

LCFF Budget Overview for Parents

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

CDS Code: 41690390000000

School Year: 2025-26

LEA contact information:

Diego Ochoa

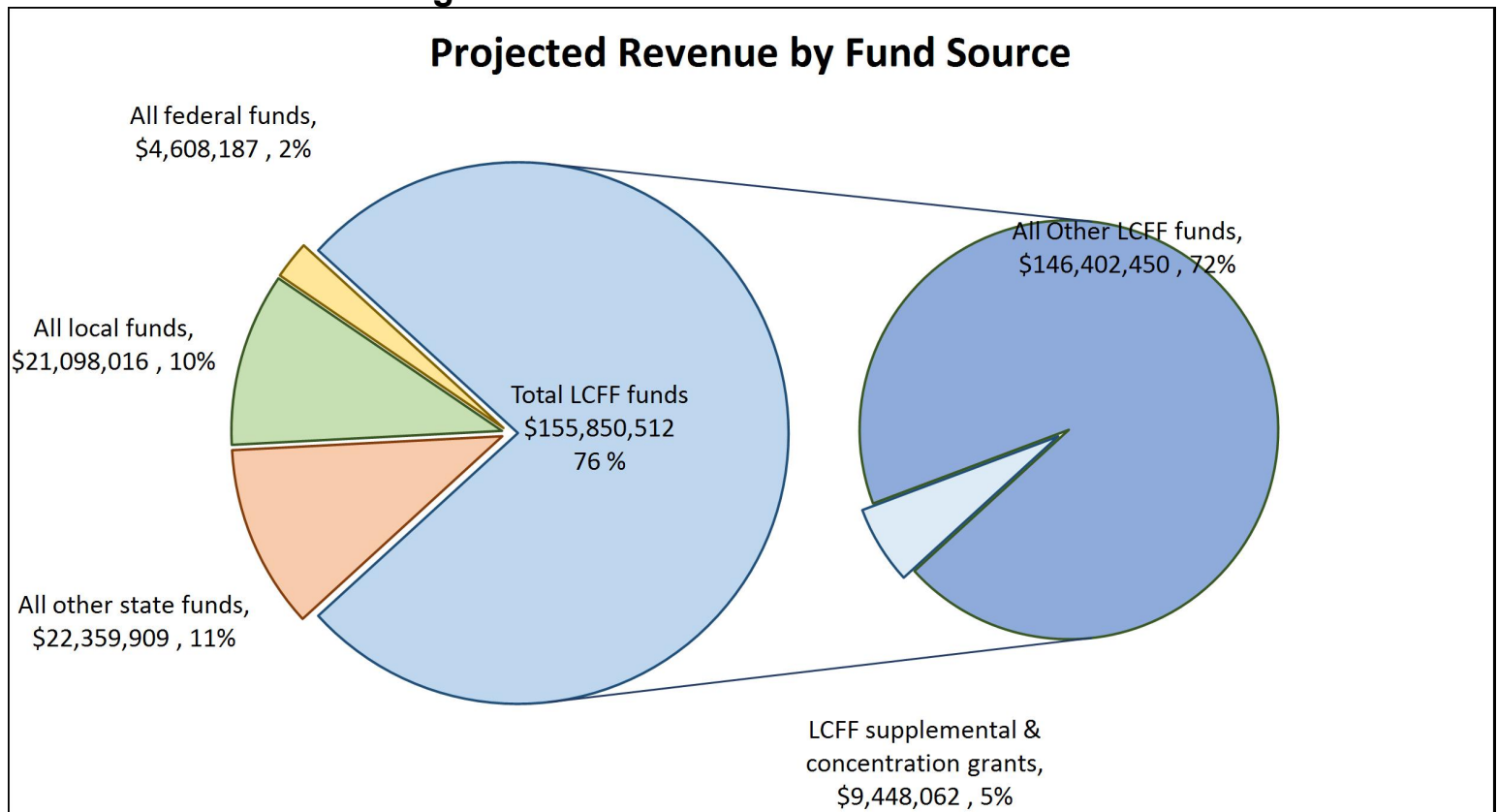
Superintendent

DiegoOchoa@smfcsd.net

(650) 312-7348

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

Budget Overview for the 2025-26 School Year

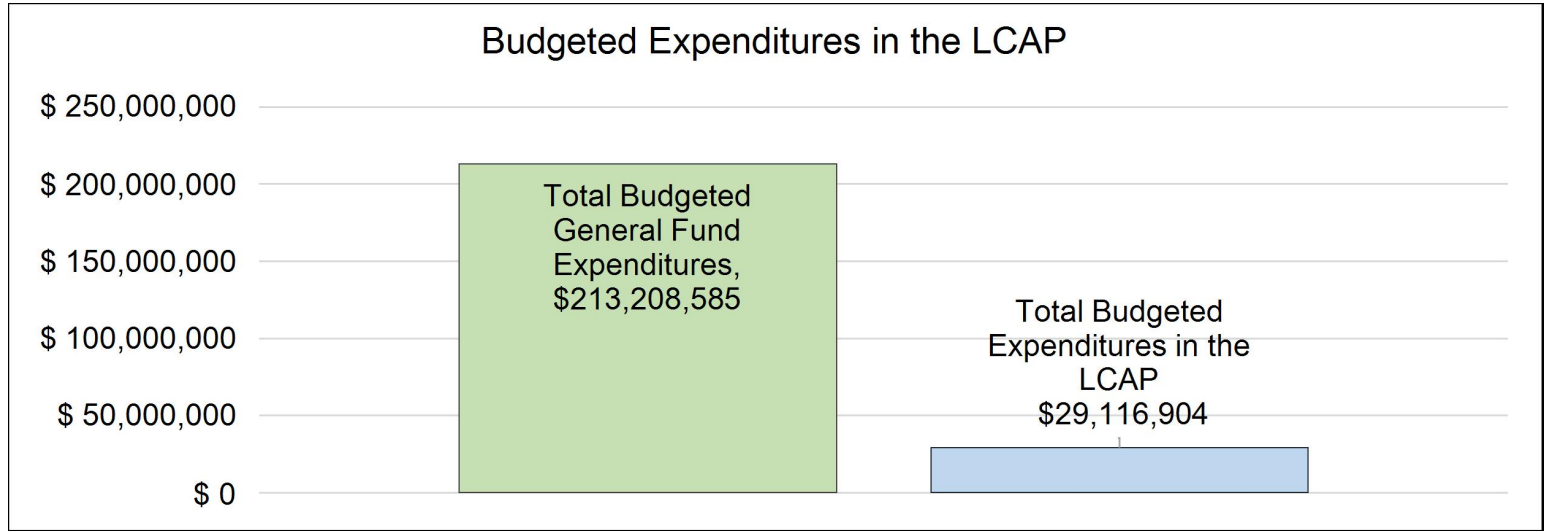


This chart shows the total general purpose revenue San Mateo-Foster City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Mateo-Foster City School District is \$203,916,624, of which \$155,850,512 is Local Control Funding Formula (LCFF), \$22,359,909 is other state funds, \$21,098,016 is local funds, and \$4,608,187 is federal funds. Of the \$155,850,512 in LCFF Funds, \$9,448,062 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much San Mateo-Foster City School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Mateo-Foster City School District plans to spend \$213,208,585 for the 2025-26 school year. Of that amount, \$29,116,904 is tied to actions/services in the LCAP and \$184,091,681 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

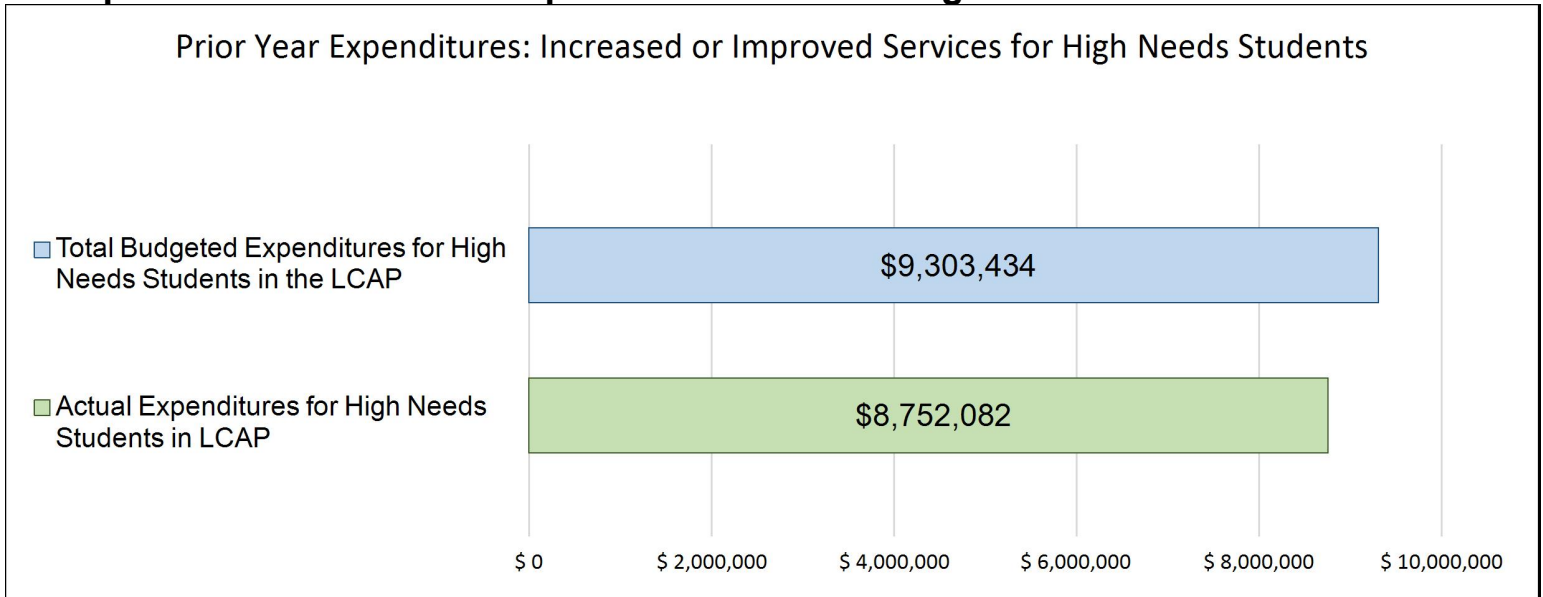
The General Expenditures not shown in the 2025-26 LCAP are basic services costs that provide the foundation for the academic, equity, and wellness improvement actions that are described in the 2025-26 LCAP. These basic services expenditures include but are not limited to: salaries and benefits for base program school certificated and classified staffing, general administration, and district office staff; utilities and operation expenditures; materials and supplies expenditures; insurance and attorney expenditures; contracted services; as well as facilities and maintenance expenditures.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, San Mateo-Foster City School District is projecting it will receive \$9,448,062 based on the enrollment of foster youth, English learner, and low-income students. San Mateo-Foster City School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Mateo-Foster City School District plans to spend \$10,348,500 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, San Mateo-Foster City School District's LCAP budgeted \$9,303,434 for planned actions to increase or improve services for high needs students. San Mateo-Foster City School District actually spent \$8,752,082 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$551,352 had the following impact on San Mateo-Foster City School District's ability to increase or improve services for high needs students:

This \$551,352 difference between the budgeted and actual expenditures occurred for primarily two reasons: 1. a few positions, across different actions, were not filled due to shifts in priorities or due to the lack of qualified candidates; and 2. some budgeted expenses were over-estimated in the planning and were lower actual costs. Regarding the first reason, it is explained in each goal area what planned actions had unfilled positions, and in these cases how other staff stepped in to ensure the priority need was still addressed. It therefore had no material impact on SMFCSD's ability to provide increased/improved services to targeted students and their families.

