

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

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

The San Mateo-Foster City School District (SMFCSD) operates 21 K-8 schools (16 elementary; 2 K-8; and 3 middle schools) serving approximately 11,000 students from preschool through 8th grade. 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. Our goal is to educate all students to maximize their potential through a rigorous program that builds a solid academic foundation, builds cultural competence, and challenges students to think critically and communicate effectively.

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, 25 percent of our students are English Learners, 31 percent of our students are socioeconomically disadvantaged, and 8.97 percent are students with disabilities.

Recent increases in student population led to a bond election to update several schools and build two new schools one in Foster City and one in San Mateo. SMFC has just completed and opened the Foster City school, known as Beach Park. The San Mateo school is currently in the design phase. As the largest school district in San Mateo County, we offer a variety of program options, including International Baccalaureate, Spanish Immersion, Mandarin Immersion, STEM, and Montessori programs.

Our team of teachers, classified staff and administrators genuinely care about the success of every child. Our focus extends beyond academics to the whole child encompassing social-emotional growth and healthy lifestyles. Teachers provide a contextualized experience for students to understand how to respond appropriately to difficult situations. Schools work with the district to ensure Tier one universal supports 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.

SMFCSD Vision: 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 Mission: 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.

Reflections: Successes

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

As noted in the Annual Update sections of this LCAP, the district entered into the planning for the 2021-24 LCAP without the usual outcome data that would enable the district to describe how the strategies implemented in the previous 2019-20 LCAP resulted in understanding of successes and on-going needs. In addition, with the March 2020 move to distance and then hybrid learning, the implemented LCAP strategies and resources were quickly adjusted to address different teaching/support conditions and needs, with redefined criteria of success.

For example, with the goal of accelerating student literacy learning in the 2019-20 LCAP, the district invested substantially in elementary language and literacy teachers on special assignment (ToSAs), to deliver Tier 2 and Tier 3 instruction to identified students and to support teacher professional learning and planning for Tier 1 instruction. With the pandemic, these ToSAs adjusted their work to writing and curating language and literacy distance learning curriculum for all teachers, to helping find and connect with students who were not engaging with distance learning, to providing as best they could Tier 2 and 3 interventions virtually, and in many cases to moving back into classroom teaching positions as the school needs required. In effect, the strategy took on a new set of goals: 1. to ensure a standard, quality distance learning curriculum across the district; 2. to help students show up in distance and hybrid learning; 3. to deliver virtual and then in-person Tier 2 and 3 instruction, through three to four different shifts in school master schedules during the year; 4. to support classroom teachers and teacher teams with whatever they needed, not just with Tier 1 instruction; and 5. perhaps most importantly, to ensure, by returning to classroom teaching, that students at some schools did not experience dramatic disruptions in their learning. In working on these goals, did the ToSA's adjusted efforts accelerate student literacy learning, which was the original goal of the ToSA investment? The district does not have the data to say this with confidence ... and yet, these ToSA efforts must be acknowledged as resulting in successful outcomes for students. Every LCAP strategy, unless it could not be further implemented, saw this kind of adjustment to new goals as a result of the pandemic.

That said, as noted in the Annual Update, to support teachers to provide the best possible instruction, while in distance and hybrid learning, SMFCSD focused on implementing formative and interim assessments embedded in the adopted curriculum. This strategy strengthened teacher ability to monitor student progress and adjust instruction, but did not support the kind of cross-district annual academic outcome analysis needed for the LCAP. However our program monitoring of these assessments offer some evidence of successful student performance outcomes:

1. Interim literacy assessments provide evidence that student literacy continued to develop: approximately 70% students continued to read at grade level, which was lower than the previous year, but regarded as positive given the pandemic learning circumstances. Note: there were other important challenges in this data which will be highlighted below.)

2. Interim math assessments in middle school provide evidence that student math knowledge and skills continued to develop: across a variety of standard clusters, 70-90% of all students performed at or near grade level proficiency. Again, there were challenges in this data as well, but the overall performance is regarded as positive.

In addition, with respect to LCAP health and wellness strategies, in the annual 2021 CA Healthy Kids survey, the district sees some evidence that wellness strategies, including increasing the number of counselors, strengthening professional learning in SEL practices and trauma-informed instruction, improving site MTSS support, are leading to positive student outcomes, even during the pandemic circumstances where health and wellness was frayed. A higher percentage of 5th and 7th graders reported they had meaningful opportunities to participate in their learning than last year (during non-pandemic circumstances). Regarding their sense of feeling connected to schools, the same percentage of 5th graders reported they felt connected to school, as the year before in non-pandemic circumstances, and the 7th grade percentage improved. Finally 10% more 5th graders said they experienced good supports for social emotional learning, in this pandemic year, than reported this before the pandemic.

With the successes described above, the District will continue with Language and Literacy ToSA support and will re-focus on their original priority to deliver Tier 2 and Tier 3 instruction to identified students and to support teacher professional learning and their assigned sites. The District will also continue work on implementing formative and interim assessments with students to monitor progress. Staff look forward to working with all students in-person and on-site. Student mental health and wellness will be a priority as the District resumes full school schedules in August 2021, with increased counseling support at elementary schools that had previously only had .5FTE counselor, as well as identified North Central school assigned community workers to engage and support parents on-site.

Reflections: Identified Need

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

Identifying needs is of course hampered by the interruptions of state and district-wide outcome data, as a result of the pandemic. However, before the pandemic, the district used the 2019 CA Dashboard data (based on the spring 2019 CAASPP assessments), which revealed that the following student groups were performing two or more "dashboard" levels below the district's All Student Group on the CAASPP ELA: Hispanic (orange); Homeless (orange); Pacific Islander (orange); socioeconomically disadvantaged (orange); students with disabilities (orange); English learners (orange). On the CAASPP Math, the following student groups were performing two or more "dashboard" levels below the district's All Student Group: Hispanic (orange); homeless (orange); Pacific Islander (orange); socioeconomically disadvantaged (orange); students with disabilities (orange); English Learners (orange). In addition, on the CA Dashboard indicators for Chronic Absenteeism and Suspension, the district's overall performance was the orange level, indicating the need to address these academic engagement and school climate challenges. To address these, the district's overarching strategy is to increase in quality and quantity its Multi-Tiered System of Supports, both academic and social emotional, for these student groups. Central and site staff (ToSAs) will focus especially on: 1. strengthening Tier 1 "first" instruction through effective differentiated learning, improved delivery of Integrated and Designated ELD supports, and shared strategies for trauma-informed and culturally responsive practices ; and 2. standardizing Tier 2

targeted strategies, expanding extended learning opportunities, and providing additional counseling, social work, and community outreach support.

It should be noted that the available interim assessment data noted above also reveals some substantial needs that require responses in this 2021-22 LCAP:

1. The overall percentage of students reading at grade level in the 2020-21 school year, according to interim assessments, was approximately 10 percentage points lower than the same time the year before, suggesting broad "unfinished" literacy learning.
2. While the math interim assessment data could not support similar comparative analysis, the anecdotal evidence suggests "unfinished" math learning is probably greater.
3. Using the literacy and math benchmark assessments, it was not possible to determine if the performance gaps between different student groups have increased, but it was evident that they persist. While 74% of all students showed reading level improvement from pre-pandemic into the fall of 2020, 58% of Latinx students, 59% of English Learners, 57% of students from economically struggling families, and 63% of students with IEPs showed reading level improvement. Nearly 20% of students in these same groups showed actual decline in reading level. Math benchmark assessments showed similar gaps. Clearly there is critical need to support these groups more effectively going forward.
4. Additional data on English Learners has reinforced the need to support this group. 77% of English Learners in 4th grade are at risk of becoming Long-Term English Learners (LTELs), according to district criteria. 56% of LTELs in 6th grade read 2 or more years behind grade level.

Also, with respect to health and wellness needs, in the annual 2021 CA Healthy Kids survey (again, note students were surveyed during distance learning), 7th grade students particularly reported increased mental-emotional health needs. 3 percentage points more students reported thoughts of suicide, compared to the 2020 group, and 8 percentage points more students reported experiencing chronic sadness.

LCAP Highlights

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

SMFCSD's LCAP for 2021-2024 is comprised of 7 goals, inclusive of the AB86 Learning Acceleration Plan:

1. Basic Services
2. Academic Acceleration
3. Mental/Social-Emotional/Physical Wellness
4. Family Engagement and Support
5. Students with Disabilities
6. English Learners

The District is committed to its previous, first 4 goal areas and decided to highlight specific actions for Students with Disabilities and English Learners in Goals 5 and 6. This will enhance the visibility of the work of inclusion, the CCEIS outcome monitoring, and providing English

learners with quality language instruction. This organizational structure allows stakeholders to understand the targeted actions and strategies that will lead to improved opportunities and outcomes for students across two important District plans.

Another key feature of the plan is based on the evidence that wellness strategies, including increasing the number of counselors, strengthening professional learning in SEL practices and trauma-informed instruction, improving site MTSS support, are leading to positive student outcomes, even during the pandemic circumstances where health and wellness was frayed, and it is important to continue and expand those wellness supports and services.

Finally, another feature of note is the updated and sharpened metrics used to monitor progress and evaluate impact. Each goal area includes metrics now more focused: on the key unduplicated groups and students with IEPs; on equity outcomes, and on more specific impacts of the planned actions. For example, the Family Engagement and Support Goal Four includes more robust metrics regarding parent feedback on involvement in schools and school cultural responsiveness. Students with IEPs Goal 5 and English Learners Goal 6 include more specific metrics to assess the impact of specific actions in these goal areas.

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.

As noted above, San Mateo Foster City School District has one school, LEAD Elementary, in CSI, which has and will enable the district to provide direct support to the school in two ways:

1) A district-site CSI Planning Team will meet regularly to conduct and plan site-based CSI planning and implementation activities (data inquiry, root cause analysis, identification of evidence-based strategies, etc.). This team is composed of the Assistant Superintendent of Education Services, the Director of Curriculum & Instruction for Elementary Schools, and the Principal of LEAD Elementary.

Even before LEAD was identified for CSI, this group met to analyze key CA Dashboard and district benchmark data, to monitor/adjust LEAD's School Plan for Student Achievement (SPSA), and to plan the site's engagement with the School Site Council, staff teams, and families broadly. As part of that work, this group and the LEAD community had clarified the school's performance challenges, specifically that English Learners and students from Socio-Economically Disadvantaged (SED) backgrounds were not meeting grade-level standards, across grade levels. Root cause analyses of these challenges had identified: teachers needed more professional learning and support with

the newly-adopted Literacy/Language curriculum; English Language Development instruction was not yet coherent and consistent across all grades; teachers needed more professional learning and support for math instruction; the school needed to set and focus on learning targets at each grade level to help teachers monitor student progress; the social emotional learning needs of students were not being sufficiently addressed; teachers needed more built-in opportunities for cross-grade level collaboration and vertical alignment; and teachers and staff needed to develop methods to strengthen the school-to-home relationship to enhance academic support. Through the district-site planning group and the SPSA adoption, the district was already supporting implementation of evidence-based strategies from Balanced Literacy, the CA English Learner Roadmap, the Silicon Valley Math Initiative, and Multi-Tiered System of Supports (MTSS) frameworks. These strategies included enhanced supports from the district such as site content coaches; tier two and three language & literacy student interventions through Teachers on Special Assignment; and additional counselors.

With LEAD's entrance into CSI, the district planning group formalized into the district-site CSI Planning Team and has continued the thought-partnership, coaching, and resource allocation to LEAD. The continued work of the CSI Planning team--the additional data analysis, root cause analysis and identification of evidenced-based strategies--has built on the original work described above and informed the following second way that the district has provided direct support to the school in developing LEAD's CSI plan.

2) The district has also supported the principal to form a LEAD CSI Core Planning Team of key teacher leaders and to implement that team's efforts to engage school stakeholders in evidence-based planning and decision making and to build on the SPSA planning and implementation described above. The principal has shared and extended the work of the district-site planning team with the LEAD CSI Core Planning Team, which has in turn worked with the School Site Council, the school English Language Advisory Council, teacher and staff teams, and families more generally.

These stakeholders have participated in a review of the data analysis, root cause analysis, and identification of strategies and then been asked to extend the thinking of the planning teams in four specific areas: student achievement, student wellness, family engagement, and operations/human resources. This work has led to the identification of another major improvement work stream (in addition to those outlined above) focused on staff Diversity/Equity/Inclusion (DEI) professional learning that builds staff will, knowledge, and skill to accelerate the learning of historically lower-performing students, through strategies that ameliorate staff implicit bias, build cultural knowledge, and enable their implementation of responsive pedagogy.

The district will continue to support the planning and activities of LEAD CSI Core Planning Team as the school implements its CSI plan. In addition to the thought-partnership, coaching, and allocation of resources, the district will focus more intensively on the monitoring and evaluation of LEAD's CSI improvement efforts, as outlined in the following section.

Monitoring and Evaluating Effectiveness

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

SMFCSD is monitoring the implementation of LEAD's CSI plan in the following ways: 1) Given the emphasis in LEAD's plan on building staff capacity through professional learning in DEI, language and literacy, mathematics, and social-emotional learning strategies, the district-site

team and the site CSI Core Planning Team is gathering and analyzing evidence of the impact of professional learning activities, including feedback survey data, staff focus groups and interviews, content coach reflections, and analysis of teacher team collaboration documents (agendas, deliverables, etc). 2) Given the emphasis on DEI, social emotional learning, and family engagement strategies, the team is gathering and analyzing evidence of the impact of these strategies on students and families by conducting surveys, focus groups, and interviews with them. 3) Given the emphasis on building quality MTSS systems and strategies, the team is gathering and analyzing evidence of these systems and strategies through staff and stakeholder surveys, focus groups, interviews, and documentation of the supports and interventions students and families experience. The district-site CSI team and the site CSI Core Planning Team is engaging with LEAD's School Site Council, English Language Advisory council, teacher and staff teams, and families more generally, in analysis and implementation adjustments from this data.

SMFCSD will evaluate the effectiveness of LEAD's CSI plan in the following ways: 1) Analysis of improvements in student attendance and engagement data (overall, and by grade and student group), primarily as captured in the district's Aeries student information system and in the CA Dashboard. 2) Analysis of the status and improvement of student academic performance as tracked by the CA Dashboard indicators (ELPAC, CAASPP) and district benchmark assessments (overall, and by grade and student group) for literacy, language, mathematics, and science. 3) Analysis of status and improvement of student, family, and staff satisfaction indicators (re: key improvement priorities such as cultural responsiveness, family engagement, MTSS supports), as collected through regular surveys. The district-site CSI team 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 analysis and evaluation of LEAD's progress based on this data.

