	5th grade students	No			Specific Schools: Elementary schools 5th grade	2024-25	$50,000.00	$500,000.00	$50,000.00	$500,000.00			$550,000.00	
1	1.21	Comprehensive Support and Improvement (CSI) program at LEAD Elementary School	All	No			Specific Schools: LEAD Elementary	2024-25	$163,444.00	$0.00		$163,444.00			$163,444.00	
1	1.22	Site-based Extended School Day Targeted Student Support	All	No			All Schools	2024-25	$420,000.00	$0.00		$280,000.00		$140,000.00	$420,000.00	
1	1.23	Site-based Professional Learning, Data Inquiry, and Planning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$219,000.00	$0.00	$174,000.00			$45,000.00	$219,000.00	
1	1.24	Middle School AVID program	Identified middle school students	No			Specific Schools: 2 middle schools: Abbott/Borel 7-8	2024-25	$75,000.00	$20,000.00	$75,000.00			$20,000.00	$95,000.00	
1	1.25	Magnet Program Supports	All	No			Specific Schools: Magnet Schools: Fiesta Gardens, College Park, Parkside and North	2024-25	$177,000.00	$113,300.00	$290,300.00				$290,300.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Shoreview									
1	1.26	New Teacher Residency/Credential/ Certification Support	All	No			All Schools	2024-27	$165,000.00	$0.00				$165,000.00	$165,000.00	
1	1.27	Elementary Visual and Performing Arts (VAPA) Programs	All	No			All Schools	2024-25	$0.00	$1,375,989.00		$1,375,989.00			$1,375,989.00	
2	2.1	Culturally Responsive Curriculum & Practices (CRCP)	Key equity student groups	No			All Schools	2024-25	$200,000.00	$0.00		$200,000.00			$200,000.00	
2	2.2	Equity Measures for Academic Learning	All	No			All Schools	2024-27	$1,000.00	$0.00		$1,000.00			$1,000.00	
2	2.3	Equity Measures for Social Emotional Learning	All	No			All Schools	2024-27	$1,000.00	$0.00		$1,000.00			$1,000.00	
2	2.4	Inclusion of Special Education Students in General Education Classes-- Support for Focus Sites	Students with Disabilities	No			Specific Schools: George Hall, Foster City, and 4 elementary schools TBD	2024-25	$22,750.00	$0.00	$22,750.00				$22,750.00	
2	2.5	District Inclusion Teacher on Special Assignment	Students with Disabilities	No			Specific Schools: George Hall, Foster City	2024-25	$150,000.00	$0.00		$150,000.00			$150,000.00	
2	2.6	Teacher Recruitment and Teacher Residency/ Credential Program financial assistance	All	No			All Schools	2024-27	$0.00	$100,000.00		$100,000.00			$100,000.00	
2	2.7	LGBTQ+ Inclusion Practices	All	No			All Schools	2024-25	$37,750.00	$80,000.00	$22,750.00	$95,000.00			$117,750.00	
2	2.8	LGTBQ+ Teacher on Special Assignment	LGTBQ+	No			All Schools	2024-25	$150,000.00	$0.00		$150,000.00			$150,000.00	
2	2.9	Comprehensive Coordinated Early	Hispanic/Latinx	No			All Schools	2024-25	$260,000.00	$100,000.00	$10,000.00			$350,000.00	$360,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Intervention Service (CCEIS) plans 2 and 3														
2	2.10	Site-based English Learner (EL) Family Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: High EL count schools	2024-25	$43,000.00	$48,000.00	$65,000.00			$26,000.00	$91,000.00	
2	2.11	Sanctuary Task Force	Newcomer students	No			All Schools	2024-27	$1,000.00	$1,000.00	$2,000.00				$2,000.00	
2	2.12	Community Outreach Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: High EL count schools	2024-25	$899,000.00	$0.00	$720,000.00	$135,000.00		$44,000.00	$899,000.00	
2	2.13	Family Engagement & Feedback	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: High EL count schools	2024-27	$3,000.00	$5,500.00	$8,500.00				$8,500.00	
2	2.14	Full Service Community School Strategies	All	No			Specific Schools: LEAD, Sunnybrae, Laurel, Fiesta Gardens and San Mateo Park	2024-25	$0.00	$1,250,000.00		$1,250,000.00			$1,250,000.00	
3	3.1	Wellness Social Workers and Program Specialists	All	No			All Schools	2024-25	$662,665.00	$0.00		$662,665.00			$662,665.00	
3	3.2	Counseling Supports	All	No			All Schools	2022-24	$5,816,952.00	$0.00			$5,816,952.00		$5,816,952.00	
3	3.3	Restorative Justice Practices Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$109,250.00	$0.00	$109,250.00				$109,250.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Restorative Justice Practices and Social-Emotional Learning (SEL)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: 4 Middle Schools and 1 Elementary School 6-8; K-5	2024-25	$750,000.00	$25,000.00	$25,000.00	$750,000.00			$775,000.00	
3	3.5	Wellness Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$100,000.00	$0.00	$100,000.00				$100,000.00	
3	3.6	Transportation support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$0.00	$100,000.00	$100,000.00				$100,000.00	
3	3.7	Physical Education Professional Learning & Resources	All	No			All Schools	2023-24	$45,000.00	$15,000.00	$60,000.00				$60,000.00	
3	3.8	Elementary School Supported Play	All	No			Specific Schools: LEAD, FGIS, SM Park, George Hall, Laurel, Sunnybrae	2024-25	$90,000.00	$0.00				$90,000.00	$90,000.00	
3	3.9	Additional Site-based Wellness Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: 4 middle schools and select elementary schools	2024-25	$880,000.00	$285,000.00	$885,000.00			$280,000.00	$1,165,000.00	
3	3.10	Special Education Behavior Intervention Strategies	Students with Disabilities	No			All Schools	2024-25	$25,000.00	$0.00		$25,000.00			$25,000.00	
3	3.11	Reduce Student Chronic Absenteeism	All	No			All Schools	2024-25	$5,000.00	$0.00	$5,000.00				$5,000.00	
3	3.12	Supports for Youth with Compromised Housing	Homeless Youth	No			All Schools	2024-25	$5,000.00	$0.00	$5,000.00				$5,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
109,631,107	8,985,728	8.196%	0.000%	8.196%	$9,303,434.00	0.000%	8.486 %	**Total:**	$9,303,434.00
								LEA-wide Total:	$8,494,934.00
								Limited Total:	$808,500.00
								Schoolwide Total:	$0.00