Regarding the second reason, the action was still implemented and provided increased/improved services, just at a lower cost.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The San Mateo-Foster City School District (SMFCSD) operates 21 schools (fourteen TK-5 elementary schools; four K-8 schools; and three 6-8 middle schools) and a robust preschool program, serving at present 10,471 students. Students are educated to be socially responsible, contributing members of society through rigorous course material grounded in the Common Core State Standards, Next Generation Science Standards, and the CA English Language Development Standards. As the largest school district in San Mateo County, SMFCSD offers a variety of program options, including Spanish Immersion, Mandarin Immersion, and Montessori programs. SMFCSD's Vision is "The San Mateo-Foster City School District educates, inspires and empowers every student in every school every day to live, lead and learn with integrity and joy." SMFCSD's Mission is "The San Mateo-Foster City School District provides rigorous, high quality and equitable education while partnering with our families and community to support all students to achieve their full academic, social and emotional potential."

This school district serves two, culturally and linguistically diverse cities, Foster City and San Mateo. More than 28 languages are spoken in Foster City, primarily Mandarin, Hindi, and Japanese. San Mateo is home to thirty languages including Spanish, Mandarin and Japanese. Districtwide, 27 percent of our students are English Learners, 41 percent of our students are socioeconomically disadvantaged, and 11 percent are students with disabilities. SMFCSD's unduplicated student count (for Local Control Funding Formula purposes) is approximately 46 percent.

In 2025-26, SMFCSD will be in its fourth year of implementing its five-year Strategic Plan, focusing on continued implementation of key Equity and Wellness actions and on maintaining or transitioning key Academic Achievement actions. The district prioritizes academic

acceleration, particularly for students from historically-underperforming groups, but also focuses on the whole child, encompassing social-emotional growth, cultural confidence, and healthy lifestyles. Schools work with the district to ensure Multi-Tiered Systems of Support are in place. Restorative Practice is a companion to the other frameworks that guide our wrap-around services for children who need additional support. All schools offer an social-emotional learning program and use it throughout the day, building in self-regulation and positive reinforcement.

Reflections: Annual Performance

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

SMFCSD has experienced many successes and progress this year, in the wellness and academic growth of SMFCSD students, in the supports for families, and in the development of our site leaders, teachers, and staff. Consider the following (data drawn from the "Measuring and Reporting Results" section of Goals 1, 2, and 3 in this LCAP):

Achievement Indicators

- Spring 2024 CAASPP English Language Arts (Percent Met/Exceeded Standard): Socio-Economically Disadvantaged Students improved 9 points from Spring 2023 to 31%. Homeless Students improved 4 points from Spring 2023 to 13%.
- Spring 2024 CAASPP Mathematics (Percent Met/Exceeded Standard): Socio-Economically Disadvantaged Students improved 8 points from Spring 2023 to 26%. Homeless Students improved 6 points from Spring 2023 to 12%.
- Spring 2024 CAASPP Science (Percent Met/Exceeded Standard): 8th grade improved 4 points from Spring 2023 to 48%. Socio-Economically Disadvantaged Students improved 5 points from Spring 2023 to 20%.
- Fall 2024 English Learner Progress Indicator (Percent K-8 ELs making progress toward English language proficiency on the ELPAC): Improved 3 points from Fall 2023 to 48.1%.
- Percentage of 8th graders enrolled in Algebra 1: All Students 35% (up 9 points from last year); Hispanic/Latinx 15.2% (up 3 points from last year)
- Foundational Literacy Assessment at 3rd Interim (Percent of group meeting Grade Level Benchmark): All Students 77% (up 9 points from last year at 3rd Interim); 2nd graders 71% (up 12 points from last year at 3rd Interim); Hispanic/Latinx 57% (up 5 points from last year at 3rd Interim); English Learners 57% (up 3 points from last year at 3rd Interim); Students with Disabilities 57% (up 5 points from last year at 3rd Interim); Homeless 51% (up 26 points from last year at 3rd Interim).
- 6th-8th Math Assessment at Mid-Year (Percent of group meeting Grade Level Benchmark): Overall 82% (up 2 points compared to 2024 Mid-Year); 8th grade 94% (up 13 points compared to 2024 Mid-Year); 6th grade 81% (up 6 points compared to 2024 Mid-Year)
- Long-Term English Learners in Middle School: down 3 percentage points from 2023-24

Equity Indicators

- 65 percent of Students with Disabilities (SwDs) spent 80% or more of their time in general education classes, which exceeded the state target of 64%.

- 2024 CHKS Survey: The percent of 7th/8th grade students who agreed or strongly agreed that they would tell a principal or school if they experienced or witnessed LGBTQ+ bullying increased an average of 5 points from last year.
- Dual Identified Progress of English Learners who are also Students with IEPs: 25.6% of Dual Identified Students scored a 3 (moderately developed) or a 4 (well developed) on the ELPAC, a two point improvement from last year.
- Parent & Family Engagement Survey: 56% of parents/families rated the district a 4 or 5 (out of 5) on progress in supporting family members to effectively engage in advisory groups and decision-making--a 13 point improvement from last year. 64% of parents/families rated the district a 4 or 5 on progress in creating welcoming environments for all families in the community-- a 12 point improvement from last year. 60% of parents/families rated the district a 4 or 5 on 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--an 8 point improvement from last year.