Stakeholder Engagement

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

In the development of SMFCSD's 21-24 LCAP, staff convened input, planning, and feedback meetings with stakeholder teams and community partners. These meetings included reviewing the program requirements of the LCAP; reading about research-based best practices; asking participants to suggest what strategies they thought would address student "unfinished learning" and accelerate student learning; and providing feedback on proposed strategies. These meetings were with the following stakeholders:

1. The SMFCSD Stakeholder Advisory Team is composed of a family and a staff representative from each of the district's 21 schools; the leads from the district's classified and certificated bargaining units; the lead from the district's management representative organization; and the lead of the district's PTA Governance Council. The Advisory Team met several times (April 15, April 29, May 13, May 27 2021), focused on providing input and feedback on the district's LCAP plans.
2. The District English Language Advisory Committee of site leaders and teachers, and families of English Learners. The DELAC met on April 20, May 11 and 25, and June 8 to provide: input on current and potential strategies for the district's LCAP; feedback on draft LCAP strategies; and final approval of the LCAP.
3. The Special Education District Advisory Committee is composed of central Special Education leaders, site leaders and Special Education teachers, and families of students with IEPs. The SEDAC met on April 20, 2021 to provide input on current and potential strategies for the district's LCAP.
4. The Labor Management Initiative group is composed of classified and certificated staff, the leads from the district's classified and certificated bargaining units, site leaders and central management. This group met on April 21 and May 19, 2021 to provide input on potential strategies for the district's LCAP plans..
5. District certificated staff and their bargaining unit Governing Council representatives met twice on April 26 and 28, 2021 to provide input on current and potential strategies for the district's LCAP plan.
6. Similarly district families participated in three input sessions (May 4, 5, and 10, 2021) to provide input on current and potential strategies for the district's LCAP.
7. The district's leadership team--composed of central and site, classified and certificated managers--also met several times (April 15 and 29, May 13, and May 27, 2021), focused on providing input and feedback on the district's LCAP plan.
8. 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 March 25, 2021 and the formal SELPA consultation on June 3, 2021.

Through the initial engagements, the district developed a set of draft actions. This draft, as well as the district's ELL Roadmap, Special Education Strategic Plan, and Comprehensive Coordinated Early Intervening Services (CCEIS) plan, were then used to elicit additional feedback on the district's proposed strategies and actions. These plans and feedback were used to write the LCAP.

A summary of the feedback provided by specific stakeholder groups.

Based on strong stakeholder feedback from the groups described above, the District has identified that addressing the problem of unfinished learning must include Tier 1 universal practices that build joy and engagement in learning and respond to the cultural experiences of SMFCSD students and families. In addition to strategies that address the mental and emotional health needs of our students coming out of the pandemic (see following), stakeholders strongly recommended strategies that address the diversity of our students, the equity challenges that many face, and the need for inclusive classroom and school communities that rebuild confidence in our public schools. In addition, feedback provided by stakeholders included concern that students returning to school after the pandemic need support with safe, collaborative play and learning/relearning how to navigate campus in socially and emotionally positive and inclusive ways. Also, students may need continued help with physical distancing if circumstances require it in the fall (particularly at lunch). SMFCSD and its stakeholders recognize that addressing the physical, mental, emotional, and social health and wellness of our students, coming out of the pandemic is a critical priority.

Listed below are additional recommendations that the District received over the multiple engagements that were held with our stakeholders:

- Provide acceleration academies, during fall, winter and spring breaks
- Expand enrichment opportunities
- Create Maker spaces
- Provide elective opportunities for ELs, to develop language skills
- Expand music and art learning opportunities in elementary
- Utilize Community Circles
- Utilize Restorative Practices
- Implement social-emotional learning curriculum ("2nd Steps" curriculum implementation)
- Provide inclusive environments for students with disabilities
- Provide Responsive Classrooms
- Provide trauma-informed practices
- Implement assessment and progress monitoring
- Implement assessment development and implementation: math, writing
- Implement site data dashboard development to support inquiry and supports for students
- Partner to provide mental health services: counselors; social workers
- Provide counseling services

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

The District engagements were of great value and provided important information that has influenced the development of the LCAP plan and its 6 Goal areas: Basic Services, Academic Acceleration, Mental/Social-Emotional/Physical Wellness, Family Engagement and Support,

Students with Disabilities, and English Learners. Input and recommendations from our stakeholder groups influenced aspects across the goals areas.

Through the 2020-21 school year, each SMFCSD school has developed and continued to curate a list of “urgent needs” students, based on the following criteria: attendance; engagement during distance and in-person learning; language/literacy and math benchmark performance; staff or family referral for academic or social-emotional concerns (typically through school “care team” processes); and the student/family’s demographic match to historically underserved groups (English Learners; newcomer, foster and homeless youth; students with IEPs; economically struggling families). These lists are currently being used to offer students priority placement in the 2021 summer programming. These lists will continue to be curated during the 2021-22 school year, with added criteria of CAASPP and ELPAC performance and on-going social-emotional screeners. School staff will use this information on students’ assessed needs to deliver the planned classroom-based differentiated Tier 1 “first” instruction and targeted Tier 2 academic/social-emotional supports; to refer students to the planned Tier 2 extended learning and enrichment programs; and to provide the planned Tier 1-3 health and wellness supports.

The District's focus on enhancing small group and 1:1 mental and emotional support for students. The District will ensure that all schools with higher enrollment of English Learners and students from economically-struggling families have dedicated staff to support effective communication and to build “full service” resources at each school. It should also be noted that part of these full-service resources include continued family access to free meals: the district will continue to provide all students and families with children 18 and younger with free breakfast, lunch, and snacks, through the 2021-22 school year.

The District is planning to expand the mostly school-based professional learning strategies for cultural responsiveness, diversity, equity and inclusion into a district-wide initiative. In addition, Goal 5 related to students with disabilities, focuses on the implementation of the Special Education Strategic Plan, and inclusion work, as well as the District's CCEIS Significant Disproportionality plan. The development of the CCEIS plan involved stakeholder groups that delved into data, root cause analysis and the determination of specific outcomes that will be addressed over the next year.

Recent SMFCSD benchmark assessments, and distance learning research, have clarified that unfinished learning is pronounced in mathematics, and therefore SMFCSD is prioritizing enhancing classroom-based differentiated Tier 1 universal and Tier 2 targeted instruction in mathematics. Because the transition from 5th grade elementary to 6th grade middle school mathematics is particularly challenging, to reduce student-to-teacher ratios and to strengthen Tier 1 and 2 differentiation strategies through team teaching and “lesson study” professional learning. At the elementary level, the district will extend and enhance math professional learning, lesson study, and teacher team planning and collaboration by focusing on building capacity for differentiated instruction, for strategies promoting the CA Math Practices, and for classroom communities that nurture mathematical confidence and a growth mindset. The district has planned for teacher team extra time, for implementation of improved diagnostic and benchmark assessments, and for additional social-emotional learning data collection, to support teacher inquiry and monitoring of student progress

Goals and Actions

Goal

Goal #	Description
1	BASIC SERVICES: To ensure that students experience a safe, supportive, and high quality instructional program in every school, the District will provide well-maintained facilities, with standards-aligned instructional materials, taught by credentialed teachers.

An explanation of why the LEA has developed this goal.

This "maintenance of progress" goal addresses the importance of ensuring that every student in every school experiences the basic services of attending school in well-maintained facilities, with standards-aligned instructional materials, taught by credentialed teachers. Even while the district identifies, in Goals 2-8, the key improvement actions needed beyond the district's basic services, it is essential that the district define its basic services in the LCAP for key stakeholders. In this way the district clarifies what all students and school communities can expect in every school and enlists them in monitoring delivery of these basic services, using the metrics and information below.

State and/or Local Priorities addressed by this goal: Priority 1, Basic (Conditions of Learning).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool	2019-20: 7 out of 20 sites rated good or exemplary status.				2023-24: 21 out of 21 sites rated good or exemplary status.
Evaluation of Student Access to standards-aligned instructional materials	2020-21: 100% of students had access.				2023-24: 100% of students have access.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number & Percent of mis-assignments of teachers of English Learner Students	2020-21: #0 and 0%				2023-24: #0 and 0%
Number & Percent of total teacher mis-assignments	2020-21: #0 and 0%				2023-24: #0 and 0%
Percent of employees that that identify as Latinx, Pacific Islander, or African American.	<p>2019-20 Where 0%, data is still to be determined.</p> <p>Classified: Latinx. 0% Pacific Islander. 0% African American. 0%</p> <p>Certificated: Latinx. 6.2% Pacific Islander. 0.2% African American. 1.4%</p> <p>Management: Latinx. 0% Pacific Islander. 0% African American. 0%</p>				<p>2023-24: Proportional to 2019-20 student enrollment</p> <p>Classified: Latinx. 37% Pacific Islander. 2% African American. 1%</p> <p>Certificated: Latinx. 37% Pacific Islander. 2% African American. 1%</p> <p>Management: Latinx. 37% Pacific Islander. 2% African American. 1%</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	IM.1 Adopted Instructional Materials--additional	Purchase needed supplemental, replacement and consumable materials, for currently adopted curriculum, so that students will have access to CA standards-aligned instructional materials. Lottery funds	\$100,000.00	No
2	IM.2 Middle School Science curriculum adoption	Pilot and adopt science curriculum, for purchase in Fall 2021 and for implementation in Spring 2022, including planning and training of teachers, so that middle school students will have access to CA standards-aligned Science instructional materials. LCFF (base) funds	\$1,030,000.00	No
3	IM.3 Middle School History curriculum adoption	Pilot and adopt history curriculum, for purchase in Spring 2022 and for implementation in 2022-23, including planning and training of teachers, so that middle school students will have access to CA standards-aligned History instructional materials. LCFF (Base) funds	\$1,015,000.00	No
4	IM.4 Middle School Math curriculum materials	Purchase Illustrative Math curriculum and online licenses for MathNation and Desmos, so that middle school students will have access to CA standards-aligned Math instructional materials LCFF (base) and Lottery funds	\$135,000.00	No
5	IM.5 Elementary School Math instructional materials	Purchase Zearn curriculum and online licenses, so that elementary students will have access to CA standards-aligned Math instructional materials	\$250,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Lottery funds		
6	IM.6 Instructional materials management systems	<p>Provide software (Follett) and staffing (IMC library instructional media technician) to support instructional materials management, so that students will have access to CA standards-aligned instructional materials.</p> <p>LCFF (Base) funds</p>	\$143,000.00	No
7	IM.7 Instructional technology	<p>Provide instructional technology hardware, learning management systems (SeeSaw, Presence) and applications (Google; curriculum content applications), to support 1:1 computer use, so that students will have access to CA standards-aligned instructional materials.</p> <p>Other State funds (AB86 IBI) for hardware. Other State funds (Lottery) for learning management systems and educational applications. LCFF (base) for technical support contracts.</p>	\$488,000.00	No
8	S.1 Base Staffing	<p>Provide base staffing, so that students experience a safe, supportive, and high quality instructional program in every school.</p> <p>a. Certificated teachers (24:1 for grades TK-3 30:1 for grades 4-5; 185 student contacts for middle school teachers, with the exception of PE and music at 240)</p> <p>b, Principal</p> <p>c. Assistant Principal (Middle Schools & Large Elementary Schools)</p> <p>d. Counselor (1 per Middle School and 4 shared across Elementary School)</p> <p>e. Nurses and other health staff shared across schools</p> <p>f. Custodial Staff</p> <p>g. Office Staff</p>	\$91,195,538.00	No

Action #	Title	Description	Total Funds	Contributing
		h. Student Supervision i. Librarian or Para-educator - Library/Media j. Special Education staffing k. TK-4 Music staffing l. 5th Grade Instrumental or Choral Music m. Physical Education staffing		
9	S.2 Teacher Credentialing	Ensure that all teaching staff are fully credentialed in the subject area to which they are assigned, so that students experience a high quality instructional program in every school. LCFF (Base)	\$10,000.00	No
10	F.1 School Facilities	Maintain all school sites in good repair, so that students experience a safe, clean facility in every school.	\$0.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	ACADEMIC ACCELERATION: Students will accelerate their progress toward meeting or exceeding grade level performance expectations as defined by the California Standards.

An explanation of why the LEA has developed this goal.

This "broad" goal addresses the acceleration of students to meet or exceed the learning expectations set by the California State Standards, which includes the additional resources and systems the District will put in place to ensure identified students receive targeted and intensive support. Based on the last 2019 CAASPP assessments, our students are making progress, with high status (green) in both ELA and math on the state dashboard. District 2019 CAASPP growth indicators suggest the District is supporting modest improvement in student literacy performance, but math performance is flat. Local benchmark assessment indicators over the last year of both in-person and distance learning affirm essentially the same picture of holding steady without much acceleration. The state and district data for specific groups of students show varied strengths and challenges, with the performance of English Learners, Students with Disabilities, Students from so-called Socio-Economically Disadvantaged circumstances, and Pacific Islander students indicating that these students are not yet supported for acceleration to high performance.

In 2019-20 and 2020-21, the District implemented important supports to accelerate student performance and additional actions and services focused on "first" instruction and "first" social-emotional supports ("Tier One" strategies in the language of Multi-Tiered Systems of Support--MTSS). The actions outlined in this 2021-24 Goal 2 are intended to build on these strategies and focus on supporting our teachers and staff with the resources and professional learning (training, team inquiry, coaching) to consistently deliver high quality Tier One supports, grounded in the state frameworks (ELA/ELD, Science, History/Social Studies, Health Education, etc). In addition, the actions outlined describe continued and new targeted and intensive support for identified students ("Tier Two" and "Tier 3" strategies in the language of Multi-Tiered Systems of Support--MTSS) that will enable these students to make rapid progress toward meeting or exceeding the standards. These actions also address the fact that support for teachers and staff cannot be consistently high quality without effectively supporting site and district leaders, building their capacity and providing them with the resources they need to lead improvement in District schools.