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	1.1	Foundational Literacy Supplemental Curricula	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-2; 3; 4-8	$100,000.00	
1	1.2	Foundational Literacy Professional Development Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary schools K-3	$257,000.00	
1	1.3	Comprehensive Literacy Teachers on Special Assignment (ToSAs)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary schools K-5	$4,362,523.00	
1	1.4	Foundational Literacy Family Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$300,000.00	
1	1.5	Middle School Professional Development Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools	$169,250.00	
1	1.7	Middle School ELD Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Middle schools 6-8	$15,000.00	

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	1.13	Math Professional Development Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 4th/5th; 6th-8th	$47,750.00	
1	1.14	Elementary Math ToSAs	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary schools 4-5th grade	$1,865,161.00	
1	1.23	Site-based Professional Learning, Data Inquiry, and Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$174,000.00	
2	2.10	Site-based English Learner (EL) Family Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: High EL count schools	$65,000.00	
2	2.12	Community Outreach Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: High EL count schools	$720,000.00	
2	2.13	Family Engagement & Feedback	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: High EL count schools	$8,500.00	
3	3.3	Restorative Justice Practices Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$109,250.00	
3	3.4	Restorative Justice Practices and Social-Emotional Learning (SEL)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: 4 Middle Schools and 1 Elementary School 6-8; K-5	$25,000.00	
3	3.5	Wellness Centers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
3	3.6	Transportation support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
3	3.9	Additional Site-based Wellness Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: 4 middle schools and select elementary schools	$885,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$29,929,341.00	$27,446,982.94

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	Foundational Literacy Supplemental Curricula	Yes	$100,000.00	107,226
1	1.2	Foundational Literacy Professional Development Plan	Yes	$430,000.00	375,000
1	1.3	Comprehensive Literacy Teachers on Special Assignment (ToSAs)	Yes	$3,616,000.00	3,527,453
1	1.4	Foundational Literacy Family Support	No	$300,000.00	221,401
1	1.5	Middle School Professional Development Plan	Yes	$263,000.00	309,000
1	1.6	Middle School Curriculum Teacher Leaders	No	$240,000.00	104,062
1	1.7	Academic Language Acceleration Course for Long-Term English Learners (LTELs) in middle school.	Yes	$405,000.00	410,095
1	1.8	CLAVES Supplementary Curriculum for Potential LTEL Students (4th & 5th grade)	Yes	$1,000.00	0
1	1.9	Elementary Integrated/ Designated ELD Professional Development Plan	No	$355,000.00	403,000
1	1.10	Newcomer Pathways	Yes	$450,000.00	377,000
1	1.11	Literacy Assessment System	No	$50,000.00	56,712

