

## **Edits-Additions to SMFCSD 2021-22 LCAP--June 10 2021 Informational Draft**

Using feedback received from the SMFCSD Board of Trustees and district stakeholders, as of the informational presentation at the June 10 Board meeting, the following edits and additions were made to the “SMFCSD 2021-22 LCAP--June 10 2021 Informational Draft” and are now captured in the “SMFCSD 2021-22 LCAP--June 24 2021 Approval Draft”. (Note: there were no edits/additions to the “2021 SMFCSD Annual Update on 2019-20 LCAP and 2020-21 LCP--June 10 2021 Informational Draft”).)

### **Overall in each Goal Section of the SMFCSD 2021-22 LCAP**

#### **Actions**

- Added more specific information to clarify funding sources, the actions directed at specific schools, and/or the actions for specific staff positions (including their portion of full time employment or fte).

**Section: Goal 1:** No additional changes

### **Section: Goal 2**

#### **Measuring & Reporting Results**

- Adjustments in “Desired Outcome for 2023-24” on several metrics to reflect expected 5 percentage point improvement for the All Students group each year and expected acceleration 10 percentage point improvement for key equity groups such as English Learners, “socio-economically disadvantaged” students, etc.

#### **Actions**

- Added action 2.35; moved from Goal 5, Action 4.

**Section: Goal 3:** No additional changes

**Section: Goal 4:** No additional changes

### **Section: Goal 5**

#### **Measuring & Reporting Results**

- Removed 2 metrics: 1. percent of new Special Education teachers with regular mentoring support through a Program Specialist; 2. strategic plan self-assessment, across all 5 components) will be completed by stakeholders and the plan developed for implementation.

#### **Actions**

- Moved action 5.4 to Goal 2, Action 35.
- Removed 5.5: Improve and sustain a high-quality Special Education program to include: Staff Qualification and Expertise; Effective Education Practices, Education Opportunities and Learning Environment, Teamwork and Collaboration, and School Community Partnerships.

### **Section: Goal 6**

#### **Measuring & Reporting Results**

- Adjustments in “Desired Outcome for 2023-24” on several metrics to reflect expected acceleration 10 percentage point improvement for key equity groups such as English Learners, Long-Term English Learners (LTELs), etc.

#### Actions

- Added to Action 1: 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.
- Added to Action 5: 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.
- Added to Action 12: 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.