State and/or Local Priorities addressed by this goal: Priority 2, State Standards (Conditions of Learning) and Priority 4, Pupil Achievement (Pupil Outcomes).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP LITERACY	2018-19				2023-24
Percent Met/Exceeded Standard (for the group)	<p>All Students: 62.28%</p> <p>Socioeconomically Disadvantaged: 29.61%</p> <p>English Learners: 9.43%</p> <p>Students with Disabilities: 14.14%</p> <p>Hispanic/Latinx: 34.12%</p>				<p>All Students: 75% (5 points per year)</p> <p>Socioeconomically Disadvantaged: 59.61% (10 points per year)</p> <p>English Learners: 39.43% (10 points per year)</p> <p>Students with Disabilities: 44.14% (10 points per year)</p> <p>Hispanic/Latinx: 64.12% (10 points per year)</p>
CAASPP MATH	2018-19				2023-24
Percent Met/Exceeded Standard (for the group)	<p>All Students: 55.6%</p> <p>Socioeconomically Disadvantaged: 19.24%</p> <p>English Learners: 11.26%</p> <p>Students with Disabilities: 14.65%</p>				<p>All Students: 75% (6 points per year)</p> <p>Socioeconomically Disadvantaged: 49.24% (10 points per year)</p> <p>English Learners: 41.26% (10 points per year)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic/Latinx: 22.71%				Students with Disabilities: 44.65% (10 points per year) Hispanic/Latinx: 52.71% (10 points per year)
ENGLISH LEARNER PROGRESS Percent ELs making progress toward English language proficiency on the ELPAC Progress = progressed at least one ELPI level or maintained ELPI level 4	2018-19 54.1%				2023-24 66%
Fountas & Pinnell Elementary Reading Assessment Percent of group meeting Grade Level Benchmark (at end of year)	2018-19 K: 66% 1st: 73% 2nd: 76% 3rd: 70% 4th: 69% 5th: 63%				2023-24 K-5th: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fountas & Pinnell Elementary Reading Assessment	2018-19				2023-24
Percent of group meeting Grade Level Benchmark (at end of year)	3rd Grade Socioeconomically Disadvantaged: 4% English Learners: 3% Students with IEPs: 2% Hispanic/Latinx: pending -- 0% 5th Grade Socioeconomically Disadvantaged: 5% English Learners: 3% At-Risk LTEL: 1% Students with IEPs: 3% Hispanic/Latinx: pending--0%				3rd Grade Socioeconomically Disadvantaged: 34% (10 points per year) English Learners: 33% (10 points per year) Students with IEPs: 32% (10 points per year) Hispanic/Latinx: 30% (10 points per year) 5th Grade Socioeconomically Disadvantaged: 35% (10 points per year) English Learners: 33% (10 points per year) At-Risk LTEL: 31% (10 points per year) Students with IEPs: 33% (10 points per year) Hispanic/Latinx: 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					(10 points per year)
Reading Inventory Middle Percent of group meeting Grade Level Benchmark (at end of year)	2020-21 Baseline pending 6th-8th 0				2023-24 6th-8th: 80%
Reading Inventory Middle Percent of group making Expected Growth (start of year to end of year)	2020-21 Baseline pending 8th Grade Socioeconomically Disadvantaged: pending--0% English Learners: pending--0% LTEL: pending--0% Students with IEPs: pending--0% Hispanic/Latinx: pending--0%				2023-24 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
EngageNY/Zearn Benchmark-- Elementary Percent of group meeting Grade Level Benchmark (at end of year)	2021-22 New Benchmark metric: Baseline to be determined with full, year-long implementation TK-2nd 0 3rd-5th: 0				2023-24 TK-2nd 80% 3rd-5th: 80%
Illustrative/Math Nation Benchmark-- Middle Percent of group meeting Grade Level Benchmark (at end of year)	2021-22 New Benchmark metric: Baseline to be determined with full, year-long implementation Math 6: 0 Math 8: 0 Algebra 1: 0				2023-24 Math 6 80% Math 8 80% Algebra 1 80%
Algebra 1 Enrollment 1. Percent of 8th graders enrolled in Algebra 1	2020-21: 1. 20% 2. 0 (Baseline set at year's end)				2023-24 1. 45% 2. 85% 3. 35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2. Percent of 8th graders completing Algebra with a C or better	3. 5%				
2. Percent of 8th grade Latinx students enrolled in Algebra 1					
<p>Math Social-Emotional Learning Screener</p> <p>1. Student reported confidence in Math 3, Math 5, Math 6, Math 8, and Algebra 1: All Students, Latinx, Girls</p> <p>2. Student reported growth mindset in Math 3, Math 5, Math 6, Math 8, and Algebra 1: All Students, Latinx, Girls</p>	<p>2021-22 New Metric: Baseline to be determined with full, year-long implementation</p> <p>Math 3: All Students 0 Latinx 0 Girls 0</p> <p>Math 5: All Students 0 Latinx 0 Girls 0</p> <p>Math 6: All Students 0 Latinx 0 Girls TBD</p> <p>Math 8: All Students 0 Latinx 0 Girls 0</p> <p>Algebra 1:</p>				<p>2023-24:</p> <p>Math 3: All Students 80% Latinx 80% Girls 80%</p> <p>Math 5: All Students 80% Latinx 80% Girls 80%</p> <p>Math 6: All Students 80% Latinx 80% Girls 80%</p> <p>Math 8: All Students 80% Latinx 80% Girls 80%</p> <p>Algebra 1: All Students 80% Latinx 80% Girls 80%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All Students 0 Latinx 0 Girls 0				

Actions

Action #	Title	Description	Total Funds	Contributing
1	L&L.Acc.1 Language & Literacy Acceleration--SiteToSAs	<p>Provide 22 language & literacy teachers on special assignment, for curriculum support, teacher coaching and for team inquiry & planning facilitation, to improve Tier 1 “first” and Tier 2 targeted instruction, focused on unduplicated students (including ToSA professional learning costs).</p> <p>Also provide language & literacy teachers on special assignment to increase and improve Tier 2 targeted and Tier 3 intensive L&L support--all so that identified students accelerate their learning of grade-level standards.</p>	\$4,924,004.00	Yes
2	L&L.Acc.2 Small group differentiation	Provide paraeducators to improve Tier 1 “first” instruction, through small group differentiation, so that identified students accelerate their learning of grade-level standards. (8 staff, working total of 4 fte, at the following schools: Bayside Academy, Bowditch, Laurel, Beresford, Fiesta Gardens, LEAD)	\$235,000.00	Yes
3	L&L.Acc.3 Site Extended Day	Provide teachers and para-educators for Tier 2 extended day learning support, so that students accelerate their learning of grade level standards. (LCFF/supplemental for staff extra-time at the following sites: Abbott, Bayside, Borel, Bowditch, Fiesta Gardens)	\$68,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	L&L.PL.1 Professional Learning--School Site	Provide language & literacy professional learning, determined by priorities at specific site, so that students accelerate their learning of grade level standards. (LCFF/supplemental for teacher extra-time at the following sites: Borel, Brewer Island, College Park, Fiesta Gardens, Foster City, Laurel, North Shoreview, Parkside, San Mateo Park)	\$62,450.00	No
5	L&L.PL.2 Data Inquiry--School Site	Provide support for elementary and middle school teacher teams at all sites to analyze formative & benchmark assessment data and to adjust instruction, so that targeted students experience improved and increased support for L&L learning. (LCFF/supplemental for teacher extra-time)	\$57,100.00	Yes
6	L&L.PL.3 Professional learning- -District Priorities	Implement key district-wide professional learning and support for teachers, site leaders in the use of formative assessments. Establishing curriculum pacing guides; formative assessments; benchmark assessments and screeners; Tier 1-3 curriculum implementation professional learning for teachers/staff and curriculum supervision for site leaders--all so that targeted students experience improved and increased support for L&L learning. \$25,000 Other State funds (lottery) for assessments & screeners \$100,000 LCFF funds (supplemental) for curriculum professional learning (\$50,000 for contractors; \$50,000 for extra time)	\$125,000.00	No

Action #	Title	Description	Total Funds	Contributing
7	L&L.PL.4 Language Immersion professional learning	Provide language immersion professional learning, determined by site priorities, so that students experience improved and increased support for L&L learning. (LCFF/supplemental for teacher extra-time at the following sites: College Park, Fiesta Gardens, Abbott)	\$29,000.00	No
9	Math.Acc.1 SiteToSAs	<p>Provide 5 math teachers on special assignment to deliver and support Tier 1 “first” and Tier 2 targeted Math instruction, so that identified students accelerate their learning of grade-level standards.</p> <p>(Note: additional 4 math TOSA positions in AB86 ELO plan)</p> <p>\$530,000 LCFF (supplemental) and \$130,000 Federal (Title 1) for site TOSAs at SM Park, FGIS, Sunnybrae, LEAD and 2 central TOSAs</p>	\$660,000.00	Yes
10	Math.Acc.2 MS Math Foundation/extended learning	<p>Provide middle school Tier 2 targeted math foundation classes and expand extended learning options before & after school (see also Goal 7), so that identified students accelerate their learning of grade-level standards.</p> <p>LCFF (supplemental)</p>	\$250,000.00	Yes
11	Math.PL.1 Math Data Inquiry--School Site	Provide support for elementary and middle school teacher teams to analyze formative & benchmark assessment data and to adjust instruction, so that targeted students experience improved and increased support for Math learning. In 2021-22, this inquiry includes reviewing math district benchmark assessment tools and providing input for district selection of the assessment tool. (See Goal 2, Action 5 for funding)	\$0.00	Yes
12	Math.PL.2 District Priorities	Implement key district-wide math professional learning and support priorities for teachers, site leaders, and staff, so that students	\$56,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>accelerate their learning of grade level standards: math curriculum pacing guides; math benchmark assessments and screeners; math Tier 1-3 curriculum implementation professional learning for teachers/staff and curriculum supervision for site leaders--all so that students experience improved and increased support for Math learning.</p> <p>LCFF (supplemental) for curriculum professional learning contractors and staff extra time. Funding for assessments & screeners in AB86 ELO plan.</p>		
13	Science.Acc.1 Student Acceleration-STEM electives	<p>Provide STEM elective sections to improve Tier 1 “first” science instruction, so that students accelerate their learning of grade-level standards.</p> <p>LCFF (magnet) for course sections at Bayside.</p>	\$80,000.00	No
14	Science.PL.1 ToSAs	<p>Provide 2 science teachers on special assignment, to support curriculum implementation through teacher professional learning and team inquiry & planning, to improve Tier 1 “first” instruction, so that students accelerate their learning of grade-level standards.</p> <p>LCFF (supplemental) and Local Funds (grant)</p>	\$240,000.00	No
15	CIA.1 Curriculum/Instruction/Assessment Management	<p>Provide 2 Directors of Curriculum & Instruction, to plan and implement district-wide CIA and related leader & teacher professional learning, so that students accelerate their learning of grade-level standards.</p> <p>LCFF (Base & supplemental) for staff and teacher extra time</p>	\$518,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
16	Programs.Acc.1 Special Program-- Middle school AVID	<p>Provide Advancement Via Individual Determination (AVID) electives and Tier 2 targeted supports to identified middle school students, so that identified students accelerate their learning of grade-level standards.</p> <p>LCFF (supplemental) for elective sections and staff training at the following schools: Abbott, Bayside, Borel, Bowditch</p>	\$150,000.00	Yes
17	Programs.Acc.2 Special Program -- Site IB	<p>Provide high-rigor International Baccalaureate programs and curricula at Sunnybrae Elementary School, to improve Tier 1 “first” instruction at school with high percentage of English Learners and students from economically struggling families, so that targeted students accelerate their learning of grade-level standards.</p> <p>LCFF (magnet) for coordinator, language teacher, and teacher extra time</p>	\$225,000.00	Yes
18	Programs.Acc.3 Special Program-- Site library services	<p>Provide additional library services, to improve Tier 1 “first” instruction, so that students accelerate their learning of grade-level standards.</p> <p>LCFF (supplemental) for staff extra hours at Sunnybrae, Abbott, and Borel.</p>	\$31,000.00	No
19	Programs.Acc.4 Special Program-- Site Montessori	<p>Provide additional Montessori teacher on special assignment and additional program development resources, to improve and expand implementation of Tier 1 “first” Montessori instruction (TK-5-TK-8), so that students accelerate their learning of grade-level standards.</p> <p>LCFF (Magnet) for ToSA, staff extra time, consultants, fees, and materials</p>	\$222,000.00	No

Action #	Title	Description	Total Funds	Contributing
20	Programs.Acc.5 Special Program-- Elementary Music	Provide instrumental music instruction to elementary students, so that students accelerate their learning of visual and performing arts standards. Local funds for Music 4 Minors contract	\$700,000.00	No
21	Programs.Support.1 New Teacher Support--Induction	Provide new teacher support programming to assist teachers in finishing their professional credentialing, so that all students have access to qualified teachers who support them to accelerate their learning of grade-level standards. LCFF (New Teacher) for coordinator, mentors, and program costs	\$300,000.00	No
22	Programs.Support.2 New Teacher Certification tuition assistance	Strengthen teacher recruitment by providing certification tuition assistance to candidates for hard to fill positions, including Special Ed, Bilingual, Montessori, Speech. Federal (Title 2) funds	\$165,000.00	No
23	Programs.Support.3 New Principal Mentors	Provide new principals mentoring support, to create strong instructional leaders, so that all students have access, at every school, to high quality academic programs that accelerate their learning of grade-level standards. Federal/Title 2 funds for employment agreements	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
24	Assessment.1 Staffing State & Local Assessments	Provide staffing for management, administration, and analysis of state and local assessments, to ensure high quality student performance data, so that students/families have complete information on student acceleration toward learning grade-level standards and staff have complete information to monitor district strategies. LCFF (base) for coordinator, data analyst, admin Assistant, and testing proctors	\$537,256.00	No
25	Assessment.2 Site Staffing Local assessments	Provide additional time and staffing at LEAD elementary school for administration of local assessments, determined by site priorities, to ensure high quality student performance data, so that students/families have complete information on student acceleration toward learning grade-level standards and staff have complete information to monitor district strategies. LCFF (supplemental) for teacher extra time	\$2,000.00	No
26	Assessment.3 Assessment & Data Inquiry Resources	Provide analytical resources for site inquiry and planning, to ensure high quality student and program performance data, so that students/families have complete information on student acceleration toward learning grade-level standards and staff have complete information to monitor district strategies. LCFF (base) and Lottery for data collection tools and analytical applications	\$151,000.00	No
27	CSI.1 Planning Team	Support Comprehensive Support & Improvement Planning (CSI) Team to lead the design, implementation, and monitoring of LEAD's CSI plan, so that students have access to high quality academic programs that accelerate their learning of grade-level standards.	\$6,100.00	No

Action #	Title	Description	Total Funds	Contributing
		Other State (CSI) funds for staff extra time		
28	CSI.PL.1 DEI Professional Learning	<p>Provide professional learning time and resources in Diversity/Equity/Inclusion (DEI) for teacher team inquiry & planning, to improve Tier 1-3 student support, so that students accelerate their learning of grade-level standards.</p> <p>Other State (CSI) funds for staff extra time, consultant support, and professional learning materials</p>	\$21,100.00	No
29	CSI.PL.2 Language & Literacy	<p>Provide language & literacy professional learning time and resources, based on the CSI plan, so that students accelerate their learning of grade-level standards.</p> <p>Other State (CSI) funds for staff extra time, consultant support, and professional learning materials</p>	\$56,600.00	No
30	CSI.PL.3 Mathematics	<p>Provide math professional learning time and resources, based on the CSI plan, so that students accelerate their learning of grade-level standards.</p> <p>Other State (CSI) funds for staff extra time and professional learning materials</p>	\$13,100.00	No
31	CSI.PL.3 Social Emotional Learning	Provide Social Emotional Learning professional learning, based on the CSI plan, so that students accelerate their learning of grade-level standards.	\$14,600.00	No

Action #	Title	Description	Total Funds	Contributing
		Other State (CSI) funds for staff extra time and professional learning materials		
32	CSI.Family.1 Family Engagement	<p>Implement strategies to strengthen school-to-home communications, integrate family assets into school services, and engage families to deepen their support for their child's academic and social-emotional growth, so that students accelerate their learning of grade-level standards.</p> <p>Other State (CSI) funds for engagement materials</p>	\$11,000.00	No
33	CSI.Acc.1 Acceleration Strategies	<p>Provide additional and extended academic and engagement interventions for identified struggling students, so that students accelerate their learning of grade-level standards.</p> <p>Other State (CSI) funds for staff extra time</p>	\$26,000.00	No
34	CSI.Program.1 Program Monitoring	<p>Provide analytical and monitoring resources for site & district inquiry and planning, to ensure high quality student and program performance, so that students/families have complete information on student acceleration toward learning grade-level standards and staff have complete information to monitor CSI strategies.</p> <p>Other State (CSI) funds for evaluation contract</p>	\$15,000.00	No
35	Special Program Accel 1. MTSS PoSA (Principal on Special Assignment)	Provide an MTSS Principal on Special Assignment to support elementary and middle school principals and site teams with coordination and resource support, to begin implementation of MTSS strategies using the CA MTSS Framework process, as part of the state	\$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
		CCEIS initiative, so that students build social emotional wellness and accelerate their learning of grade-level standards. Federal (Special Education) funds		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	PUPIL ENGAGEMENT AND SCHOOL CLIMATE (WELLNESS): Students' mental and social/emotional health, as well as physical wellness will be supported so that they can engage and achieve in school and in life.