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Core Math Curricula	No	$260,000.00	249,875
1	1.13	Math Professional Development Plan	Yes	$270,000.00	200,000
1	1.14	Elementary Math ToSAs	Yes	$1,650,000.00	1,605,386
1	1.15	Middle School Math ToSAs and Teacher Leaders	No	$823,000.00	863,416
1	1.16	Math Intervention & Acceleration	No	$75,000.00	25,000
1	1.17	Math Family Support	No	$193,000.00	193,000
1	1.18	Math Assessment System	No	$10,000.00	55,373
1	1.19	Science Curriculum and "Project Exploration Mindset" Implementation	Yes	$660,000.00	508,724
1	1.20	Outdoor Education	No	$500,000.00	435,866
1	1.21	History/Social Studies Teacher Leaders for middle and elementary school initiatives	No	$110,000.00	84,406
1	1.22	Site-based Extended School Day Targeted Student Support	No	$280,000.00	21,610
1	1.23	Site-based Professional Learning, Data Inquiry, and Planning	Yes	$174,000.00	78,155
1	1.24	Middle School AVID program	No	$95,000.00	120,676

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	1.25	Magnet Program Supports	No	$277,000.00	378,998
1	1.26	New Teacher Residency/Credential/ Certification Support	No	$165,000.00	98,977
1	1.27	Elementary Visual and Performing Arts (VAPA) Programs	No	$1,500,000.00	1,474,452
1	1.28	ELO-P Initiative #1: Extended Day Programs (Before/After School) New Action for 2023-24	No	$2,650,000.00	2,351,790
1	1.29	ELO-P Initiative #2: 30+ Extra Days Programs (in addition to the 180 day school year) New Action for 2023-24	No	$3,000,000.00	1,752,834
2	2.1	Culturally Responsive Curriculum & Practices (CRCP)	Yes	$330,000.00	256.940
2	2.2	Equity Measures for Academic Learning	No	$1,000.00	1,000
2	2.3	Equity Measures for Social Emotional Learning	No	$1,000.00	978
2	2.4	Inclusion of Special Education Students in General Education Classes	No	$135,000.00	176,000
2	2.5	District Inclusion Teacher on Special Assignment	No	$300,000.00	0
2	2.6	Teacher Recruitment and Teacher Residency/ Credential Program financial assistance	No	$150,000.00	109,591

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	2.7	LGBTQ+ Inclusion Practices	No	$575,000.00	400,000
2	2.8	LGTBQ+ Teacher on Special Assignment	No	$142,000.00	139,468
2	2.9	Comprehensive Coordinated Early Intervention Service (CCEIS) plans 2 and 3	No	$360,000.00	392,381
2	2.10	Site-based English Learner (EL) Family Engagement	Yes	$32,000.00	14,693
2	2.11	Sanctuary Task Force	Yes	$2,000.00	0
2	2.12	Community Outreach Staff	Yes	$985,000.00	1,368,656
2	2.13	Family Engagement & Feedback	Yes	$6,000.00	2,500
2	2.14	Full Service Community School Strategies	No	$100,000.00	95,550
3	3.1	Wellness Social Workers	No	$903,000.00	538,667
3	3.2	Counseling Supports	Yes	$4,235,000.00	5,417,548
3	3.3	Restorative Justice Practices Professional Development	Yes	$505,000.00	366,000
3	3.4	Middle School Restorative Justice Practices and Social-Emotional Learning (SEL)	Yes	$593,000.00	615,072