Wellness Indicators

- 2025 Chronic Absenteeism (missing 10% or more of school days): Most key student groups have approximately a 2 to 3 point drop in their chronic absenteeism rate compared to last year.
- 2025 Suspension (percent of students suspended at least once): For all key student groups but one, the suspension rate has dropped approximately 50% compared to last year.
- 2025 CHKS 7th Grade Student Survey on Having Caring Adults at School (Average percent of Students Agreeing/Strongly Agreeing): 65% (4 point increase)
- 2025 CHKS 6th-8th Grade Student Survey on Feeling Safe at School (Average percent of Students Agreeing/Strongly Agreeing): 6th is 68% (7 point increase from last year); 7th is 56% (3 point increase); 8th is 57% (8 point increase).
- 2025 CHKS 6th-8th Grade Student Survey on Experience of Cyberbullying (Average percent of Students saying Yes): 6th is 16% (7 point decrease from last year); 7th is 23% (1 point increase); 8th is 22% (8 point decrease).

Based on this data and the input of educational partners, the district has identified the following successes in the wellness and academic growth of SMFCSD students, in the supports for families, and in the development of our site leaders, teachers, and staff:

- Wellness/Social-Emotional Supports: In 2024-25, SMFCSD continued to invest heavily in additional counselors, student support leads, and other adults to address the anticipated wellness challenges students are experiencing. In addition, the district offered multiple days of professional development to all district certificated staff in restorative justice, wellness, and trauma-informed strategies. This year's wellness data shows that these additional resources have had a positive impact. As outlined in the LCAP Goals and Actions sections that follow, the district intends to continue its support for additional wellness staffing and ensure the professional development in these strategies are "foundational" PD that all teachers must receive.
- Foundational Literacy Instruction: SMFCSD overall continues to see lower reading performance by specific groups of students (e.g., English Learners, Students with Disabilities, Students from Economically-Struggling Families) and flat to modest growth on the 2024 CAASPP, but the internal 2024-25 data shows the district made important strides again this year in grades K-2, and will continue these efforts going forward, to address these equity gaps. The language & literacy teachers on special assignment (ToSAs) continued to support primary grade teachers in the implementation of PAF, an Orton-Gillingham based supplemental curriculum. All K-3 elementary teachers again attended multiple days of PD during the summer and school year. As a result: students are showing strong improvements in the 2024-25 curriculum-embedded assessments. In addition, the district continued its implementation of an at-home, computer-based literacy resource called Footsteps2Brilliance and requested that K-3rd families complete a specified number of minutes each week. As outlined in the LCAP

Goals and Actions sections that follow, the district intends to maintain its support for Footsteps2Brilliance; the comprehensive foundational literacy curriculum implemented this year; and support that implementation by focusing all language & literacy ToSA work for another year on Kindergarten to 3rd grade reading instruction and intervention.

- **Math Instruction:** The interim math assessment data for 2024-25 year was strong for key equity groups and overall by grade level. The district continues to implement the new elementary and middle school math curricula (EngageNY/Zearn and Illustrative Math/Math Nation respectively). The district also continues to implement its intervention and at-home resource called ST Math district-wide. Like Footsteps2Brilliance mentioned above, the district is requesting students complete a specified number of minutes and is monitoring usage through the same community outreach specialists. Using all these resources, a cadre of Math ToSAs have been curating curriculum guidance, providing coaching support, and implementing common formative assessments. The 2024-25 curriculum-embedded interim assessments again were used in an inquiry process during district PD days to support instructional re-engagement and intervention and to monitor student learning of grade-level content. As outlined in the LCAP Goals and Actions sections that follow, the district intends to build upon these successes, by continuing ToSA support in elementary schools for another year at 4th/5th grades, and continuing the strategic supports in middle school.
- **Middle School Math Pathways:** Four years ago, the Board approved a redesign of middle school pathways. As part of that redesign, the district eliminated acceleration in 6th grade and implemented fully heterogeneous Math 6 classes. It created two stronger pathways to Algebra in 8th grade. This implementation was supported by Math ToSAs, who facilitate teacher PD and planning, and also through reduced class size. The interim assessment data is very strong, across key equity groups, as noted above. Algebra enrollment is accelerating overall and for the key watch-group of Hispanic/Latinx students. As outlined in the LCAP Goals and Actions sections that follow, the district intends to continue implementation of the adopted pathways.
- **Special Education:** Across achievement, equity and wellness indicators, Special Education students are making important progress, and accelerating their performance closer to peer groups. SMFCSD will continue to implement actions of its CCEIS Plan as it closes out in 2025-2026. Specifically, the district will expand its inclusion efforts, after school programming, intersession camps, summer school, and the work of community services specialists. Furthermore, continued support will be directed to the middle schools around restorative practices and academic interventions.
- **Education Partner engagement by the Superintendent:** With the continued implementation of the Strategic Plan, the district continues to strengthen and diversify its methods of engagement and communication with education partners. SMFCSD's superintendent facilitated school engagements, podcasts, regular coffee chats, and additional Board community meetings (where circumstances allowed formal board procedures to be set aside) to engage and communicate more effectively with the district's stakeholders. The district will also expand the parent education and leadership work embedded in the Community Schools process by expanding the number of community schools, with state support. Taken together, all these engagement activities elicited important input from the district's education partners on district successes and challenges. In addition to calling out improved transparency, District partners were particularly positive about: the increased wellness and social-emotional supports for students (e.g., additional counselors and para educators); the strategic plan emphasis on closing achievement gaps; the early literacy focus; the instructional shifts in math; and the continuing investment in strengthening engaging teaching and learning, particularly for key groups such as English Learners and Students with Disabilities.