An explanation of why the LEA has developed this goal.

This "broad" goal addresses students' overall mental and physical health as we emerge from the COVID-19 pandemic. Many of our students and their families experienced trauma associated with the pandemic, whether it be illness or death of family members/loved ones, food insecurity, loss of income and housing, and social isolation from remote/distance learning. Based on California Healthy Kids Survey information (5th and 7th grade students) collected in 2020 and in 2021, our students indicated reduced connectedness with school, though did indicate they have a caring friend or adult in their lives. In addition, both 5th and 7th graders were not very interested in doing their homework from home: 41% and 33%, respectively. Of concern is a rise in the percentage of 7th grade students who have considered suicide and an increase in chronic sadness. It appears that this is a continuing concern for our students who identify as LGBTQ+. Informal information gathered from students (3rd-8th grade students) during distance learning this year showed that engagement in remote learning was difficult, with 'Zoom' fatigue a reality for many. Most students experienced technology difficulties at some during the year, and up to 13% of the students who responded to the survey indicated difficulties with learning through online curricula. However, students rated very highly, the support and consistency of Morning Meetings (elementary) and Advisory/Homeroom (middle school). Attendance issues during the school year were more pronounced for our Pacific Islander/Hispanic-Latino/Black students when compared to our Filipino/Asian/White students. The difference was approximately 6%-7% more Pacific Islander/Hispanic-Latino/Black students identified as chronically absent.

In 2019-20 and 2020-21 school years, the District implemented specific actions targeting social/emotional and physical wellness, including supporting each school in completing a self-assessment regarding PBIS and Restorative Practices strategies so that school teams can develop an individualized development plan for their school culture. In the physical health area, the Teacher on Special Assignment has continued with support at each school site, and in conjunction with our TUPE TOSA, they have developed curricular materials focusing on tobacco and vaping prevention at the middle school level. The District employed 10 additional counselors this school year, with 6 assigned to elementary schools, and the remaining 4 assigned to the comprehensive middle schools. This proved to be very valuable during the COVID-19 pandemic and remote learning, as the counselor team developed a connected series of community meeting/advisory lessons for teachers to develop community within a virtual classroom setting. These materials were developed for each week of the school year.

State and/or Local Priorities addressed by this goal: Priority 5, Pupil Engagement (Engagement) and Priority 6, School Climate (Engagement).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA PHYSICAL FITNESS TEST Percent of students in the Healthy Fitness Zone, averaged across the 6 Fitness Areas	2018-19: 5th: 74% 7th: 73%				2023-24: 5th: 85% 7th: 85%
CA HEALTHY KIDS SURVEY Average student rating of 'Caring Adult' (Strongly Agree/Agree): 5th grade: 7th grade:	2020-21 5th: 80% 7th: 66%				2023-24 5th: 87% 7th: 73%
CA HEALTHY KIDS SURVEY Considered suicide in past 12 months Chronic sadness in past 12 months	2020-21 7th grade: Considered suicide: 17% (increase) Chronic sadness: 37% (increase)				2023-24 7th grade Considered suicide: 14% Chronic sadness: 28%
ATTENTION TO ATTENDANCE (A2A)	2020-21				2023-24 At 7th week of school:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
At 7th week of school-Confirmed Chronically Absent (missing 10% or more of 180 days of school year)	Native Hawaiian/Pacific Islander: 6.5% Hispanic/Latino: 2.5% Homeless: 7.4% SED: 3.2% Special Education: 2.5% English Learner: 2.6%				Native Hawaiian/Pacific Islander: 4.0% Hispanic/Latino: 1.0% Homeless: 5.0% SED: 2.0% Special Education: 1.5% English Learner: 1.6%
PROFESSIONAL LEARNING Actions #8 and #13 Number of staff participating in professional learning: Trauma-informed practices Mindfulness PBIS Restorative Practices Responsive Classrooms	2021-22 Baseline to be established 0# Trauma-informed practices Mindfulness PBIS Restorative Practices Responsive Classrooms				2023-24 100 Trauma-informed practices Mindfulness PBIS Restorative Practices Responsive Classrooms
SUSPENSION RATE Overall District suspension rate	2019-20 1.6% (Orange)				2023-24 0.4% (Blue)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Culturally Responsive Environments: Supports 1: Transportation support	Provide transportation support for foster youth, homeless youth, low-income youth. LCFF supplemental	\$50,000.00	Yes
2	Culturally Responsive Environments: Support 2: Community Service Workers	Increase Community Service Workers support 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. Other State funds (AB86 IPI and ELO) for equivalent of 6 full-time positions.	\$600,000.00	No
3	Mental/Physical Wellness: Support 1: Physical Education ToSA	Provide a program specialist and teacher leads to support CA standards-aligned health & physical education curriculum development and professional learning for teachers and para-educators, so that students accelerate their learning of health and physical ed grade-level standards. LCFF (Base) for position and teacher leads extra time	\$174,000.00	No
4	Mental/Physical Wellness: PL 1: Curricular materials and professional learning	Provide PE teachers with standards-aligned resources TK-8 and professional development opportunities, so that students accelerate their learning of health and physical ed grade-level standards. LCFF (base) for materials and staff extra time	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
5	Mental Wellness-Trauma Informed Support 1: Wellness Coordinator	Provide management for the Districts' counseling and mental wellness services and initiatives, to strengthen site implementation of wellness strategies, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards. LCFF (supplemental)	\$208,221.00	No
6	Mental Wellness-Trauma Informed Support 2: Wellness Program Specialist	Provide a Wellness Program Specialist to support the Community Service Workers in serving families and students, to strengthen site implementation of "full service community school" strategies, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards. Other State funds (AB 86 ELO)	\$140,000.00	No
7	Mental Wellness-Trauma Informed Support 3: Supported Play	Implement site-based strategies for health and safety through supported play, so that students build physical, mental and social/emotional health. Federal funds (Title 4) for staff extra time	\$87,778.00	No
8	Mental Wellness-Trauma Informed Support 4: Professional Learning	Provide specific professional development opportunities on trauma-informed practices/mindfulness to support counseling staff implementation of these strategies, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards. LCFF (supplemental) for staff extra time	\$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Culturally Responsive Environments: Support 3: Restorative Practices Professional Learning	Provide staff opportunities for professional learning in Restorative Practices strategies, to support staff implementation of these strategies, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards. LCFF (supplemental) for staff extra time	\$5,000.00	No
10	Social-Emotional Wellness: Support 1: Elementary and Middle School Counselors	Provide direct support for students through school-wide and individual counseling and intervention, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards. 4 MS counselors (Supplemental); 4 Elementary counselors (Supplemental); 4 MS counselors (Measure V); 6 Elementary counselors (Measure V); 3 Elementary counselors (Other State--AB 86 IPI); additional Licensed Mental Health Clinicians (Supplemental)	\$2,350,828.00	Yes
11	Culturally Responsive Environments: Support 4: Newcomer Program Specialist	Provide newcomer program specialist to support Newcomer students and families with health and wellness wrap-around services, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards. LCFF (supplemental)	\$161,734.00	Yes
12	Social-Emotional Wellness: Support 2: Student Safety Advocates	Provide Tier 2 and Tier 3 intervention services for students at the middle-school level requiring more intensive mental health/behavioral/counseling services, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards.	\$161,312.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LCFF supplemental		
13	Social-Emotional Wellness.Support.3: Site PL & Planning	<p>Provide social-emotional wellness professional learning and planning time (PBIS, Restorative Practices, Responsive Classroom, Mindfulness), determined by site priorities, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards.</p> <p>LCFF (supplemental) for staff extra time at the following schools: George Hall, LEAD, Laurel, Meadow Heights, San Mateo Park, Sunnybrae, Brewer Island, Highlands, Fiesta Gardens, College Park, Beach Park, Bayside, Borel, Bowditch</p>	\$78,142.00	No
14	Social-Emotional Wellness: Support 4: Art Therapy Trainees	<p>Provide Tier 2 and Tier 3 intervention services for students requiring more intensive mental health/behavioral/counseling services, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards.</p> <p>LCFF (supplemental) for trainee contracts</p>	\$59,050.00	Yes
15	Social-Emotional Wellness: Support 5: Youth Services Bureau Interns	<p>Provide Tier 2 and Tier 3 intervention services for students requiring more intensive mental health/behavioral/counseling services, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards.</p> <p>LCFF (supplemental) for intern contracts</p>	\$75,600.00	No
16	Culturally Responsive Environments:	Provide education/instruction services to students expelled/suspended or those needing individual support to access and re-integrate into	\$118,945.00	No

Action #	Title	Description	Total Funds	Contributing
	Support 5: Alternative Education Teacher	regular school environment and to accelerate their learning of grade-level standards. LCFF (base)		
17	Social-Emotional Wellness/Attendance: Support 6: A2A and Behavior Alert/Study Groups	Technology platform supports for school sites to assist with tracking and reviewing attendance and behavior to increase support for students and families to address barriers to attendance and accelerate student learning of grade-level standards. LCFF (base) for tech platform and staff extra time	\$90,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	FAMILY ENGAGEMENT & SUPPORT: Students and their families will experience a more fully developed “full-service” approach to family engagement and support, as evidenced by: 1. improved frequency and quality of school-home communications; 2. greater integration of family strengths and resources into school services and supports; 3. stronger engagement of families to align school and family support for student academic and social-emotional growth; and 4. expansion of school and community-based resources available to families, particularly at schools serving our families from North Central San Mateo.

An explanation of why the LEA has developed this goal.

Family engagement and support is essential for SMFCSD schools to be successful in accelerating students' academic performance and promoting their health and well-being. While there are strong habits of family participation in our schools, we have only recently begun to measure that participation and to understand how SMFCSD families from different backgrounds and contexts engage with SMFCSD schools differently. Preliminary data indicates the need for more culturally responsive outreach and educational programs to support all families being engaged with their children's schools and bringing their family assets to the school community and to their children's academic growth. The last year of working during the COVID-19 pandemic made this even more apparent. Various software applications and on-demand translation resources were highly utilized in connecting students and parents to teachers and classrooms to stay up to date on classroom activities and student progress. And still the district received considerable qualitative and survey feedback that students and families, particularly where English is not the first language or where economic circumstances are difficult, remain greatly disconnected from schools, and as a result their students struggle to perform at high levels and to have positive health and wellness outcomes. The district will address these challenges through this "broad" goal and will pursue a variety of strategies that improve school-home communications; integrate more effectively family strengths and resources into school services and supports; engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and expand school and community-based resources available to families, particularly at schools serving our families from North Central San Mateo.

State and/or Local Priorities addressed by this goal: Priority 3, Parental Involvement (Engagement).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>CA HEALTHY KIDS SURVEY. PARENT FEEDBACK</p> <p>1. Promotion of parent involvement</p> <p>2. School promotes respect of cultural beliefs and practices</p>	<p>2020-21</p> <p>1. 31% rated strongly agree (5-point ratingscale)</p> <p>2. 35% rated strongly agree (5-point rating scale)</p>				<p>2023-24</p> <p>1. 60% rate strongly agree</p> <p>2. 60% rate strongly agree</p>
<p>PARENT & FAMILY ENGAGEMENT SURVEY</p> <p>Percent Rating a 4 or 5 (Full Progress/Being Sustained)</p> <p>1. Welcoming: Progress in creating welcoming environments for all families in the community.</p> <p>2. Learn about Families: Progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.</p>	<p>2020-21</p> <p>1. Welcoming: 23%</p> <p>2. Learn about Families: 8%</p> <p>3. Student Progress: 13%</p> <p>4. Decision-making: 31%</p> <p>5. Input: 23%</p>				<p>2023-24</p> <p>1. Welcoming: 60%</p> <p>2. Learn about Families: 60%</p> <p>3. Student Progress: 60%</p> <p>4. Decision-making: 60%</p> <p>5. Input: 60%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>3. Student Progress: Progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.</p> <p>4 Decision-making: Progress in supporting family members to effectively engage in advisory groups and decision-making.</p> <p>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.</p>					
SPANISH-LANGUAGE PARENT & FAMILY	2020-21				<p>2023-24</p> <p>30% of total attendees</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>PARTICIPATION RATE in District Informational Meetings & on Key Advisory Groups</p> <p>Average percent of total attendees</p>	0% - this data has not been previously collected				

Actions

Action #	Title	Description	Total Funds	Contributing
1	School/Community Outreach Staff	<p>Provide family engagement specialists and community outreach 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. (See also complementary action in Goal 3.Action 2)</p> <p>LCFF (supplemental) for 10 staff (equivalent to 6.5 fte) Baywood, LEAD, Laurel, Meadow Heights, San Mateo Park, Sunnybrae, Highlands, Fiesta Gardens, Abbott, Bayside</p>	\$410,000.00	Yes
2	Translation Services	Provide on-demand translation and interpreting services to strengthen school-home communication and family engagement, so that students attend regularly and build social-emotional wellness and readiness to accelerate their learning of grade-level standards.	\$230,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LCFF (base) for translator staff and translation contract		
3	Communication Digital Applications	<p>Standardize, across elementary and middle schools, the electronic means of communicating with families (SchoolLoop and Class Dojo) and ensure staff receive the training to clarify communication expectations and use these tools effectively, to strengthen school-home communication and family engagement, so that students attend regularly and build social-emotional wellness and readiness to accelerate their learning of grade-level standards.</p> <p>LCFF (base)</p>	\$25,000.00	No
4	Family Feedback	<p>Expand 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 students attend regularly and build social-emotional wellness and readiness to accelerate their learning of grade-level standards.</p> <p>LCFF (supplemental) for staff extra time and materials</p>	\$10,000.00	Yes
5	Site-based Family Engagement & Education	<p>Implement school site family engagements and education for families where English is not the first language and/or where economic circumstances are difficult, so that students attend regularly and build social-emotional wellness and readiness to accelerate their learning of grade-level standards.</p> <p>LCFF (supplemental) and Federal (Title 1) for staff extra time and materials</p>	\$44,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Full Service Community School Strategies	<p>Implement full service community school strategies (e.g., parenting classes, legal support, medical resources) at specific schools serving our families from North Central San Mateo, in order to expand school and community-based resources available to families where English is not the first language and/or where economic circumstances are difficult, so that students attend regularly and build social-emotional wellness and readiness to accelerate their learning of grade-level standards.</p> <p>LCFF (supplemental) for staff extra time and materials</p>	\$30,000.00	Yes
7	Input & Feedback Family Engagements	<p>Implement regular family engagements, facilitated by different district departments, to gather input and feedback in order to strengthen key district strategies (e.g., middle school math pathways) and to align school and family support for student academic and social-emotional growth, so that students attend regularly build social-emotional wellness, and accelerate their learning of grade-level standards.</p> <p>LCFF (supplemental) for staff extra time and materials</p>	\$10,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	STUDENTS WITH IEPs: Students with IEPs will be provided with inclusive opportunities to participate in educational and instructional activities with peers through standard-aligned IEPs leading to increased achievement in ELA and Math.

