

**SAN MATEO FOSTER CITY SCHOOL DISTRICT  
LCFF LOCAL INDICATORS 2021-22**

**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	#0/0/0%
Number of vacant teacher positions	#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)	6/21 schools <small>(Areas of concern included fire safety, interior surfaces, windows/doors/gates/fence)</small>

**Date Taken to Local Governing Board: June 23, 2022**

## 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 23, 2022**

### 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*

SMFCSD created an educational partner survey, using the items in this self-reflection tool. The numbered ratings below are the average of the scores provided by respondents on each item of the survey. This year is the baseline, and going forward, the district will track numerical change from the prior year.

Indicator Item	Rating				
<b>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.</b>					
<b>Building Relationships</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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.			3.1		
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.			3.2		
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.			3		
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.			3.1		
<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>					
<p>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 a greater variety of translated digital communication. Survey feedback from parents attests to improvements in this work. 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 on and expand these strategies, but the fact that district placement policies mean that a high percentage of students from these groups attend schools outside their home neighborhood will continue to be a barrier to great progress on this indicator. To address this barrier, SMFCSD has launched a plan to create a new school in the North Central San Mateo area, formed on a full-service community school model.</p>					
<b>Building Partnerships for Student Outcomes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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.			2.9		
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.			2.9		

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.			2.8		
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.			2.6		

**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.**

Educational partners have provided consistent feedback that this is an important area of needed growth for SMFCSD. In returning to in-person learning, partners report that the social emotional challenges have been great and that they want the district to do a better job of partnering with families. Partnership with families of students on IEPs is a particular pain point, according to the survey respondents. SMFCSD has launched this year and will implement in greater depth next year a series of Wellness trainings for all staff that address many of the issues at the core of these "partnership needs" (e.g., student trauma, IEP processes, implicit bias). In addition, the district is expanding its support staff who play key partnership roles, such as counselors, social workers, and community outreach staff. Attention needs to continue 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). Next year, using a planning grant received from the state, SMFCSD will begin the planning and implementation process for building full-service community programs at 5 schools with the highest percentages of unduplicated students. SMFCSD's Sanctuary Task Force also continues to model partnerships between families and the school, support services, and professional learning strategies.

<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.			2.8		
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			2.9		
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.			2.9		
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.			2.8		

**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 engaged in a planning process this year that involved families in setting the strategic priorities for the next 5 years, and the district held numerous Board community meetings, Superintendent engagements (Cafe con Diego), podcasts and YouTube Streaming events to communicate and receive feedback on these strategic priorities (always with Spanish translation). The District built on this engagement through regular input and LCAP processes with the District English Language Advisory Committee, Special Education District Advisory Committee, Equity Task Force, Sanctuary Task Force, Stakeholder Advisory Team and other district planning groups. In addition SMFCSD supported sites with guidance to engage families in SSCs, PTAs, etc. Feedback from families on these efforts is positive, but also identifies the continuing need to be more culturally and linguistically responsive and to have strategies to increase participation, particularly when key fiscal decisions are made. 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 engagements.

**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**

**1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.**

For the first time 3rd through 8th 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 are as follows:

Feel Connected to School: Percent of students rating Strongly Agree/Agree

- 3rd: 78%
- 4th: 79%
- 5th: 79%
- 6th: 68%
- 7th: 58%
- 8th: 60%

Caring Adults in School: Percent of students rating Strongly Agree/Agree

*2020-21 Note: CHKS administered only 5th & 7th*

- 5th: 80%
- 7th: 66%

*2021-22 Note: CHKS now administered 3rd-8th*

- 3rd: 74%
- 4th: 76%
- 5th: 73%
- 6th: 72%
- 7th: 57%
- 8th: 65%

Chronic sadness/Considered suicide:

Percent of students rating Strongly Agree/Agree

*2020-21 Note: CHKS administered only in 7th*

- 7th: 37% / 17%

*2021-22 Note: CHKS now administered 3rd-8th*

- 6th: 20% / 9%
- 7th: 30% / 15%
- 8th: 32% / 16%

Key Learnings:

- As baseline data, the percentage of students “feeling connected” drops significantly from 6th to 7th grade.
- On the “Caring Adult” data, grades 3rd -6th grade percentage in the 70% ranges with a more significant drop at 7th and 8th grade.

- Middle school data shows students feeling sadness/suicidal tendencies as the grades progress.
- Overall, the district's student data shows strong agreement (high 70-80%) from 3rd-5th graders that they feel connected to school, that there are caring adults at school, and that they feel safe.
- Overall the middle school data is not as consistently positive, but two key indicators--students reporting chronic sadness and reporting suicidal ideation--declined significantly from the "distance learning" year, which is critical progress.

**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?**

Students returned to full time in-person learning this school year since the start of the pandemic. Knowing that students had not been physically in school for a significant portion of their academic career, the new data on school connectedness is not surprising, particularly for the middle school students (ranges from 58%-68% feeling connected). SMFCSD invested heavily in additional counselors, school climate para-educators, and other adults to address the anticipated wellness challenges students would bring in their return to in-person learning. In addition, the district offered a full day of professional development to all district certificated staff in trauma-informed instruction. This year's data shows that the challenges have been great, with attendance and discipline indicators that are higher than previous years, but particularly at the elementary level, these additional resources still have had a positive impact.

However, the district's wellness data continues to reflect the impact of the pandemic and the district's continuing challenges in addressing the wellness needs of key student groups. This year's real-time attendance and discipline data are higher than previous years. The middle school data is particularly problematic, with disproportionate suspension rates and CHKS student survey data that reveal fewer students are feeling connected to school, finding caring adults, and perceiving their school as safe.

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 2022-2027 and the 2022 LCAP lays 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. Having caring adults on campus (and having students feeling that care) is an important part of the work ahead for sites. To address these needs, the district will continue to expand its support of key roles such as counselors, social workers, and Student Support ToSAs. The district has also committed to five additional days of professional development for certificated and classified staff, paid at per-diem rates during the summer, which is the path by which all staff will be trained in the wellness practices and systems the district considers "foundational". This professional learning content includes work on implicit bias, trauma-informed practices, and creative compassionate classrooms. In addition, all middle schools spent this year planning the implementation of a block schedule next year, which the district expects will have a positive impact on school climate, teacher-student relationships, and overall student wellness.

**Date Taken to Local Governing Board: June 23, 2022**

## 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 (i.e. ELLs, SWD, SED) 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. In addition, Educational Services monitors that all students are not removed from core content to receive additional social or academic support.
<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 (i.e., dual language immersion, Montessori, K-8). 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 the same enrichment/ elective course content where other students at a different site might not have that access.
<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>
The challenge remains for our dually identified students to access a broad course of study. This is because the supplemental support courses that are offered have an impact on the opportunities to access electives in our middle schools and enrichment in elementary school.
<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.

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