Even with the above successes, SMFCSD still has critical needs to address in the academic growth and wellness of students and in the equitable acceleration of key student groups and families. Consider the following (data drawn from the "Measuring and Reporting Results" section of Goals 1, 2, and 3 in this LCAP):

Achievement Indicators

- Spring 2024 CAASPP Literacy (Percent Met/Exceeded Standard): Long-Term English Learners 3% (down 3 points from last year); English Learners 8% (same as last year); Hispanic/Latinx 25% (same as last year).
- Spring 2024 CAASPP Math (Percent Met/Exceeded Standard): Long-Term English Learners 1% (down 2 points from last year); English Learners 11% (same as last year); Hispanic/Latinx 20% (same as last year).
- 3rd-8th Grade Math Assessment at Mid-Year (Percent of group meeting Grade Level Benchmark): all key equity sub-groups flat or decreases in percentage compared to last year.

Wellness Indicators

- 2025 Chronic Absence (missing 10% or more of school days): While rates are declining across most student groups, the percentages are still too high.
- 2025 Suspension (percent of students suspended at least once): While rates dropped by half for nearly all student groups, the rate for Long-Term English Learners was 6%, about double the rate of other groups.
- Spring 2025 CHKS Student Survey (Average percent of Students Agreeing/Strongly Agreeing): The percentages for elementary 3rd-5th grade students showed rather modest 1-3 point improvement across multiple indicators.

Fall 2023 "Red Dashboard" Indicators

The CA Department of Education also has identified specific SMFCSD schools and certain SMFCSD student groups that performed at the lowest level (or "red" level) on the Fall 2023 CA Dashboard. SMFCSD must show how the actions in the 2025-26 LCAP will continue to address the needs of the schools and student groups identified in Fall 2023. The "Red Dashboard" indicators are organized in three groups:

- Any SMFCSD school where the "All Students" group performed at the lowest level on one or more of the state indicators on the Fall 2023 Dashboard;
- Any student group (e.g., English Learners or Students with Disabilities or Hispanic students) across SMFCSD that performed at the lowest level on one or more state indicators on the Fall 2023 Dashboard; and
- Any student group within an SMFCSD school that performed at the lowest level on one or more state indicators on the Fall 2023 Dashboard.

PLEASE USE THE LINK PROVIDED HERE (https://drive.google.com/file/d/1wm5oDbj1-yocA_W9-2FKE9fEz4L-AICL/view?usp=sharing) OR THE ADDENDUM AT THE END OF THE LCAP to access PDF charts that show which SMFCSD schools and student groups were identified in Fall 2023 as performing "red" for specific 2023 Dashboard indicators. The charts show, for each identified school and student group, the specific directed LCAP actions that SMFCSD will implement to address these indicators and improve school and student group performance. Use the LCAP action number provided in the charts, and find the descriptions of each action in the the three "Goals and Actions" sections in this 2025-26 LCAP.

Based on this data and the input of educational partners, the district has identified the following needed improvements in the wellness and academic growth of SMFCSD students, in the supports for families, and in the development of our site leaders, teachers, and staff:

- Wellness/Social-Emotional Supports: This year's chronic absenteeism data has improved, but still remains too high. The social-emotional needs of students remain great. To address these challenges, the district will continue its expanded support of key roles such as counselors, social workers, and Student Support ToSAs. The district will continue professional development for certificated and classified staff on restorative justice, cultural responsiveness, and other wellness practices and systems the district considers "foundational".

- Foundational Literacy Instruction: As noted above, SMFCSD continues to see unacceptably low reading achievement by specific groups of students on both state and local assessments. The district will continue its support for structured foundational literacy instruction (professional learning, ToSAs), anticipating as these students master these skills and promote to higher grades, 3rd-8th grade performance will rapidly improve. In addition, the district will expand its literacy intervention work with all schools through implementation of programs after school for targeted students. Also, the district will continue its intensive monitoring and support for high EL-count schools and their families in the use of the at-home literacy resource called Footsteps2Brilliance.
- Integrated and Designated English Language Development (ELD) Instruction: The performance of English Learners and particularly Long-Term English Learners remains too low and is not accelerating. The district will continue its implementation of new ELD pathways and curriculum in middle school, and expand its professional development and coaching strategies for high quality Integrated ELD, targeting elementary schools with high English Learner enrollment and middle schools. In addition, the district will expand its literacy intervention work in these schools through implementation of programs after school for targeted students.
- Math Instruction: As noted above, the district must also address the low mathematics achievement by specific groups of students on state assessments. The district noted the stronger progress on district interim assessments and concluded that the model of PD and support was instrumental. This support will continue. In addition, the district will strengthen its math intervention work in targeted schools through implementation of programs after school for identified students.
- Multi-Tiered Systems of Support (MTSS): At the core of the District's effort to accelerate the academic performance and wellness of key groups of students is the continuing need to strengthen its MTSS systems. Strengthening tier one and tier two practices is critical. Core (tier one) literacy instruction needs improvement to then have effective targeted (tier two) and intensive (tier three) interventions. In 2025-26, the district will continue to focus on strengthening school MTSS practices, such as the Student Study Team and referral processes, and commit additional resources for staffing and professional learning to support improvements next year.