An explanation of why the LEA has developed this goal.

This "targeted" goal addresses the intent of the District to provide a more inclusive environment for students with disabilities with their non-disabled peers, by developing a high-quality Special Education program. The components of the program will include: staff qualifications and expertise, effective education practices, education opportunities and learning environments, teamwork and collaboration, and school/community partnerships. Through the implementation of a MTSS framework and the use of Universal Design for Learning strategies, students with disabilities and other students with diverse needs will be more successful academically and receive the supports they need. Based on the CAASPP scores of students with disabilities, we have made uneven, though increasing progress in ELA and Math achievement. In addition, our students with disabilities are also spending more time in inclusive settings for their instruction, though more progress needs to be made. The District is also involved in CCEIS strategic work to address the significant disproportionality issue of over-identification of Hispanic/Latinx students in the SLD eligibility category. Three specific outcomes and accompanying activities have been identified and targeted, with team leads assigned.

In 2019-20 and 2020-21, the District implemented targeted activities to support students with disabilities, including a review of resources and materials used by Ed Specialists in RSP and self-contained classrooms. This effort led to an infusion of materials to specifically address literacy and math instruction for diverse learners, and the initiation of Goalbook Toolkit for Special Education staff, with the next phase to include implementation of Goalbook Pathways with general education teachers. Simultaneously 4 elementary schools with self-contained programs were undertaking an Inclusion Initiative to develop an inclusive school culture and include students with disabilities in general education classrooms for academic instruction. This work has decreased the percentage of students with disabilities who spend more than 40% of their school day in segregated classrooms. This focused work was accelerated by a comprehensive plan of collaborative professional development for Special Education and general education teachers throughout the year. As part of the development of a quality Special Education program, the District focused on shoring up the administrative/technical staff to support the program through the addition of one Coordinator and one Program Specialist allowing for more site-based support for teachers and students.

State and/or Local Priorities addressed by this goal: Priority 2, State Standards (Conditions of Learning) and Priority 4, Pupil Achievement (Pupil Outcomes).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Total Number of new Special Education teachers and new Speech Language who receive tuition assistance</p> <p>Retention Percentage for these new Special Education professionals</p>	<p>8 new Special Education professionals received tuition assistance</p> <p>75% (6) retention rate with District employment</p>				<p>8 new Special Education professionals will receive tuition assistance</p> <p>88% (7) retention rate with District employment</p>
<p>Number of schools that have Implemented The Inclusive Education Checklist: A Self-Assessment of Best Practices (R. Villa, EdD. & J. Thousand, PhD.)</p>	<p>0/21 school teams have completed the checklist</p>				<p>21/21 school teams have completed the Inclusion Checklist</p>
<p>Significant Disproportionality Risk Ratio for Hispanic students identified under the SLD category</p>	<p>Significant Disproportionality Risk Ratio is over 3% for Hispanic students identified under the SLD category</p>				<p>Significant Disproportionality Risk Ratio is under 3% for Hispanic students identified under the SLD category</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Special Education staff and Percent of General Ed staff using Goalbook Toolkit and Goalbook Pathways	55% of Special Education staff have utilized the Goalbook resource 0% of General Education staff have utilized the Goalbook resource				85% of Special Education staff and 50% of general education staff use Goalbook Toolkit/ Pathways regularly
CAASPP Literacy and Mathematics performance by students with IEPs See Goal 2	2018-19 See Goal 2				2023-24 See Goal 2
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%				2023-24 45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>PARENT & FAMILY ENGAGEMENT SURVEY (For Families with Students with IEPs)</p> <p>Percent Rating a 4 or 5 (Full Progress/Being Sustained)</p> <p>1. Welcoming: Progress in creating welcoming environments for all families in the community.</p> <p>2. Learn about Families: Progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.</p> <p>3. Student Progress: Progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to</p>	<p>Baseline to be established in 2021-22</p> <p>1. Welcoming: 0%</p> <p>2. Learn about Families: 0%</p> <p>3. Student Progress: 0%</p> <p>4. Decision-making: 0%</p> <p>5. Input: 0%</p>				<p>2023-24</p> <p>1. Welcoming: 60%</p> <p>2. Learn about Families: 60%</p> <p>3. Student Progress: 60%</p> <p>4. Decision-making: 60%</p> <p>5. Input: 60%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>support improved student outcomes.</p> <p>4 Decision-making: Progress in supporting family members to effectively engage in advisory groups and decision-making.</p> <p>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.</p>					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Special Programs.Support.1 New Special EducationTeacher Support Programs-Mentor support	<p>Provide new Special Education teacher mentoring supports, through a Program Specialist mentor to provide orientation to District procedures, IEP meetings and IEP development, student management and data collection.</p> <p>LCFF (Base)</p>	\$80,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	Programs.Support.2 New Special Education Teacher Support Program -- Certification tuition assistance	Strengthen Special Education teacher recruitment by providing certification tuition assistance to candidates. See funding in Goal 2, Action 22.		No
3	Programs.Support.3 New Speech Language Pathologist Support Program -- Certification tuition assistance	Strengthen speech language pathologist recruitment by providing certification tuition assistance to candidates See funding in Goal 2, Action 22.		No
4				
5				
6	Special Program Accel 3. Inclusion Checklist	Implement the Inclusive Education Checklist to develop best practices to serve the needs of diverse learners. (The Inclusive Education Checklist: A Self-Assessment of Best Practices by R. Villa, EdD. & J. Thousand, PhD.)	\$0.00	No
7	Special Program Accel 4. Special Program Acceleration-	Implement CCEIS plan to address the disproportionate identification of Hispanic/Latino students under the SLD eligibility category Outcome 1: MTSS Framework implementation	\$201,000.37	No

Action #	Title	Description	Total Funds	Contributing
	Comprehensive Coordinated Early Intervening Service Plan (CCEIS)	<p>Outcome 2: English Learning Roadmap for appropriate instruction for EL learning, including students with disabilities</p> <p>Outcome 3: Coordinated SST and referral process, with a normed process to collect and use data to make decisions</p> <p>Federal (Special Education) funds targeted at the following schools: Laurel, Meadow Heights, Lead, Sunnybrae, Bayside, SM Park, George Hall.</p>		
8	Inclusion.PL.1 Special Education Professional Learning --Inclusion ToSAs	<p>Provide two Inclusion specialists assignment, for teacher coaching and for team inquiry & planning facilitation, to improve inclusion practices school-wide.</p> <p>LCFF (supplemental) for ToSAs at the following schools: Laurel, George Hall, Meadow Heights.</p>	\$246,626.00	No
9	Inclusion.PL.2 University Design for Learning- Professional Learning	Provide professional development learning opportunities on Universal Design for Learning/differentiated instruction to increase equitable access and engagement for all students.	\$0.00	No
10	Inclusion.PL.3 Special Education Professional Learning --Goalbook Toolkit and Goalbook Pathways	<p>Guide educators working with specialized populations to vary the levels of instructional support through research-based best practices and impactful instruction, and support teachers to to design multiple pathways for all students to succeed.</p> <p>Other State (Lottery) funds for education application.</p>	\$55,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
6	ENGLISH LEARNERS: Students identified as English Learners will make progress toward meeting or exceeding grade level performance expectations as defined by the California Content Standards and demonstrate growth on the English Language Development Standards.

An explanation of why the LEA has developed this goal.

English Learners is a large student group (24.1% of total enrollment) in SMFCSD that has persistently under-performed. Based on the last 2019 CAASPP assessments English learner students are scoring well below average for this group. Only 5%-20% met or exceeded grade level expectations in English and math, while 60%-77% of our English-only K-8 students met or exceeded grade level proficiency. Furthermore, while students learning English make up 23% of our total population, they make up 45% of our students with Individualized Education Plans (IEP).

The purpose in having a separate "targeted" LCAP goal for this student group is to highlight the district's targeted, equity focus on supporting these students more effectively and accelerating their performance. The intent is that every student identified as an English learner, preschool through eighth grade, will receive quality, standards-based instruction in all content areas to enable them to matriculate to high school fully prepared to engage in all coursework. All students learning English, therefore, will be provided with equitable and meaningful access to the core curriculum. This will be accomplished by leveraging four priority areas: Priority 1: Advancing Quality Instruction for English Learners with Designated and Integrated ELD, Priority 2: Monitoring, Evaluation and Accountability for English Learners, Priority 3: Meeting the Needs of the Whole Child, and Priority 4: Expanding and Enhancing Robust Language Programs.

In 2019-20 and 2020-21, the district implemented support targeting these 4 priority areas moving away from a compliance-driven approach and ensuring that staff are attending to the components of an aligned continuous improvement model that has been proven to improve outcomes for this group of learners. To do this, the district reimaged how we are serving English learners, by building the capacity of the system to respond more effectively. The services and actions outlined in this 2021-24 plan build on and expand the foundation laid in the previous plan.

State and/or Local Priorities addressed by this goal: Priority 2, State Standards (Conditions of Learning) and Priority 4, Pupil Achievement (Pupil Outcomes).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP LITERACY Percent Met/Exceeded Standard (for the group)	2018-19 English Learners: 9.43%				2023-24 English Learners: 39.43% (10 points per year)
CAASPP MATH Percent Met/Exceeded Standard (for the group)	2018-19 English Learners: 11.26%				2023-24 English Learners: 41.26% (10 points per year)
ENGLISH LEARNER PROGRESS Percent ELs making progress toward English language proficiency on the ELPAC Progress = progressed at least one ELPI level or maintained ELPI level 4	2018-19 54.1%				2023-24 66%
Fountas & Pinnell--Elementary Reading Assessment	2018-19 3rd Grade English Learners: 3%				2023-24 3rd Grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of group meeting Grade Level Benchmark (at end of year)	5th Grade English Learners: 3% At-Risk LTEL: 1%				English Learners: 33% (10 points per year) 5th Grade English Learners: 33% (10 points per year) At-Risk LTEL: 31% (10 points per year)
Reading Inventory--Middle Percent of group meeting Grade Level Benchmark (at end of year)	2020-21 Baseline pending 8th Grade English Learners: pending--0% LTEL: pending--0% Newcomer Pathway: pending--0%				2023-24 8th Grade English Learners: Baseline + 30 percentage points (10 points per year) LTEL: Baseline + 30 percentage points (10 points per year) Newcomer Pathway: Baseline + 30 percentage points (10 points per year)
RECLASSIFICATION Rate Overall Reclassification rate	2019-20 Overall 36.4% 2020-21				2023-24 Overall: 50% Spanish: 50%/3# of years

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percentage Reclassifying each Year by language group</p> <p>Average number of years as EL upon reclassification by language group</p>	<p>Analysis pending on new metric: Spanish: 0%/0# of years</p> <p>Chinese: 0%/0# of years</p> <p>Japanese: 0%/0# of years</p> <p>Other: 0%/0# of years</p>				<p>Chinese: 50%/3# of years</p> <p>Japanese: 50%/3# of years</p> <p>Other: 50%/3# of years</p>
<p>LTEL ENROLLMENT in MS</p> <p>% of LTELS enrolled, as part of the Total MS enrollment</p>	<p>2020-21</p> <p>12%</p>				<p>2023-24</p> <p>6%</p>
<p>BILITERACY PATHWAY CERTIFICATE</p> <p>Percent of students awarded the Biliteracy Certificate from Dual Language Immersion pathways</p>	<p>2021-22</p> <p>Analysis pending on new metric</p> <p>Kindergarten: 0</p> <p>3rd: 0</p> <p>5th: 0</p> <p>8th: 0</p>				<p>2023-24</p> <p>Kindergarten: 80%</p> <p>3rd: 80%</p> <p>5th: 80%</p> <p>8th: 80%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ATTENTION TO ATTENDANCE (A2A) At 7th week of school- Confirmed Chronically Absent (missing 10% or more of 180 days of school year)	2020-21 At 7th week of school: English Learners: 2.6%				2023-24 At 7th week of school: English Learners: 1.3%
PARENT & FAMILY ENGAGEMENT SURVEY Percent Rating a 4 or 5 (Full Progress/ Being Sustained) by FAMILIES OF ENGLISH LEARNERS 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	2021-22 Baseline to be established FAMILIES OF ENGLISH LEARNERS 1. Welcoming: 0% 2. Learn about Families: 0% 3. Student Progress: 0% 4. Decision-making: 0% 5. Input: 0%				2023-24 FAMILIES OF ENGLISH LEARNERS 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
<p>strengths, cultures, languages, and goals for their children.</p> <p>3. Student Progress: Progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.</p> <p>4 Decision-making: Progress in supporting family members to effectively engage in advisory groups and decision-making.</p> <p>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.</p>					

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1.a IELD & DELD Professional Learning	<p>All principals, teachers and TOSAs will be provided with ongoing professional learning on English Language Development, including Integrated and Designated ELD, so that identified students accelerate their learning of grade-level standards.</p> <p>EL Program Specialist will provide on-going support and professional learning to teachers, TOSAs, and site leaders on language-rich structured literacy practices. This position will support English only teachers to utilize cross-linguistic transfer when teaching foundational skills. This position will also help articulate our language programs from elementary to middle school, focusing on continuing to develop our ALAC courses, begin designing our at-risk of LTEL courses, and establish coherence between the elementary and middle school newcomer pathways.</p> <p>Federal funds (Title 3)</p>	\$50,000.00	Yes
2	1.1.b IELD	<p>Implement guidance and professional learning on High-Impact Language and Literacy Practices, using the "Three Shifts" throughout middle school content instruction, facilitated by the coordinator of English Learner Services, to improve Tier 1 instruction, so that English Learner students accelerate their learning of grade-level standards.</p> <p>Federal funds (Title 3)</p>	\$192,266.00	No

