

**SAN MATEO FOSTER CITY SCHOOL DISTRICT**  
**LCFF LOCAL INDICATORS 2020-21**

**LCFF Priority 1**

**Appropriately Assigned Teachers, Access to Curriculum-Aligned  
Instructional Materials, and Safe, Clean and Functional School Facilities  
Self-Reflection Tool**

Standard: LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

<b>Indicator</b>	<b>Data Reported</b>
Number & Percent of mis-assignments of teachers of English Learner Students	#0/0%
Number & Percent of total teacher mis-assignments	#0/0%
Number of vacant teacher positions	#0/0%
Number & Percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home	#0/0%
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	1/20 schools (Areas of concern included fire safety, interior surfaces, windows/doors/gates/fence)

**Date Taken to Local Governing Board: June 24, 2021**

**LCFF Priority 2****Implementation of State Academic Standards****Option 2: Reflection Tool**

Standard: LEA annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics. *Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Indicator Item	Rating				
<b>1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.</b>					
<b>Academic standards and/or curriculum frameworks</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA- Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)		X			
Mathematics- Common Core State Standards for Mathematics				X	
Next Generation Science Standards			X		
History-Social Science		X			
<b>2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is being taught.</b>					
<b>Academic standards and/or curriculum frameworks</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA- Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics- Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science	X				
<b>3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g. collaborative time, focused classroom walkthroughs, teacher pairing)</b>					
<b>Academic standards and/or curriculum frameworks</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA- Common Core State Standards for ELA			X		
ELD (Aligned to ELA Standards)			X		
Mathematics- Common Core State Standards for Mathematics			X		
Next Generation Science Standards		X			
History-Social Science	X				
<b>4. Rate the LEA's progress implementing each of the following academic standards adopted by the State Board of Education for all students.</b>					

<b>Academic standards and/or curriculum frameworks</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Career Technical Education		X			
Health Education Content Standards			X		
Physical Education Model Content Standards				X	
Visual and Performing Arts		X			
World Language		X			
<b>5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).</b>					
<b>Activities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Identifying the professional learning needs of groups of teachers or staff as a whole			X		
Identifying the professional learning needs of individual teachers			X		
Providing support for teachers on the standards they have not yet mastered		X			

**Date Taken to Local Governing Board: June 24, 2021**

### LCFF Priority 3

#### Parent Engagement

#### Self-Reflection Tool

Standard: LEA annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics. *Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Indicator Item	Rating				
LEAs uses a stakeholder survey and this tool to reflect on its progress, successes, needs, and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.					
Building Relationships	1	2	3	4	5
1. Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.			X		
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.			X		
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.			X		
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.			X		
Dashboard Narrative: Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.					
SMFCSD continues to make progress toward engaging two way communication and positive relationships with our families, communities, and other key stakeholders--particularly with additional community liaisons, expanded translation services, additional engagements in Spanish, and more, translated digital communication. However, the district must continue to devote special attention to students from underrepresented groups including Spanish-speaking families, English learners, and, in particular, Newcomers. SMFCSD will continue to improve 2-way communication by supporting increased use of on-demand translation services, by providing more digital engagement opportunities, and working towards ensuring all schools and district offices provide a warm and welcoming environment. SMFCSD and its schools will endeavor to create more opportunities--whether through parent conferences, school and district training, etc.--for staff to learn about our families’ strengths, cultures, languages, and goals for their children.					
Building Partnerships for Student Outcomes	1	2	3	4	5
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.			X		
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.			X		
7. Rate the LEA’s 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.			X		

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			X		
<b>Dashboard Narrative: Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.</b>  SMFCSD currently provides professional development to staff regularly; however, more attention needs to be paid to building staff capacity for partnerships between schools and families and implementing full-service community school strategies (e.g. legal and health services). SMFCSD's Sanctuary Task Force in particular is improving partnerships between families and the school, support services, and professional learning strategies. Next steps include building on this partnership and expanding efforts with sites to ensure structures that support school and family relationships.					
<b>Seeking Input for Decision Making</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			X		
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			X		
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			X		
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			X		
<b>Dashboard Narrative: Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.</b>  SMFCSD implements an LCAP process that provides multiple opportunities for family and stakeholder input into district decision-making. As part of an effort to engage underrepresented families, one input session was held entirely in Spanish in the neighborhood where the majority of our Spanish-speaking families live. In addition SMFCSD supported sites with more guidance and supports to engage families in site-based SPSA input. Next steps are to ensure that district engagements are more culturally responsive and to plan improvements to increase participation. SMFCSD will also support sites to strengthen their engagements for site-based input in similar ways and begin to implement systems for monitoring and providing feedback to leaders on the effectiveness of their SPSA engagements. The district will continue to strengthen the opportunities for parents to provide input on decision making through formal district advisory bodies, such as District English Language Advisory Committee, Special Education District Advisory Committee, Equity Task Force, Sanctuary Task Force, and other district planning groups.					