Note on the Learning Recovery Emergency Block Grant (LREBG) : SMFCSD has no unexpended LREBG funds, and as such this 2025-26 LCAP does not include the LREBG Needs Assessment and has no identified actions in Goals 1-3 supported by these actions.

Reflections: Technical Assistance

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

SMFCSD qualified for the state's Differentiated Assistance program for the performance and engagement of one student group: Long-Term English Learners (LTELs), due to the group's Fall 2024 CA Dashboard low academic performance in literacy and math and its increased suspension rate. SMFCSD is receiving technical assistance to improve the performance of LTELs from the San Mateo County Office of Education.

In this 2025-26 LCAP, in the three following "Goals and Actions" sections, the district identifies the specific actions that are being implemented to address the performance of Students with Disabilities and Homeless Students.

- For example, the description of Action 1.7 (Goal 1, Action 7) identifies that the district's support for middle school ELD instruction will specifically support LTELs--who have disproportionately low reading performance--to accelerate their literacy skill development.

- For another example, the description of Action 3.3 (Goal 3, Action 3) identifies that the district's professional learning and coaching supports for Restorative Justice will specifically help LTELs who have a disproportionately higher rate of suspension and social-emotional needs--to feel safe, supported, and engaged in school.

These actions outlined in the "Goals and Actions" sections to support Long-Term English Learners are focused in two ways.

- First, the district diagnoses that this student group has academic and wellness needs like other struggling students. Actions to improve academic instruction in literacy and math and actions to address the social-emotional and wellness needs of all or many student groups are expected to support this specific student group as well. For example, Tier 1 foundational literacy instruction, engaging middle school instruction, English language development supports, intersession and after school math and literacy tutoring, expanded counseling services, Restorative Justice supports, chronic absenteeism interventions--all are designed to support this group and the students who in subsequent years become part of this group.
- Second, the district diagnoses that LTELs have academic and wellness needs that are different than other struggling students. District LCAP actions to improve their performance are also therefore differentiated and matched to the specific needs of this group. So actions such as the inclusion strategies for Special Education students, counselors and social workers who provide case management services to students and their families, community school programs to engage and intervene with specific students--all are designed to support these LTELs based on the needs they have that are different from other students.

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

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Not applicable: SMFCSD has no schools in CSI for 2025-26.

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Families, Community, Teachers, Staff: Monthly Board Study Sessions	The SMFCSD Board of Trustees held monthly study sessions for extended feedback and input on a single priority of the Strategic Plan/LCAP (e.g., Foundational Literacy, Mathematics, Equity Staffing, School Climate, Special Education). Each two-hour session included a staff update on the actions implemented for each priority; questions and comments from families, community, teachers, staff about those actions; and Board discussion.
Families, Community, Teachers, Staff, School Administrators: Monthly Board Community Workshops	The SMFCSD Board of Trustees also held monthly community workshops at school sites, in the week following the Board study sessions, focused on each month's single priority of the Strategic Plan/LCAP . Two Board members and staff facilitated the meetings, which enabled more in-depth discussion with families, community, teachers, and staff--outside the formal constraints of Board meetings. These sessions provided more substantive feedback and input on the Strategic Plan/LCAP actions.
Families, Community, Teachers, Staff, School Administrators: 1st Cohort Community Schools implementation meetings at five schools (LEAD, Sunnybrae, Fiesta Gardens, Laurel, and San Mateo Park)	In implementing the Community Schools state planning grants, the district collaborated monthly with each school's Site-based Community School Steering Committee, which includes leaders from all school stakeholder groups--families, community, teachers, and staff, including school bargaining unit leads. These educational partners provided in-depth feedback on the particular needs of each school community and on the effectiveness of the strategic actions by the school (in their SPSAs) and by the district (in the Strategic Plan/LCAP).

Educational Partner(s)	Process for Engagement
Students: "Empowering Student Voices" Superintendent's Student Council	The Superintendent convened a group of student leaders monthly to listen, to get feedback on district actions, and to hear recommendations for priorities and adjustments going forward. Rather than engage students through the DPAC/DELAC (see following), this student group functioned to meet the district's obligation to engage students about the LCAP. In meetings through the year, up until May 28, 2025, students reflected on the Strategic Plan and 2024-25 LCAP actions and gave suggestions for the 2025-26 LCAP planning. At the May 28, 2025 meeting, the District shared its written response to this feedback and these suggestions and presented the 2025-26 LCAP for their review.
Families, Teachers, Administrators: Combined District Parent Advisory Committee and District English Language Advisory Committee LCAP Engagement Meetings	At the December 5, 2024, families, teachers and administrators on the DPAC/DELAC reviewed the 2024-25 LCAP, focusing on key actions and funding sources and providing feedback particularly on actions impacting English Learners. At the May 1, 2025 meeting, the group reviewed all 2024-25 LCAP actions and provided input on what actions should be continued and what should be adjusted. At the May 14, 2025 meeting, the District shared its written response to the feedback and suggestions and presented the 2025-26 LCAP for their review. The DPAC/DELAC gave final input and approved the 2025-26 LCAP.
Families, Community, Teachers, Staff, School Administrators: Equity Task Force	Each month the Equity Task Force (composed of parents, community members, teachers, classified staff, school administrators, and two Board members) met to hear updates on the implementation efforts of key task force groups and district departments. These updates focused on Strategic Plan/LCAP priorities and actions, and Task Force feedback was used for the 2024-25 LCAP review and for the 2025-26 LCAP planning.
Families, Community, Teachers, Staff: Sanctuary Task Force	Each month the Sanctuary Task Force (composed of parents, community members, teachers, classified staff, and administrators) met to work on district and school procedures and activities that would support Newcomer students and their families. This work surfaced successes and challenges in meeting the learning and wellness needs of Newcomers, which served as important feedback on LCAP actions related to Newcomers specifically and to English Learners and students from economically struggling families more generally.