Action #	Title	Description	Total Funds	Contributing
3	1.1.c DELD & IELD Acceleration	Site leaders will consistently implement and monitor quality Integrated and Designated ELD, facilitated by the coordinator of English Learner services, to improve Tier 1 instruction, so that English Learner students accelerate their learning of grade-level standards. (see funding in Goal 6, Action 2 above).	\$0.00	No
4	1.1.d DELD & IELD	Teachers will implement best-practice resources (middle school, district-created curriculum; additional elementary supplemental materials) in support of Integrated and Designated ELD, so that English Learner students accelerate their learning of grade-level standards. Other State funds (Lottery) for instructional materials	\$15,000.00	No
5	1.2.a DELD & IELD	All site leaders, teachers and TOSAs will be provided with ongoing professional learning in effective language support for dual identified students (English Learners who also have IEPs), to improve Tier 1 services for English Learners, so that dual identified students accelerate their learning of grade-level standards. (see also funding in Goal 6, Action 1 above). English Language Specialist will provide professional learning to ensure teachers develop language goals in Individualized Education Plans, create and maintain structures to support reclassification of dual identified students, develop SPED-ELL teacher leaders with foundational knowledge on language acquisition and supporting students with special needs, develop systems to address permanent placement of dually identified students in special education, and vet assessment instruments to ensure assessments are culturally and linguistically appropriate for diverse populations. LCFF (supplemental) for EL program consultants	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	1.3.a EL Family Engagement	Implement recommendations from key English Learner stakeholder groups, through the guidance provided by the EL master plan, to improve Tier 1, 2 & 3 services for English Learners, so that they accelerate their learning of grade-level standards. (See funding above for EL coordinator and EL supports)	\$0.00	No
7	2.1.a Data & Assessment--ELL	Provide analytical resources for teachers, staff and site leaders to know who their English Learners are, to know their stage of language development, to track their progress, and to work with students and families--all so that students/families have complete information on EL student acceleration toward learning grade-level standards and staff have complete information to support students and monitor progress. LCFF (base) for educational software.	\$36,000.00	Yes
8	2.1.b Data & Assessment--ELL	Educators across the system will analyze ELL data to make informed instructional and program decisions, facilitated by the coordinator of English Learner services, to improve Tier 1 instruction, so that English Learner students accelerate their learning of grade-level standards. (See funding in Goal 6, Action 2)	\$0.00	No
9	2.1.c Data & Assessment--MTSS	Central and site leaders will implement Multi-Tiered System of Support (MTSS) Tier 1 universal, Tier 2 targeted, and Tier 3 intensive instructional supports, based on English Learners "language typology", so that English Learner students accelerate their learning of grade-level standards. (See funding in Goal 5 Action 4 and Goal 6, Action 2 for MTSS PoSA and EL Coordinator)	\$0.00	No
10	3.1.a Whole Child--Sanctuary Resolution	Staff, community and student leaders will fully implement the Sanctuary Resolution, facilitated by the Sanctuary Task Force and the EL coordinator, so that undocumented students build social emotional	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>wellness and readiness to accelerate their learning of grade-level standards. (see funding also in Goal 6, Action 2)</p> <p>LCFF funds (supplemental) for extra time for teacher and staff planning, materials, and building capacity in STF priorities.</p>		
11	3.2.a Whole Child-- Family engagement	District and school staff will provide families of English Learners with the EL Snapshot and other resources and needed information, supported by the EL coordinator, 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.	\$0.00	No
12	3.2.a.1 Whole Child-- Social Work Program Specialist	<p>Hire bilingual social work program specialists at high ELL count schools, to coordinate guidance and staff professional learning on bullying and EL inclusion, so that EL students build social emotional wellness and readiness to accelerate their learning of grade-level standards.</p> <p>Provide trauma-sensitive and culturally attuned intake of students when registering at schools, facilitate meaningful inclusion groups (i.e. Language Ambassadors) and 1:1 clinical support, work closely with family liaisons to ensure culturally inclusive and strengths-based communication, connect families with community partners to ensure wrap-around services.</p> <p>See funding in Goal 3, Action 11 and AB86 ELO plan</p>	\$0.00	No
13	3.2.b Whole Child-- Community Service staff	Increase Community Service Worker support to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and community-based resources available to families, particularly at schools serving our families from North Central San Mateo. (See funding in Goal 3, Action 2 and Goal 4, Action 1)		
14	4.1.a Newcomer Pathways	Implement elementary and middle school newcomer pathways (staff and instructional materials), with linguistically diverse learning environments (including inclusion and ELD by typology), so that newcomer students build social emotional wellness and accelerate their learning of grade-level standards. Federal (Title 3) for newcomer program teachers for class size reduction and para-educators. Other State (Lottery) for instructional materials	\$307,855.00	No
15	4.2.a Long-Term English Learners (LTEL)	Implement engaging, high-quality ELD courses for LTELs, with reduced class size, so that LTEL students build social emotional wellness and accelerate their learning of grade-level standards. LCFF (Base) for 6 additional sections due to class size reduction.	\$135,000.00	Yes
16	4.3.a Dual Language Immersion Programs	Support dual language immersion program improvement and monitoring to ensure: 1. language allocation practices provide content that is built upon and not repeated in L2; 2. effective Tier 1, 2, & 3 supports for English Learners; and 3. students progress toward biliteracy and multilingualism--all so that students accelerate their learning of grade-level standards. (see funding in Goal 6, Action 2- EL Coordinator)	\$0.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.52%	\$7,222,020

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

Required Descriptions

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

2.1 L&L.Acc.1 Language & Literacy Acceleration-- SiteToSAs: Provide language & literacy teachers on special assignment, for curriculum support, teacher coaching and for team inquiry & planning facilitation, to improve Tier 1 "first" and Tier 2 targeted instruction, focused on unduplicated students. Also provide language & literacy ToSAs to increase and improve Tier 2 targeted and Tier 3 intensive L&L support--all so that identified students accelerate their learning of grade-level standards.

SMFCSD's unduplicated student groups show reading performance gaps, as evidenced by CAASPP and local benchmark assessments, and need Tier 2 targeted and Tier 3 intensive language and literacy support to address missing foundational skills and key reading comprehension skills. Because initial efforts have shown promising results, but have not been expansive enough to fully address the need, the district is increasing its district-wide investment in and allocation of language and literacy ToSAs to improve support for classroom differentiation and for small group and 1:1 interventions for unduplicated students struggling with reading. The district will continue to monitor the impact of these actions, using CAASPP and local benchmark assessments, expecting an acceleration in unduplicated student reading performance that will shrink current gaps.

2.2. L&L.Acc.2 Small group differentiation: Provide para-educators to improve Tier 1 "first" instruction, through small group differentiation, so that identified students accelerate their learning of grade-level standards.

SMFCSD's unduplicated student groups show reading performance gaps, as evidenced by CAASPP and local benchmark assessments, and need Tier 2 targeted and Tier 3 intensive language and literacy support to address missing foundational skills and key reading comprehension skills. Specific SMFCSD schools are investing in para-educators to increase and improve support for classroom

differentiation and for targeted small group and 1:1 tutoring for unduplicated students struggling with reading. The schools will monitor the impact of these actions, using CAASPP and local benchmark assessments, expecting an acceleration in unduplicated student reading performance that will shrink current gaps.

2.5. L&L.PL.2 Data Inquiry--School Site: Provide support for elementary and middle school teacher teams to conduct inquiry using assessment data and to plan instruction, so that targeted students experience improved and increased support for L&L learning.

SMFCSD's unduplicated student groups show language and literacy performance gaps, as evidenced by CAASPP and local benchmark assessments, and need Tier 2 targeted and Tier 3 intensive language and literacy support to address missing foundational skills and key reading comprehension skills. Understanding this need has resulted from continued teacher team collaboration in analyzing literacy benchmark assessment results and in planning instructional intervention, to improve services to unduplicated students. The district continues its district-wide investment in teacher team inquiry and planning to improve support for classroom differentiation and for small group and 1:1 interventions for unduplicated students struggling with reading. The district will continue to monitor the impact of these actions, using CAASPP and local benchmark assessments, expecting an acceleration in unduplicated student language and literacy performance that will shrink current gaps.

2.9. Math.Acc.2 SiteToSAs: Provide math teachers on special assignment (ToSAs) to deliver and support Tier 1 "first" and Tier 2 targeted Math instruction, so that identified students accelerate their learning of grade-level standards. (Note: additional action in Goal 7, Actions 7 & 8)

SMFCSD's unduplicated student groups show math performance gaps, as evidenced by CAASPP and local benchmark assessments, and need stronger Tier 1 "first" and Tier 2 targeted instruction. Because initial efforts have shown promising results, but have not been expansive enough to fully address the need, the district is increasing its district-wide investment in and allocation of math ToSAs who support teacher team instructional planning and provide professional learning and coaching in Tier 1 instruction, to improve services to unduplicated students. The district will continue to monitor the impact of these actions, using CAASPP and local benchmark assessments, expecting an acceleration in unduplicated student math performance that will shrink current gaps.

2.10. Math.Acc.3 MS Math Foundation/extended learning: Provide middle school Tier 2 targeted math foundation classes and expand extended learning options before & after school (see also Goal 7), so that identified students accelerate their learning of grade-level standards.

SMFCSD's unduplicated student groups show math performance gaps, as evidenced by CAASPP and local benchmark assessments, and need Tier 2 targeted math support to address missing foundational skills and key math analysis skills. The district will continue its district-wide investment in middle school math foundations classes and expand its extended learning options before & after school (see also Goal 7), to increase overall the small group and 1:1 support for unduplicated students struggling with math. The district will monitor the impact of

these actions, using CAASPP and local benchmark assessments, expecting an acceleration in unduplicated student math performance that will shrink current gaps.

2.11. Math.PL.1 Math Data Inquiry--School Site: Provide support for elementary and middle school teacher teams to conduct inquiry using assessment data and to plan instruction, so that targeted students experience improved and increased support for Math learning. In 2021-22, this inquiry includes reviewing math benchmark assessment tools and providing input for district selection of the assessment tool. (See Goal 2, Action 5 for expenditures)

SMFCSD's unduplicated student groups show math performance gaps, as evidenced by CAASPP and local benchmark assessments, and need Tier 1 "first" and Tier 2 targeted math support to address missing foundational skills and key math analysis skills. Understanding this need has resulted from continued teacher team collaboration in analyzing math formative and benchmark assessment results and in planning instructional intervention, to improve services to unduplicated students. The district continues its district-wide investment in teacher team inquiry and planning to improve support for classroom differentiation and for small group and 1:1 interventions for unduplicated students struggling with math. The district will continue to monitor the impact of these actions, using CAASPP and local benchmark assessments, expecting an acceleration in unduplicated student math performance that will shrink current gaps.

2.16. Programs.Acc.1 Special Program-- Middle school AVID: Provide Advancement Via Individual Determination (AVID) electives and Tier 2 targeted supports to identified middle school students, so that identified students accelerate their learning of grade-level standards.

SMFCSD's middle school unduplicated student groups show language/literacy and math performance gaps, as evidenced by CAASPP and local benchmark assessments, and need Tier 1 "first" and Tier 2 targeted support to address key weaknesses in key academic discussion, writing, and study skills. These student groups also show more limited awareness of the academic requirements and steps to accessing college, as evidenced in student and family engagements. The district continues its district-wide investment in AVID support classes and training teachers in AVID instructional strategies, in order to address these challenges for unduplicated students. The district and sites will continue to monitor the impact of these actions, using CAASPP, local benchmark assessments, and AVID monitoring protocols, expecting an acceleration in unduplicated student language/literacy and math performance that will shrink current gaps.

2.17. Programs.Acc.2 Special Program --Site IB: Provide high-rigor International Baccalaureate programs and curricula, to improve Tier 1 "first" instruction at school with high percentage of English Learners and students from economically struggling families, so that targeted students accelerate their learning of grade-level standards.

Sunnybrae Elementary School's unduplicated student groups show language/literacy and math performance gaps, as evidenced by CAASPP and local benchmark assessments, and need Tier 1 "first" and Tier 2 targeted support to address key weaknesses in key academic discussion, writing, and language skills. The district continues its investment at Sunnybrae in International Baccalaureate language classes and training teachers in IB instructional strategies, in order to address these challenges for unduplicated students. The

district and Sunnybrae will continue to monitor the impact of these actions, using CAASPP, local benchmark assessments, and IB monitoring protocols, expecting an acceleration in unduplicated student language/literacy and math performance that will shrink current gaps.

3.1. Culturally Responsive Environments: Supports 1: Transportation support: Provide transportation support for foster youth, homeless youth, low-income youth

In SMFCSD, many students in these targeted groups attend school too far away to walk, and because of their socio-economic circumstances, as captured in yearly surveys, transportation by the family is not available. The district provides this transportation service for these students to ensure regular attendance to specific schools, and is not offered for students attending the majority of the schools. Students may be supported through free/reduced price bus passes for SamTrans, or provided bus/van transportation organized through First Student. Monitoring of these services is conducted through family surveys and through analysis of the attendance data for these students, with the expected outcome that their attendance rates remain comparable to all students who do not need transportation services.

3.8. Mental Wellness- Trauma Informed Support 4: Professional Learning: Provide specific professional development opportunities on trauma-informed practices/mindfulness to support counseling staff implementation of these strategies, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards.

Based on family and staff surveys and feedback, we know that our lower-income students and families experienced more difficulties due to the pandemic such as, more serious illness, loss of work/income, food insecurity and death of loved ones. Connection to community resources was highest among the District's lower-income families. This trauma-informed professional development support will provide District counseling/mental health staff with specific skills to address the social-emotional needs of targeted students who have experienced trauma during the pandemic. Specific strategies to support the emotional wellness of students will positively impact attendance, behavioral referrals, and academic achievement, as monitored by site and central staff.

3.10. Social-Emotional Wellness: Support 1: Elementary and Middle School Counselors: Provide direct support for students through school-wide and individual counseling and intervention, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards. (Total is \$2.35 million but \$834,168 is supplemental)

The social/mental well-being of our students has suffered this year as indicated on the California Healthy Kids Survey, with a decrease in school connectedness at 5th grade and an increase in the consideration of suicide at 7th grade, as examples. Both grades had depressed scores in interest in doing work at home. This action of supporting school counseling services at all elementary and middle schools, allows for immediate attention of student mental health needs through Tier 1, Tier 2, and Tier 3 levels of services. The District's Title I schools are receiving additional counseling hours due to the higher level of need of students and their families based on engagement feedback and

family surveys.. By directly intervening and supporting students in a timely manner, their social-emotional/mental health wellness will increase, allowing them to access their education.

3.11. Culturally Responsive Environments: Support 4: Newcomer Program Specialist: Provide Newcomer Program Specialist to support Newcomer students and families with health and wellness wrap-around services, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards.

Based on information reviewed in 2019-20 regarding the unmet needs of Newcomers and their families, the District initiated efforts to increase support by hiring a social worker to focus on program and system development beginning in the 2020-21 school year. Newcomer students (newly arrived from other countries) face a number of unique educational and social-emotional/stressful situations. The District currently has one Newcomer Social Worker assigned to the two Newcomer programs at the middle school level, and this program has seen great benefit to the students and their families, including increased connection in school. This position will provide similar support to other Newcomers in the District by getting to know them and their needs, and help them connect with community resources. The Newcomer Program Specialist will assist them in transitioning to a new country and school system by understanding and valuing their culture and background. This targeted work for Newcomers will directly support them academically and socially and will be monitored through the CHKS survey and student/family feedback.

3.12. Social-Emotional Wellness: Support 2: Provide Tier 2 and Tier 3 intervention services for students at the middle school level requiring more intensive mental health/behavioral/counseling services, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards.

Mental health services are an important and valued resource in the District as evidenced by stakeholder feedback, including parents, staff and school administrators. It is not always possible for school counselors to provide intensive, short-term therapy for students in crisis and additional mental health services allows for immediate support of students. School Safety Advocates are able to directly intervene and provide support to students in crisis. The District's Title I schools are receiving additional counseling/intervention hours due to the higher level of need of students and their families. By directly intervening and supporting students in crisis their social-emotional/mental health wellness will increase, allowing them to access their education. Students receive intensive support for several weeks and when appropriate, transitioned to a less intensive level of intervention. This allows for more students to be served, individually, throughout a school year.

3.14. Social-Emotional Wellness: Support 4: Art Therapy Interns: Provide Tier 2 and Tier 3 intervention services for students requiring more intensive mental health/behavioral/counseling services, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards.