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)
3	3.5	Wellness Centers	Yes	$100,000.00	109,889
3	3.6	Transportation support	Yes	$100,000.00	234,453
3	3.7	Physical Education Professional Learning & Resources	Yes	$93,000.00	45,000
3	3.8	Elementary School Supported Play	No	$90,000.00	59,921
3	3.9	Additional Site-based Wellness Supports	Yes	$1,089,341.00	940,944
3	3.10	Special Education Behavior Intervention Strategies	No	$150,000.00	14,321
3	3.11	Reduce Student Chronic Absenteeism New Action for 2023-24	Yes	$25,000.00	13,807
3	3.12	Supports for Youth with Compromised Housing New Action for 2023-24	Yes	$25,000.00	800

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
9,187,412	$10,020,341.00	$9,956,001.00	$64,340.00	0.000%	0.000%	0.000%

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	1.1	Foundational Literacy Supplemental Curricula	Yes	$100,000.00	107,226		
1	1.2	Foundational Literacy Professional Development Plan	Yes	$430,000.00	375,000		
1	1.3	Comprehensive Literacy Teachers on Special Assignment (ToSAs)	Yes	$3,356,000.00	3,527,453		
1	1.5	Middle School Professional Development Plan	Yes	$167,000.00	309,000		
1	1.7	Academic Language Acceleration Course for Long-Term English Learners (LTELs) in middle school.	Yes	$205,000.00	199,298		
1	1.8	CLAVES Supplementary Curriculum for Potential LTEL Students (4th & 5th grade)	Yes	$1,000.00	0		
1	1.10	Newcomer Pathways	Yes	$60,000.00	0		
1	1.13	Math Professional Development Plan	Yes	$195,000.00	200,000		
1	1.14	Elementary Math ToSAs	Yes	$1,650,000.00	1,605,386		
1	1.19	Science Curriculum and "Project Exploration Mindset" Implementation	Yes	$150,000.00	0		

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	1.23	Site-based Professional Learning, Data Inquiry, and Planning	Yes	$174,000.00	78,155		
2	2.1	Culturally Responsive Curriculum & Practices (CRCP)	Yes	$320,000.00	256,940		
2	2.10	Site-based English Learner (EL) Family Engagement	Yes	$17,000.00	14,693		
2	2.11	Sanctuary Task Force	Yes	$2,000.00	0		
2	2.12	Community Outreach Staff	Yes	$425,000.00	581,180		
2	2.13	Family Engagement & Feedback	Yes	$6,000.00	2,500		
3	3.2	Counseling Supports	Yes	$875,000.00	1,359,106		
3	3.3	Restorative Justice Practices Professional Development	Yes	$430,000.00	366,000		
3	3.4	Middle School Restorative Justice Practices and Social-Emotional Learning (SEL)	Yes	$25,000.00	8,471		
3	3.5	Wellness Centers	Yes	$100,000.00	109,889		
3	3.6	Transportation support	Yes	$100,000.00	15,156		
3	3.7	Physical Education Professional Learning & Resources	Yes	$93,000.00	45,000		
3	3.9	Additional Site-based Wellness Supports	Yes	$1,089,341.00	780,941		
3	3.11	Reduce Student Chronic Absenteeism New Action for 2023-24	Yes	$25,000.00	13,807		
3	3.12	Supports for Youth with Compromised Housing	Yes	$25,000.00	800		

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)
		New Action for 2023-24					

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
115,000,693	9,187,412	0.51%	8.499%	$9,956,001.00	0.000%	8.657%	$0.00	0.000%

ADDENDUM: 2024-25 LCAP--SMFCSD Red Dashboard Indicators and Directed LCAP Actions

These charts show which SMFCSD schools and student groups have been identified and for which 2023 Dashboard indicators. These PDF charts also provide information, for each identified school and student group, on the Directed LCAP actions SMFCSD will take in 2024-25 to address these indicators and improve school and student performance. Use the LCAP action number provided in the PDF charts and find the descriptions of each action in the the three "Goals and Actions" sections above.