Educational Partner(s)	Process for Engagement
Families, Teachers, Administrators: Special Education District Advisory Committee's LCAP Engagement Meeting	At the April 29, 2025, families, teachers and administrators on the SEDAC reviewed 2024-25 LCAP actions and provided input on what actions should be continued and what should be adjusted in the 2025-26 LCAP.
Certificated Staff and School Administrators: LCAP-funded ToSA and Counselor Survey	In March 2025, the district distributed separate surveys to three educational partner groups--the teachers on special assignment and counselors implementing strategic actions funded in the 2024-25 LCAP; the certificated staff supported by those actions; and the site administrators who oversee those actions. The surveys asked respondents to reply to questions about the implementation, impact and effectiveness of these actions--as a way to get feedback on the 2024-25 LCAP and to give input on the 2025-26 LCAP. On May 16, 2025, the District sent to all staff its written response to the feedback and suggestions received through this survey.
Students and Teachers/Staff: Equity Surveys	In May 2025, the district distributed surveys to three educational partner groups--middle school students; certificated staff; and classified staff. The surveys asked respondents to reply to questions about equity, such as their experiences with different cultural groups; their opportunities to learn and discuss cultural issues; and their sense of being valued as a member of their school or professional community. These survey items were designed to collect feedback on the implementation, impact and effectiveness of district and site equity-focused actions--as a way to get feedback on the 2024-25 LCAP and to give input on the 2025-26 LCAP.
Families, Staff, Teachers, School and District Administrators: LCAP Feedback Surveys	In April 2025, the district distributed a survey to families, staff and teachers (including their bargaining unit representatives), school and district administrators asking respondents to review the 2024-25 LCAP actions and share their views about the importance of investing in these actions and their perception of impact and effectiveness. This survey provided critical information for the 2024-25 LCAP review and for the 2025-26 LCAP planning. On May 16, 2025, the District sent to all families, staff, teachers, school and district Administrators its written response to the feedback and suggestions received through this survey.
Family LCAP Engagement Meeting	At an April 16, 2025 meeting with families, the district engaged these educational partners in a review of all the 2024-25 LCAP actions and asked for input on what actions should be continued and what should

Educational Partner(s)	Process for Engagement
	be adjusted for the 2025-26 LCAP. This in-person meeting provided extensive feedback to complement the survey feedback already gathered. On May 16, 2025, the District sent to all families its written response to the feedback and suggestions received through this in-person meeting.
Teacher/Staff/Bargaining Unit LCAP Engagement Meeting	At an April 30, 2025 meeting with certificated and classified staff (including the bargaining unit president), the district engaged these educational partners in a review of all the 2024-25 LCAP actions and asked for input on what actions should be continued and what should be adjusted for the 2025-26 LCAP. These in-person meetings provided extensive feedback to complement the survey feedback already gathered. On May 16, 2025, the District sent to all certificated and classified staff its written response to the feedback and suggestions received through this in-person meeting.
San Mateo County Special Education Local Plan Area (SELPA)	The district also consulted with the San Mateo County Special Education Local Plan Area (SELPA) for feedback on the 2024-25 LCAP, including an initial meeting, office hours, and individualized consultation. The initial LCAP Team/SELPA meeting was on February 28, 2025, and the formal and follow-up SELPA consultations occurred on March 28 and April 25, 2025 respectively. These meetings provided information that was incorporated into the 2025-26 LCAP.
Families, Community, Teachers, Staff: Regular Board Sessions on May 22 and June 26, 2025	The Board of Trustees conducted a public hearing and discussion of the 2025-26 LCAP at its regular meeting on May 22, 2025. The Board then approved the 2025-26 LCAP at its regular meeting on June 26, 2025.

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

Based on the educational partner feedback from the meetings and surveys described above, the District has prioritized the following issues to address in the 2025-26 LCAP:

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

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

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

--Literacy instruction: Many families continued to share that they are pleased with the district's implementation of foundational literacy strategies. Teachers gave strong endorsement to the district's work on foundational literacy and to provide a supplementary curricular program and ToSA supports to help them deliver structured literacy instruction. And they provided important feedback about the effectiveness of this implementation and adjustments that should be made. Teachers agreed with the focus on the primary grades, but many continued to express concern that there should be additional actions to support literacy development of older students who were behind. Families of Special Education students were pleased to see that special education staff were being trained in the core foundational literacy and middle school English Language Development materials.

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

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

The District engagements with educational partners were of great value and provided important information that has influenced the 2025-26 LCAP plan. Aspects of the LCAP influenced by this feedback include:

--Wellness and safety on campus: The actions specifically to continue the expanded support staff and PD actions; to expand community schools; and to expand restorative justice work in 2025-26 .

--Counseling, mental health clinician, and social work supports: Similar to above, the actions specifically to continue the expanded support staff and PD actions.

--Multilingual and culturally responsive curriculum and practices: The actions to maintain elementary Multilingual ToSAs; to continue and expand professional learning focused on instructional strategies for English Learners; to adopt new, more culturally responsive curriculum; and to continue expanded recruitment and hiring for a more diverse staff.

--Literacy instruction: The actions to continue implementation of the foundational literacy strategies; to strengthen ELD professional learning; and to implement ToSA roles and responsibilities more effectively so they do not get pulled off their focus.

--Academic intervention: The actions to expand activities funded by the Extended Learning Opportunities Program, specifically to support literacy and math intervention after-school programs at every school.