The social/mental well-being of our students has suffered this year as indicated on the California Healthy Kids Survey. Mental health services are an important and valued resource in the District as evidenced by stakeholder feedback, including parents, staff and school

administrators.. This action of supporting school counseling services by Art Therapy Interns at the elementary level, allows for immediate attention of student mental health needs through Tier 2, and Tier 3 levels of services. The District's Title I schools are receiving additional counseling/intervention hours due to the higher level of need of students and their families. By directly intervening and supporting students in a timely manner, their social-emotional/mental health wellness will increase, allowing them to access their education. Students receive intensive support for several weeks and when appropriate, transitioned to a less intensive level of intervention. This allows for more students to be served, individually, throughout a school year.

4.1. School/Community Outreach Staff: Provide family engagement specialists and community outreach 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. (See also complementary action in Goal 3.Action 2)

The District has only been able to support only 2 North Central schools with full-time Community Outreach Workers, and feedback from those schools indicate the success of this model in effectively communicating and including parents in their child's education. This activity of providing family engagement specialists and outreach workers 6 additional NC schools, will further increase family and student school-home connectedness through effective and relevant communication strategies. The specialists will be assigned to Title I schools/schools with higher SED populations. The District will monitor attendance and school participation data with the expectation that chronic student absenteeism for foster/homeless youth, low-income students and English learners will decrease.

4.4. Family Feedback: Expand district and school efforts to get input and feedback from families, including the number of "Spanish-first" engagements, to strengthen integration of family assets into school services and supports, so that students attend regularly and build social-emotional wellness and readiness to accelerate their learning of grade-level standards.

During this pandemic year where the District had to change its outreach and communication models, more parents whose first language is not English have participated in virtual meetings and responded to survey requests at a higher level than in previous years due to Spanish translation support during meetings or specific Spanish-language support opportunities. This has occurred at meetings such as SEDAC, Board meetings, DELAC and with District-level and school level survey requests. This specific activity to continue to expand and more effectively communicate with families whose first language is not English will provide an avenue for families to authentically support their children's learning and participate meaningfully in their children's education. This will be monitored through parent participation in school-site meetings, District meetings and parent feedback survey(s) regarding their involvement.

4.5. Site-based Family Engagement & Education: Implement school site family engagements and education for families where English is not the first language and/or where economic circumstances are difficult, so that students attend regularly and build social-emotional wellness and readiness to accelerate their learning of grade-level standards.

Based on district data and family/staff surveys and feedback, English Learners have higher rates of absenteeism and lower academic performance, and their families have more difficulties communicating with their schools, connecting with teachers, and engaging with site-based resources that can support their students. The recent pandemic only exacerbated these challenges. A few schools that serve a larger percentage of families whose first language is Spanish have offered virtual parenting classes this school year. In addition, the counselors initiated the 'Pondering Parenting' monthly newsletter to help support families during the pandemic/shelter in place and distance learning. This action increases these supports, to specifically focus on providing access for Spanish-speaking families to school site meetings and communications so they can meaningfully support their children's education. It is anticipated that there will be an increase in parent participation and engagement in school/student-related activities.

4.6. Full Service Community School Strategies: Implement full service community school strategies at specific schools serving our families from North Central San Mateo, in order to expand school and community-based resources available to families where English is not the first language and/or where economic circumstances are difficult, so that students attend regularly and build social- emotional wellness and readiness to accelerate their learning of grade-level standards.

Based on district data and family/staff surveys and feedback, unduplicated students have higher rates of absenteeism and lower academic performance, and their families have more difficulties communicating with their schools, connecting with teachers, and engaging with site-based resources that can support their students. The recent pandemic only exacerbated these challenges. The District has recognized, through work conducted this year with the Pedro A. Noguera Consulting Group, that to address these challenges and to achieve equity for all families in SMFCSD, the district should focus on "full service community school" strategies in schools serving the highest concentration of unduplicated students coming from the North Central area of San Mateo. The district will implement strategies to expand school/community resources for the North Central families so that they are able to more easily access and participate in school activities to support their children's education. The District will monitor the impact of this implementation, using parent participation and involvement surveys, school-site participation data, expecting an increase of the Spanish-speaking families accessing school activities and resources.

5.10. Inclusion.PL.3 Special Education Professional Learning--Goalbook Toolkit and Goalbook Pathways: Guide educators working with specialized populations to vary the levels of instructional support through research-based best practices and impactful instruction and support teachers to design multiple pathways for all students to succeed.

SMFCSD has been found to be significantly disproportionate in the number of Hispanic/Latino students eligible under the SLD category. This data highlights the need to provide differentiated instruction and support of students, including those whose first language is Spanish, in general education. The District's Special Education Plan to increase the inclusion of students with IEPs in general education classrooms, and its CCEIS plan to decrease the over representation of Hispanic/Latino students in the Specific Learning Disability eligibility category highlight the need to train general education and special education teachers in best instructional practices such as Universal Design for Learning and differentiated instructional strategies. This activity of investing in Goalbook Toolkit and Pathways the District is providing foundational and collaborative training for staff to improve the quality of inclusion practices and increasing the impact of instruction for all students. Usage of the Goalbook tools will be monitored as well as student performance on benchmark assessments.

6.3. 1.1.c DELD & IELD Acceleration: Site leaders will consistently implement and monitor quality Integrated and Designated ELD, facilitated by the coordinator of English Learner services, to improve Tier 1 instruction, so that English Learner students accelerate their learning of grade-level standards. (see funding in Goal 6, Action 2 above)

SMFCSD's English Learners show language and literacy performance gaps, as evidenced by CAASPP and local benchmark assessments, and need strong Tier 1 "first" language and literacy instruction, through Integrated & Designated ELD, to address missing foundational language skills and key reading comprehension skills. Understanding and improving I-ELD and D-ELD instruction results from improved site team and teacher team monitoring of literacy benchmark assessment results, professional learning, and collaborative planning of instruction. The district continues its district-wide investment in teacher team inquiry and planning for English Learners, through expert facilitation and teacher extra planning time. The district will continue to monitor the impact of these actions, using CAASPP and local benchmark assessments, expecting an acceleration in English Learner language and literacy performance that will shrink current gaps.

6.5. 1.2.a DELD & IELD: All site leaders, teachers and TOSAs will be provided with ongoing professional learning in effective language support for dual identified students (English Learners who also have IEPs), to improve Tier 1 services for English Learners, so that dual identified students accelerate their learning of grade-level standards. (see also funding in Goal 6, Action 1 above)

SMFCSD's English Learners show language and literacy performance gaps, as evidenced by CAASPP and local benchmark assessments, and need strong Tier 1 "first" language and literacy instruction, through Integrated & Designated ELD, to address missing foundational language skills and key reading comprehension skills. Understanding and improving I-ELD and D-ELD instruction results from improved site team and teacher team monitoring of literacy benchmark assessment results, professional learning, and collaborative planning of instruction. The district continues its district-wide investment in teacher team inquiry and planning for English Learners, through expert facilitation and teacher extra planning time. The district will continue to monitor the impact of these actions, using CAASPP and local benchmark assessments, expecting an acceleration in English Learner language and literacy performance that will shrink current gaps.

6.7. 2.1.a Data & Assessment--ELL: Provide analytical resources for site inquiry and planning, to ensure high quality English Learner student and program performance data, so that students/families have complete information on EL student acceleration toward learning grade-level standards and staff have complete information to monitor district strategies.

SMFCSD's English Learners show language and literacy performance gaps, as evidenced by CAASPP and local benchmark assessments, and need strong Tier 1 "first" and Tier 2 targeted language and literacy instruction, through Integrated & Designated ELD, to address missing foundational language skills and key reading comprehension skills. Understanding and improving English Learner instruction results from effective analytical tools and improved site team and teacher team monitoring of literacy benchmark assessment results. The district continues its district-wide investment in teacher team inquiry and planning for English Learners, through the development of analytical tools and teacher extra planning time. The district will continue to monitor the impact of these actions, using CAASPP and local benchmark assessments, expecting an acceleration in English Learner language and literacy performance that will shrink current gaps.

6.13. 3.2.b Whole Child-- Community Service staff: Increase Community Service Worker support 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. (See funding in Goal 3, Action 2 and Goal 4, Action 1)

Based on district data and family/staff surveys and feedback, English Learners have higher rates of absenteeism and lower academic performance, and their families have more difficulties communicating with their schools, connecting with teachers, and engaging with site-based resources that can support their students. The recent pandemic only exacerbated these challenges. Expanding family engagement specialists and outreach workers to more schools will increase and improve family and student school-home communication and connectedness. The specialists will be assigned to schools with higher English Learner populations. The District will monitor attendance, school participation, and student performance data with the expectation that English Learner attendance, engagement and academic performance will improve.

6.15. 4.2.a Long-Term English Learners (LTEL): Implement engaging, high-quality ELD courses for LTELs, with reduced class size, so that LTEL students build social emotional wellness and accelerate their learning of grade-level standards.

SMFCSD's middle school Long-Term English Learners show persistent language and literacy performance gaps, as evidenced by CAASPP and local benchmark assessments, and need strong Tier 1 "first" and Tier 2 targeted language and literacy instruction, through effective ELD classes, to address missing foundational language skills and key reading comprehension skills. In addition to strong ELD curriculum and instruction, effective LTEL ELD teaching and learning results from student class assignment by typology and from smaller class sizes, so that teachers can better match instruction to students' individual needs. The district continues its district-wide investment in scheduling ELD students by typology and reducing class size. The district will continue to monitor the impact of these actions, using CAASPP and local benchmark assessments, expecting an acceleration in LTEL language and literacy performance that will shrink current gaps.

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

In the 2021-22 school year, San Mateo-Foster City School District will spend its LCFF Supplemental funds on actions and services principally directed toward unduplicated student groups--English Learners, foster youth, and students from economically-struggling families. The funds will be expended in both district-wide initiatives and site initiatives beyond the LCFF Base to support academic and social-emotional needs of these students. All District schools have unduplicated students who are performing below grade level academic expectations. The San Mateo-Foster City School District is under the 55 percent unduplicated count districtwide. In 2020-21, the unduplicated count was 39 percent districtwide. There are four school sites that meet/exceed 55 percent of unduplicated pupils (LEAD, Laurel, San Mateo Park, Sunnybrae). There are six additional schools sites that exceed the districtwide unduplicated count of 40 percent but have less than 55 percent unduplicated pupils (Abbott, Bayside, Beresford, Borel, Fiesta Gardens, and Meadow Heights).

The actions above describe a mix of district-wide and school-targeted use of supplemental funding to increase and improve services by at least 7.52% as compared to the services provided for all students in the 2021-22 school year. The district's overarching strategy is to increase in quality and quantity its Multi-Tiered System of Supports, both academic and social emotional, for unduplicated students. To begin on the academic side, the District's most significant supplemental investment of site-based teachers on special assignment (ToSAs), is intended to improve site data collection and analysis to see the academic needs of unduplicated students more clearly and to strengthen site and teacher team inquiry and tiered planning based on that data. Through their expertise, facilitation, and coaching of teacher teams, ToSAs and site leaders are improving the quality of Tier 1 ("first") differentiated instruction for unduplicated students who struggle in reading and math, and improving the quality of Tier 1 Integrated and Designated ELD for English Learners. The ToSAs also increase the district's delivery of Tier 2 targeted and Tier 3 intensive interventions for identified students, of which unduplicated students are a higher percentage. In the assignment of these ToSAs to sites, the District prioritizes schools with higher percentages of unduplicated students for a higher allocation of ToSAs, which further increases the services supporting unduplicated students. Furthermore, in 2021-22 LCAP investments, the district is improving and increasing support through smaller class sizes in middle school and through the expanded learning opportunities of after-school, Tier 2 interventions, and by additional middle school courses (e.g., Math Foundations). Overall, the district is improving the quality of these academic MTSS supports for unduplicated students through teacher, staff, ToSA and site leader professional learning in the curriculum, instructional priorities, and culturally and linguistically responsive strategies that will accelerate learning.

On the social-emotional wellness side of MTSS, the district's investment in additional counselors, social work program specialists, school safety advocates, and school/community outreach staff is also intended to improve the ability of sites to see the social-emotional needs of unduplicated students more clearly, and to develop and manage tiered responses to those needs. Through their expertise, coordination and service delivery, these staff and site leaders are improving the quality of Tier 1 ("first") classroom supports (e.g., PBIS, Community Circles, Restorative Justice, Mindfulness) for unduplicated students who struggle with attendance and engagement. These staff specifically increase the district's delivery of Tier 2 targeted and Tier 3 intensive social-emotional interventions for identified students and improve communication and connection for their families. In the assignment of these staff to sites, the district prioritizes schools with higher percentages of unduplicated students for a higher allocation, which further increases the services supporting unduplicated students. Overall, the district is improving the quality of these social-emotional MTSS strategies for unduplicated students through teacher, staff, ToSA and site leader professional learning in trauma-informed practices, and cultural and linguistic responsiveness that will improve attendance, engagement, and readiness to learn.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$83,487,912.00	\$17,940,842.00	\$11,086,737.00	\$6,852,714.37	\$119,368,205.37

Totals:	Total Personnel	Total Non-personnel
Totals:	\$112,381,978.00	\$6,986,227.37