SCHOOLS WITHIN SMFCSD	GOAL ONE: ACADEMIC ACHIEVEMENT																GOAL TWO: EQUITY								GOAL THREE: WELLNESS							
Directed LCAP Actions	1.1	1.2	1.3	1.4	1.5	1.7	1.8	1.9	1.12	1.13	1.15	1.16	1.17	1.18	1.21	1.23	2.1	2.4	2.5	2.9	2.10	2.12	2.13	2.14	3.1	3.2	3.3	3.4	3.6	3.9	3.11	3.12
Chronic Absenteeism:																																
Middle Schools: Abbott, Borel																x						x	x		x	x	x	x	x	x	x	x
Elementary Schools: Audubon, Beresford, Brewer Island, Fiesta Gardens, International, LEAD, Sunnybrae															x	x						x	x	x	x	x			x	x	x	x
ELA																																
Elementary Schools: LEAD, Sunnybrae	x	x	x	x			x	x				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x		x
Math																																
Middle Schools: Abbott					x		x	x	x	x	x	x			x		x	x	x	x	x	x	x	x	x	x			x	x		x
EL progress																																
Middle Schools: Abbott					x	x		x				x	x		x		x	x	x	x	x	x	x	x	x	x			x	x		x
Elementary: Baywood, LEAD, Meadow Heights, San Mateo Park	x	x	x	x			x	x				x	x	x	x		x	x	x	x	x	x	x	x	x	x				x		x

STUDENT GROUPS WITHIN SMFCSD	GOAL ONE: ACADEMIC ACHIEVEMENT																GOAL TWO: EQUITY								GOAL THREE: WELLNESS							
Directed LCAP Actions	1.1	1.2	1.3	1.4	1.5	1.7	1.8	1.9	1.12	1.13	1.14	1.15	1.16	1.17	1.18	1.23	2.1	2.4	2.5	2.9	2.10	2.12	2.13	2.14	3.1	3.2	3.3	3.4	3.6	3.9	3.11	3.12
Chronic Absenteeism:																																
All Students																						x		x	x	x	x	x	x	x	x	
Ethnic/Racial Groups: Black/African American; Hispanic																					x	x	x	x	x	x	x	x	x	x	x	
English Learners																					x	x	x	x	x	x	x	x	x	x	x	
Foster Youth																						x		x	x	x	x	x	x	x	x	
Homeless Youth																						x		x	x	x	x	x	x	x	x	x
Socioeconomically Disadvantaged Students																					x	x	x	x	x	x	x	x	x	x	x	x
Students with Disabilities																		x	x		x	x	x	x	x	x	x	x	x	x	x	
ELA																																
Homeless Youth	x	x	x	x	x	x	x	x					x	x	x	x	x			x	x	x	x	x	x	x	x	x		x		x
Socioeconomically Disadvantaged Students	x	x	x	x	x	x	x	x					x	x	x	x	x			x	x	x	x	x	x	x	x	x		x		x
Math																																
Homeless Youth				x					x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x		x		x
Socioeconomically Disadvantaged Students				x					x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x		x		x

STUDENT GROUPS WITHIN SMFCSD MIDDLE SCHOOLS	GOAL ONE: ACADEMIC ACHIEVEMENT							GOAL TWO: EQUITY							GOAL THREE: WELLNESS							
Directed LCAP Actions	1.5	1.7	1.12	1.13	1.15	1.16	1.17	2.1	2.4	2.5	2.9	2.10	2.12	2.13	3.1	3.2	3.3	3.4	3.6	3.9	3.11	3.12
Abbott																						
Chronic Absenteeism: All Students, EL, Hispanic, Homeless Youth, SED, SWD												x	x	x	x	x	x	x	x	x	x	x
ELA: English Learner, Hispanic, Homeless Youth, SED, SWD	x	x					x	x	x	x	x	x	x	x	x	x	x	x		x		x
Math: All Students, EL, Hispanic, SED, SWD	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x		
EL Progress: English learners	x	x					x	x	x	x	x	x	x	x	x	x	x	x		x		
Bayside																						
Chronic Absenteeism: All Students												x	x	x	x	x	x	x	x	x	x	
ELA: English Learner, SWD	x	x					x	x	x	x	x	x	x	x	x	x	x	x		x		
Math: EL, Hispanic	x		x	x	x	x	x	x				x	x	x	x	x	x	x		x		
Suspension Rates: Pacific Islander														x	x	x	x	x		x		
Borel																						
Chronic Absenteeism: All Student, English Learner, Hispanic, SED												x		x	x	x	x	x	x	x	x	
Math: English Learner, Hispanic, SED	x		x	x	x	x	x	x			x	x		x	x	x	x	x		x		
Bowditch																						
Chronic Absenteeism: English Learner, SED, White												x		x	x	x	x	x	x	x	x	
Suspension Rates: SED, SWD												x		x	x	x	x	x		x		