**Date Taken to Local Governing Board: June 24, 2021**

## LCFF Priority 6

### School Climate

#### Student Survey

Standard: LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g. K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Indicator Item
<b>1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.</b>
<p>Our 5th and 7th grade students participated in the California Healthy Kids Survey (CHKS), and the results were reported to site leadership and schools. In order to focus efforts and align priorities with the district's Local Control Accountability Plan, key findings related to caring adult relationships were closely examined. Typically, school connectedness and school safety are measures that we analyze. However, due to the format of the survey this year, questions regarding school connectedness were not asked to students in Full Time Distance Learning. In regards to school safety, students were not in person for the majority of the school year so school safety was not a crucial finding. Per WestEd, caring adult relationships was the measure that was recommended to analyze. In addition, pandemic specific questions and responses were studied to determine engagement and social emotional well-being of our students in Full Time Distance Learning. Based on the data, it is imperative that the District and individual schools plan support for students so that we can meet students where they are when they fully return to in person instruction.</p> <p>Despite pandemic challenges, in fifth grade, 80% of students reported having caring adult relationships "All" or "Most" of the time. There was an 8% change (+) in the data compared to last year. Similarly, 66% of 7<sup>th</sup> grade students stated "Very Much True" or "Pretty Much True" to having caring adult relationships, which was an increase (+6%) from the year before. Social emotional data for 5th grade students included questions of frequent sadness. District data showed a decrease (-7%) in students feeling sad "All the Time" or "Most of the Time", down from 18% last year to 11% this year.</p> <p>As for social emotional well-being of 7th grade students, chronic sadness, considered suicide and social emotional distress (pandemic specific question) were three areas that were studied. Over a third of 7th grade students (37%) reported feeling chronically sad/hopeless where students did not do their usual activities for 2 weeks or more. There was an increase (+9%) from last year. Based on the chronic sadness data, it is not surprising that there was an increase in students considering suicide from 14% last year to 17% this year. Another measure of interest was a new question on the survey looking at the social emotional distress that students were feeling. Not only did it encompass sadness, but also feelings of panic, being annoyed and easily irritated, scared for no reason and being tense and uptight. Thirty-one percent of our 7th grade students who responded to the survey answered "Very Much True" or "Pretty Much True" to these questions.</p>
<b>2. MEANING: What do the results of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, or barriers?</b>
<p>The fact that both 5th grade and 7th grade saw an increase in caring adult relationships between last year and this year speaks to the dedicated staff in SMFCSD and their ability to build strong bonds with their students. Last year's survey was administered pre-Pandemic while this year's was administered during the midst of changes and confusion that the Pandemic brought to districts (i.e. transitioning from FTDL to hybrid learning to full in-person instruction). Through all of this, teachers and support staff helped students feel they were being heard and cared for.</p> <p>In terms of growth, 5th grade has reached its goal of at least 80% of students feeling that they have a caring adult at school. This is an average across the District. Schools not meeting the 80% threshold can continue work towards building these relationships. For middle schools, staff can continue to make strides to connect with their students since there is still about a 14% + that have yet to build a strong bond (to reach at least 80%).</p>

The biggest challenge for SMFCSD next year is to address the social emotional well-being of students, especially in the middle schools. Based on the data above, it is middle school students who have been most affected by the Pandemic. Upon further analysis of data, LGBTQ+ students have demonstrated the highest increase in chronic sadness. Schools will need to provide a plethora of opportunities for students to connect with peers, staff and the school community to build back their zest for life and learning through clubs, school events, sports, arts and family engagement with a focus on students identifying as LGBTQ+ .

**3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?**

Goal 3 in the District's 2021-22 LCAP and the SMFCSD AB86 Plan lay out the district's rationale and actions going forward for improving school climate and student wellness, including: increased counseling and social worker support; expanded implementation of trauma-informed instruction, restorative practices, and social-emotional learning time and curriculum; and hiring additional staff to support community and connection on campuses. Together, these actions will provide increased social emotional support to Foster Youth, Homeless, and Newcomer students through case management services and site-based support. Lastly, the district will plan and implement other screeners and surveys to understand better how students are experiencing school, their health/wellness, and their readiness for rigorous learning.

**Date Taken to Local Governing Board: June 24, 2021**

## LCFF Priority 7

### Pupil Access

#### Self-Reflection Tool Approach

Standard: LEA to provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

Indicator Item
<b>1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.</b>
Our district used a rubric provided by our county office of education to evaluate student access to all of the aspects of a broad course of study. The rubric evaluated disaggregated student groups using a variety of quantitative and qualitative measures to help identify where students might not be able to access some courses. The tool also helped identify specifically what might be the cause of differential access.
<b>2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.</b>
Overall, our students have excellent access to a broad course of study. Two significant challenges to a broad course of study were identified. First, our district has a diverse set of schools, many of which have specific learning themes or approaches (e.g., dual language immersion, international baccalaureate, or Montessori). To implement the learning approach at specific schools, trade-offs occur that can shape student access: at some sites typical course offerings are reduced or eliminated. Therefore, students attending one site might have access to a course (but not a core content) where other students at a different site might not have that access. A second identified challenge is students who are receiving pull-out or schedule-based services. These students include English Learners, Students with Disabilities, and some Socioeconomically Disadvantaged students. When the intervention or support pulls the student from the general education classroom or schedule, they have different access to the content or courses their peers receive. We did not observe this practice interfering with students accessing core instructional content, but some students access to electives was impacted. An example of this is the ELD courses and Math Foundations intervention at the middle school which takes the place of an elective for identified students.
<b>3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.</b>
There are time and resource challenges to ensuring all students have access to the full range of options in a broad course of study. While the supports mentioned above do take students away from other options, they are instructionally important supports. Finding time in the school schedule for these additional supports and interventions is an on-going challenge.
<b>4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?</b>
Our district continues to examine how supports and interventions are delivered and if there are other approaches that might not limit student elective access. One key strategy is our efforts to deepen the understanding school leaders (administrators and teacher leaders) have of Multi-Tiered Systems of Support (MTSS), specifically the implementation and monitoring of these supports. We are focusing on how to ensure that targeted (Tier 2) and intensive (Tier 3) supports are time-limited and "temporary" supports that do not limit some students' access to a broad course of studies on an on-going basis.

Date Taken to Local Governing Board: June 24, 2021