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	IM.1 Adopted Instructional Materials--additional		\$100,000.00			\$100,000.00
1	2	All	IM.2 Middle School Science curriculum adoption	\$1,030,000.00				\$1,030,000.00
1	3	All	IM.3 Middle School History curriculum adoption	\$1,015,000.00				\$1,015,000.00
1	4	All	IM.4 Middle School Math curriculum materials	\$15,000.00	\$120,000.00			\$135,000.00
1	5	All	IM.5 Elementary School Math instructional materials		\$250,000.00			\$250,000.00
1	6	All	IM.6 Instructional materials management systems	\$143,000.00				\$143,000.00
1	7	All	IM.7 Instructional technology	\$50,000.00	\$438,000.00			\$488,000.00
1	8	All	S.1 Base Staffing	\$70,056,746.00	\$7,625,342.00	\$8,750,077.00	\$4,763,373.00	\$91,195,538.00
1	9	All	S.2 Teacher Credentialing	\$10,000.00				\$10,000.00
1	10	All	F.1 School Facilities					\$0.00
2	1	English Learners Foster Youth Low Income	L&L.Acc.1 Language & Literacy Acceleration--SiteToSAs	\$4,140,562.00			\$783,442.00	\$4,924,004.00
2	2	English Learners Foster Youth Low Income	L&L.Acc.2 Small group differentiation	\$235,000.00				\$235,000.00
2	3	All	L&L.Acc.3 Site Extended Day	\$68,000.00				\$68,000.00
2	4	All	L&L.PL.1 Professional Learning--School Site	\$62,450.00				\$62,450.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	English Learners Foster Youth Low Income	L&L.PL.2 Data Inquiry--School Site	\$57,100.00				\$57,100.00
2	6	All	L&L.PL.3 Professional learning-- District Priorities	\$100,000.00	\$25,000.00			\$125,000.00
2	7	All	L&L.PL.4 Language Immersion professional learning	\$29,000.00				\$29,000.00
2	9	English Learners Foster Youth Low Income	Math.Acc.1 SiteToSAs	\$530,000.00			\$130,000.00	\$660,000.00
2	10	English Learners Foster Youth Low Income	Math.Acc.2 MS Math Foundation/extended learning	\$250,000.00				\$250,000.00
2	11	English Learners Foster Youth Low Income	Math.PL.1 Math Data Inquiry-- School Site					\$0.00
2	12	All	Math.PL.2 District Priorities	\$56,000.00				\$56,000.00
2	13	All	Science.Acc.1 Student Acceleration--STEM electives	\$80,000.00				\$80,000.00
2	14	All	Science.PL.1 ToSAs	\$120,000.00		\$120,000.00		\$240,000.00
2	15	English Learners Foster Youth Low Income	CIA.1 Curriculum/Instruction/Assessment Management	\$518,000.00				\$518,000.00
2	16	English Learners Foster Youth Low Income	Programs.Acc.1 Special Program-- Middle school AVID	\$150,000.00				\$150,000.00
2	17	English Learners Foster Youth Low Income	Programs.Acc.2 Special Program - -Site IB	\$225,000.00				\$225,000.00
2	18	All	Programs.Acc.3 Special Program-- Site library services	\$31,000.00				\$31,000.00
2	19	All	Programs.Acc.4 Special Program-- Site Montessori	\$222,000.00				\$222,000.00
2	20	All	Programs.Acc.5 Special Program-- Elementary Music			\$700,000.00		\$700,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	21	All	Programs.Support.1 New Teacher Support--Induction	\$300,000.00				\$300,000.00
2	22	All	Programs.Support.2 New Teacher Certification tuition assistance				\$165,000.00	\$165,000.00
2	23	All	Programs.Support.3 New Principal Mentors				\$40,000.00	\$40,000.00
2	24	All	Assessment.1 Staffing State & Local Assessments	\$537,256.00				\$537,256.00
2	25	All	Assessment.2 Site Staffing Local assessments	\$2,000.00				\$2,000.00
2	26	All	Assessment.3 Assessment & Data Inquiry Resources	\$106,000.00	\$45,000.00			\$151,000.00
2	27	All	CSI.1 Planning Team		\$6,100.00			\$6,100.00
2	28	All	CSI.PL.1 DEI Professional Learning		\$21,100.00			\$21,100.00
2	29	All	CSI.PL.2 Language & Literacy		\$56,600.00			\$56,600.00
2	30	All	CSI.PL.3 Mathematics		\$13,100.00			\$13,100.00
2	31	All	CSI.PL.3 Social Emotional Learning		\$14,600.00			\$14,600.00
2	32	All	CSI.Family.1 Family Engagement		\$11,000.00			\$11,000.00
2	33	All	CSI.Acc.1 Acceleration Strategies		\$26,000.00			\$26,000.00
2	34	All	CSI.Program.1 Program Monitoring		\$15,000.00			\$15,000.00
2	35	All	Special Program Accel 1. MTSS PoSA (Principal on Special Assignment)				\$150,000.00	\$150,000.00
3	1	English Learners Foster Youth Low Income	Culturally Responsive Environments: Supports 1: Transportation support	\$50,000.00				\$50,000.00
3	2	All	Culturally Responsive Environments: Support 2: Community Service Workers		\$600,000.00			\$600,000.00
3	3	All	Mental/Physical Wellness: Support 1: Physical Education ToSA	\$174,000.00				\$174,000.00
3	4	All	Mental/Physical Wellness: PL 1: Curricular materials and professional learning	\$25,000.00				\$25,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	5	All	Mental Wellness-Trauma Informed Support 1: Wellness Coordinator	\$208,221.00				\$208,221.00
3	6	All	Mental Wellness-Trauma Informed Support 2: Wellness Program Specialist		\$140,000.00			\$140,000.00
3	7	All	Mental Wellness-Trauma Informed Support 3: Supported Play				\$87,778.00	\$87,778.00
3	8	English Learners Foster Youth Low Income	Mental Wellness-Trauma Informed Support 4: Professional Learning	\$8,000.00				\$8,000.00
3	9	All	Culturally Responsive Environments: Support 3: Restorative Practices Professional Learning	\$5,000.00				\$5,000.00
3	10	English Learners Foster Youth Low Income	Social-Emotional Wellness: Support 1: Elementary and Middle School Counselors	\$834,168.00		\$1,516,660.00		\$2,350,828.00
3	11	English Learners	Culturally Responsive Environments: Support 4: Newcomer Program Specialist	\$161,734.00				\$161,734.00
3	12	English Learners Foster Youth Low Income	Social-Emotional Wellness: Support 2: Student Safety Advocates	\$161,312.00				\$161,312.00
3	13	All	Social-Emotional Wellness.Support.3: Site PL & Planning	\$78,142.00				\$78,142.00
3	14	English Learners Foster Youth Low Income	Social-Emotional Wellness: Support 4: Art Therapy Trainees	\$59,050.00				\$59,050.00
3	15	All	Social-Emotional Wellness: Support 5: Youth Services Bureau Interns	\$75,600.00				\$75,600.00
3	16	All	Culturally Responsive Environments: Support 5: Alternative Education Teacher	\$118,945.00				\$118,945.00
3	17	All	Social-Emotional Wellness/Attendance: Support 6: A2A and Behavior Alert/Study Groups	\$90,000.00				\$90,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	1	English Learners Foster Youth Low Income	School/Community Outreach Staff	\$410,000.00				\$410,000.00
4	2	English Learners Low Income	Translation Services	\$230,000.00				\$230,000.00
4	3	All	Communication Digital Applications	\$25,000.00				\$25,000.00
4	4	English Learners	Family Feedback	\$10,000.00				\$10,000.00
4	5	English Learners Foster Youth Low Income	Site-based Family Engagement & Education	\$37,000.00			\$7,000.00	\$44,000.00
4	6	English Learners Foster Youth Low Income	Full Service Community School Strategies	\$30,000.00				\$30,000.00
4	7	All	Input & Feedback Family Engagements	\$10,000.00				\$10,000.00
5	1	Students with Disabilities	Special Programs.Support.1 New Special EducationTeacher Support Programs-Mentor support	\$80,000.00				\$80,000.00
5	2	Students with Disabilities	Programs.Support.2 New Special Education Teacher Support Program -- Certification tuition assistance					
5	3	Students with Disabilities	Programs.Support.3 New Speech Language Pathologist Support Program -- Certification tuition assistance					
5	6	Students with Disabilities	Special Program Accel 3. Inclusion Checklist					\$0.00
5	7	Students with Disabilities	Special Program Accel 4. Special Program Acceleration- Comprehensive Coordinated Early Intervening Service Plan (CCEIS)				\$201,000.37	\$201,000.37
5	8	Students with Disabilities	Inclusion.PL.1 Special Education Professional Learning --Inclusion ToSAs	\$246,626.00				\$246,626.00
5	9	All	Inclusion.PL.2 University Design for Learning-Professional Learning					\$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	10	English Learners Foster Youth Low Income	Inclusion.PL.3 Special Education Professional Learning --Goalbook Toolkit and Goalbook Pathways		\$55,000.00			\$55,000.00
6	1	English Learners	1.1.a IELD & DELD Professional Learning				\$50,000.00	\$50,000.00
6	2	English Learners	1.1.b IELD				\$192,266.00	\$192,266.00
6	3	English Learners	1.1.c DELD & IELD Acceleration					\$0.00
6	4	English Learners	1.1.d DELD & IELD		\$15,000.00			\$15,000.00
6	5	English Learners	1.2.a DELD & IELD	\$25,000.00				\$25,000.00
6	6	English Learners	1.3.a EL Family Engagement					\$0.00
6	7	English Learners	2.1.a Data & Assessment--ELL	\$36,000.00				\$36,000.00
6	8	English Learners	2.1.b Data & Assessment--ELL					\$0.00
6	9	English Learners	2.1.c Data & Assessment--MTSS					\$0.00
6	10	English Learners	3.1.a Whole Child--Sanctuary Resolution	\$25,000.00				\$25,000.00
6	11	English Learners	3.2.a Whole Child--Family engagement					\$0.00
6	12	English Learner	3.2.a.1 Whole Child--Social Work Program Specialist					\$0.00
6	13	English Learners	3.2.b Whole Child--Community Service staff					\$0.00
6	14	English Learners	4.1.a Newcomer Pathways		\$25,000.00		\$282,855.00	\$307,855.00
6	15	English Learners	4.2.a Long-Term English Learners (LTEL)	\$135,000.00				\$135,000.00
6	16	All	4.3.a Dual Language Immersion Programs					\$0.00
7	1	English Learners Foster Youth Low Income	Extended Learning.Summer 2021/2022 Program.1		\$700,000.00			\$700,000.00
7	2	English Learners Foster Youth Low Income	Extended Learning.Summer 2021/2022 Program.2		\$240,000.00			\$240,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
7	3	English Learners Foster Youth Low Income	Extended Learning.Summer 2021/2022 Program.3		\$960,000.00			\$960,000.00
7	4	English Learners Foster Youth Low Income	Extended Learning.Summer 2021/2022 Program.4		\$100,000.00			\$100,000.00
7	5	English Learners Foster Youth Low Income	Extending Learning.2021-22 School Year.1		\$2,390,000.00			\$2,390,000.00
7	6	English Learners Foster Youth Low Income	Extending Learning.2021-22 School Year.2		\$100,000.00			\$100,000.00
7	7	All	Strengthened Learning.1 Middle School Math		\$625,000.00			\$625,000.00
7	8	All	Strengthened Learning.2 Elementary School Math		\$375,000.00			\$375,000.00
7	9	All	Strengthened Learning.3 TK-8 Math PL & Planning		\$75,000.00			\$75,000.00
7	10	All	Strengthened Learning.3 TK-8 L&L PL & Planning		\$25,000.00			\$25,000.00
7	11	English Learners Foster Youth Low Income	Strengthened Learning.4 TK-8 Culturally Responsive PL & Planning		\$50,000.00			\$50,000.00
7	12	All	Wellness.1 Class Size Reduction		\$1,500,000.00			\$1,500,000.00
7	13	English Learners Foster Youth Low Income	Wellness.2 Trauma-informed Practices PL		\$50,000.00			\$50,000.00
7	14	All	Wellness.3 Para-Educator Supports		\$1,000,000.00			\$1,000,000.00
7	15	All	Wellness.4 Elementary School Counselors					\$0.00
7	16	English Learners Foster Youth Low Income	Wellness.5 Social Work Program Specialist		\$135,000.00			\$135,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
7	17	English Learners Foster Youth Low Income	Wellness.6 Full Service Community School Strategies		\$14,000.00			\$14,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$8,292,926.00	\$15,574,028.00
LEA-wide Total:	\$6,176,662.00	\$11,941,104.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$2,116,264.00	\$3,632,924.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	L&L.Acc.1 Language & Literacy Acceleration--SiteToSAs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,140,562.00	\$4,924,004.00
2	2	L&L.Acc.2 Small group differentiation	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bayside Academy, Bowditch, Laurel, Beresford, Fiesta Gardens, LEAD	\$235,000.00	\$235,000.00
2	5	L&L.PL.2 Data Inquiry--School Site	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$57,100.00	\$57,100.00
2	9	Math.Acc.1 SiteToSAs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$530,000.00	\$660,000.00
2	10	Math.Acc.2 MS Math Foundation/extended learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$250,000.00	\$250,000.00
2	11	Math.PL.1 Math Data Inquiry--School Site	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00
2	15	CIA.1 Curriculum/Instructio	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$518,000.00	\$518,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		n/Assessment Management					
2	16	Programs.Acc.1 Special Program-- Middle school AVID	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Abbott, Bayside, Borel, Bowditch 6th-8th	\$150,000.00	\$150,000.00
2	17	Programs.Acc.2 Special Program -- Site IB	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sunnybrae	\$225,000.00	\$225,000.00
3	1	Culturally Responsive Environments: Supports 1: Transportation support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00
3	8	Mental Wellness-Trauma Informed Support 4: Professional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	\$8,000.00
3	10	Social-Emotional Wellness: Support 1: Elementary and Middle School Counselors	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Laurel, Fiesta Gardens, Sunnybrae, San Mateo Park, Bowditch, Borel, Abbott, Bayside	\$834,168.00	\$2,350,828.00
3	11	Culturally Responsive Environments: Support 4: Newcomer Program Specialist	Schoolwide	English Learners	Specific Schools: Abbott and Bayside	\$161,734.00	\$161,734.00
3	12	Social-Emotional Wellness: Support 2: Student Safety Advocates	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Abbott, Bayside, Borel, Bowditch (SSAs)	\$161,312.00	\$161,312.00
3	14	Social-Emotional Wellness: Support 4: Art Therapy Trainees	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Laurel, SM Park, FGIS, Bayside, Beresford, George Hall	\$59,050.00	\$59,050.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	1	School/Community Outreach Staff	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Baywood, LEAD, Laurel, Meadow Heights, San Mateo Park, Sunnybrae, Highlands, Fiesta Gardens, Abbott, Bayside	\$410,000.00	\$410,000.00
4	2	Translation Services	LEA-wide	English Learners Low Income	All Schools	\$230,000.00	\$230,000.00
4	4	Family Feedback	LEA-wide	English Learners	All Schools	\$10,000.00	\$10,000.00
4	5	Site-based Family Engagement & Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$37,000.00	\$44,000.00
4	6	Full Service Community School Strategies	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Baywood, LEAD, Laurel, Meadow Heights, San Mateo Park, Sunnybrae, Highlands, Fiesta Gardens, Abbott, Bayside, Borel	\$30,000.00	\$30,000.00
5	10	Inclusion.PL.3 Special Education Professional Learning --Goalbook Toolkit and Goalbook Pathways	LEA-wide	English Learners Foster Youth Low Income			\$55,000.00
6	1	1.1.a IELD & DELD Professional Learning	LEA-wide	English Learners	All Schools		\$50,000.00
6	5	1.2.a DELD & IELD	LEA-wide	English Learners	All Schools	\$25,000.00	\$25,000.00
6	7	2.1.a Data & Assessment--ELL	LEA-wide	English Learners	All Schools	\$36,000.00	\$36,000.00
6	13	3.2.b Whole Child--Community Service staff	LEA-wide	English Learners	Specific Schools: High EL count schools		\$0.00
6	15	4.2.a Long-Term English Learners (LTEL)	LEA-wide	English Learners	All Schools 6th-8th	\$135,000.00	\$135,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
7	1	Extended Learning.Summer 2021/2022 Program.1	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$700,000.00
7	2	Extended Learning.Summer 2021/2022 Program.2	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$240,000.00
7	3	Extended Learning.Summer 2021/2022 Program.3	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$960,000.00
7	4	Extended Learning.Summer 2021/2022 Program.4	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$100,000.00
7	5	Extending Learning.2021-22 School Year.1	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$2,390,000.00
7	6	Extending Learning.2021-22 School Year.2	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$100,000.00
7	11	Strengthened Learning.4 TK-8 Culturally Responsive PL & Planning	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$50,000.00
7	13	Wellness.2 Trauma-informed Practices PL	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$50,000.00
7	16	Wellness.5 Social Work Program Specialist	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: To be determined		\$135,000.00
7	17	Wellness.6 Full Service Community School Strategies	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: to be determined		\$14,000.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.