STUDENT GROUPS WITHIN SMFCSD ELEMENTARY SCHOOLS	GOAL ONE: ACADEMIC ACHIEVEMENT												GOAL TWO: EQUITY								GOAL THREE: WELLNESS					
Directed LCAP Actions	1.1	1.2	1.3	1.4	1.8	1.9	1.12	1.13	1.14	1.16	1.17	1.18	2.1	2.4	2.5	2.9	2.10	2.12	2.13	2.14	3.1	3.2	3.6	3.9	3.11	3.12
Audubon																										
Chronic Absenteeism: All Students, English Learners, Hispanic																	x	x	x		x	x	x		x	
Baywood																										
Chronic Absenteeism: English Learner, Hispanic, SED, White																	x	x	x		x	x	x		x	
ELA - SED	x	x	x	x	x	x					x	x	x	x	x	x	x	x	x		x	x				
English Learner Progress - English Learner	x	x	x	x	x	x					x	x	x	x	x	x	x	x	x		x	x				
Beresford																										
Chronic Absenteeism - All Students, English Learner, Hispanic, SED																	x	x	x		x	x	x		x	
Brewer Island																										
Chronic Absenteeism: All Students, Hispanic, SED																	x	x	x		x	x	x		x	
FGIS																										
Chronic Absenteeism: All Students, Hispanic, SED																	x	x	x	x	x	x	x	x	x	
ELA: English Learner, Hispanic, SED,	x	x	x	x	x	x					x	x	x	x	x	x	x	x	x		x	x			x	
Highlands																										
Chronic Absenteeism: SWD																		x			x	x	x		x	
ELA: SED	x	x	x	x	x	x					x	x	x	x	x	x	x	x	x		x	x				
LEAD																										
Chronic Absenteeism: All Students, English Learner, Hispanic, SED, SWD																	x	x	x	x	x	x	x	x	x	
ELA: All Student, English Learner,	x	x	x	x	x	x					x	x	x	x	x	x	x	x	x		x	x			x	
Math: English Learner, Hispanic SED							x	x	x	x	x	x	x	x	x	x	x	x	x		x	x			x	
English Learner Progress: English Learner	x	x	x	x	x	x					x	x	x	x	x	x	x	x	x		x	x			x	
Laurel																										
Chronic Absenteeism: SED, SWD																	x	x	x	x	x	x	x	x	x	
ELA: English Learner, Hispanic	x	x	x	x	x	x					x	x	x	x	x	x	x	x	x		x	x			x	
Meadow Heights																										
ELA: Hispanic, SED	x	x	x	x	x	x					x	x	x	x	x	x	x	x	x		x	x				
Parkside																										
Chronic Absenteeism: Hispanic, SED ,SWD																	x	x	x		x	x	x		x	
ELA: SWD	x	x	x	x	x	x					x	x	x	x	x	x		x			x	x				
Math : SWD							x	x	x	x	x	x	x	x	x	x		x			x	x				

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STUDENT GROUPS WITHIN SMFCSD ELEMENTARY SCHOOLS		GOAL ONE: ACADEMIC ACHIEVEMENT												GOAL TWO: EQUITY								GOAL THREE: WELLNESS					
Directed LCAP Actions		1.1	1.2	1.3	1.4	1.8	1.9	1.12	1.13	1.14	1.16	1.17	1.18	2.1	2.4	2.5	2.9	2.10	2.12	2.13	2.14	3.1	3.2	3.6	3.9	3.11	3.12
San Mateo Park																											
	Chronic Absenteeism: English Learner, Hispanic, SWD																	x	x	x	x	x	x	x		x	
	Suspension: SWD																		x		x	x	x				
Sunnybrae																											
	Chronic Absenteeism: All Students, English Learner, Hispanic, Homeless Youth, SED SWD, White																	x	x	x	x	x	x	x	x	x	x
	ELA: All Students, English Learner, Hispanic, SED SWD	x	x	x	x	x	x					x	x	x	x	x	x	x	x	x	x	x	x		x		
	Math: English Learner, Hispanic , SED, SWD							x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x		

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    ▪ **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

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

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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

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

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

    o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

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

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

    o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

    o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    o 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.

    o Indicate the school year to which the baseline data applies.

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

        ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

o 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**

  o 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)**

  o 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**

  o 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)**

  o 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 (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o 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)**

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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