--Inclusion actions: The actions to expand investment in inclusion supports, such as the Inclusion ToSA and to continue with professional learning for inclusion.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

The CA Department of Education also has identified specific SMFCSD schools and certain SMFCSD student groups that performed at the lowest level (or "red" level) on the Fall 2023 CA Dashboard. SMFCSD must show how the actions in the 2025-26 LCAP will continue to address the needs of the schools and student groups identified in Fall 2023. The "Red Dashboard" indicators are organized in three groups:

- Any SMFCSD school where the "All Students" group performed at the lowest level on one or more of the state indicators on the Fall 2023 Dashboard;
- Any student group (e.g., English Learners or Students with Disabilities or Hispanic students) across SMFCSD that performed at the lowest level on one or more state indicators on the Fall 2023 Dashboard; and
- Any student group within an SMFCSD school that performed at the lowest level on one or more state indicators on the Fall 2023 Dashboard.

Several actions in this Goal One (1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.9, 1.12, 1.13, 1.15, 1.17, 1.18, 1.23) address the requirement to include one or more specific "Directed Actions" within the LCAP that address the Red Dashboard Indicators and improve school and student performance. PLEASE USE THE LINK PROVIDED HERE (https://drive.google.com/file/d/1wm5oDbj1-yocA_W9-2FKE9fEz4L-AICL/view?usp=sharing) OR THE ADDENDUM AT THE END OF THE LCAP to access PDF charts that show which SMFCSD schools and student groups were identified in Fall 2023 as performing "red" for specific 2023 Dashboard indicators. The charts show, for each identified school and student group, the specific directed LCAP actions that SMFCSD will implement to address these indicators and improve school and student group performance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP LITERACY (3-8th) Percent Met/Exceeded Standard (for the group)	<p>Spring 2023 Administration</p> <p>All Students: 56%</p> <p>Socioeconomically Disadvantaged: 22%</p> <p>English Learners: 8%</p> <p>LTEs: 6%</p> <p>Students with Disabilities: 18%</p> <p>Hispanic/Latinx: 25%</p> <p>Homeless: 9%</p> <p>Foster Youth (not statistically significant at the time)</p>	<p>Spring 2024 Administration</p> <p>All Students: 55%</p> <p>Socioeconomically Disadvantaged: 31%</p> <p>English Learners: 8%</p> <p>LTEs: 3%</p> <p>Students with Disabilities: 17%</p> <p>Hispanic/Latinx: 25%</p> <p>Homeless: 13%</p> <p>Foster Youth (not statistically significant at the time)</p>		<p>Spring 2026 Administration</p> <p>All Students: 71% (5 points per year from Baseline)</p> <p>Socioeconomically Disadvantaged: 52% (10 points per year from Baseline)</p> <p>English Learners: 38% (10 points per year from Baseline)</p> <p>LTEs: 36% (10 points per year from Baseline)</p> <p>Students with Disabilities: 48% (10 points per year from Baseline)</p> <p>Hispanic/Latinx: 55% (10 points per year from Baseline)</p> <p>Homeless: 39% (10 points per year from Baseline)</p>	<p>Difference from Baseline</p> <p>All Students: -1 point</p> <p>Socioeconomically Disadvantaged: +9 points</p> <p>English Learners: 0 points</p> <p>LTEs: -3 points</p> <p>Students with Disabilities: -1 point</p> <p>Hispanic/Latinx: 0 points</p> <p>Homeless: +4 points</p> <p>Foster Youth (not statistically significant at the time)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Foster Youth (not statistically significant at this time)	
1.2	CAASPP MATH (3-8th) Percent Met/Exceeded Standard (for the group)	<p>Spring 2023 Administration</p> <p>All Students: 51%</p> <p>Socioeconomically Disadvantaged: 18%</p> <p>English Learners: 11%</p> <p>LTEs: 3%</p> <p>Students with Disabilities: 18%</p> <p>Hispanic/Latinx: 20%</p> <p>Homeless: 6%</p> <p>Foster Youth (not statistically significant at the time)</p>	<p>Spring 2024 Administration</p> <p>All Students: 51%</p> <p>Socioeconomically Disadvantaged: 26%</p> <p>English Learners: 11%</p> <p>LTEs: 1%</p> <p>Students with Disabilities: 15%</p> <p>Hispanic/Latinx: 20%</p> <p>Homeless: 12%</p> <p>Foster Youth (not statistically significant at the time)</p>		<p>Spring 2026 Administration</p> <p>All Students: 66% (5 points per year from Baseline)</p> <p>Socioeconomically Disadvantaged: 48% (10 points per year from Baseline)</p> <p>English Learners: 41% (10 points per year from Baseline)</p> <p>LTEs: 33% (10 points per year from Baseline)</p> <p>Students with Disabilities: 48% (10 points per year from Baseline)</p> <p>Hispanic/Latinx: 50% (10 points per year from Baseline)</p>	<p>Difference from Baseline</p> <p>All Students: 0 points</p> <p>Socioeconomically Disadvantaged: +8 points</p> <p>English Learners: 0 points</p> <p>LTEs: -2 points</p> <p>Students with Disabilities: -3 point</p> <p>Hispanic/Latinx: 0 points</p> <p>Homeless: +6 points</p> <p>Foster Youth (not statistically significant at the time)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Homeless: 36% (10 points per year from Baseline) Foster Youth (not statistically significant at the time)	
1.3	English Learner Progress Percent K-8 ELs making progress toward English language proficiency on the ELPAC Progress = progressed at least one ELPI level or maintained ELPI level 4	2023 Fall CDE Dashboard 45.1% ELs making progress toward English language proficiency on the ELPAC	2024 Fall CDE Dashboard 48.1% ELs making progress toward English language proficiency on the ELPAC		2026 Fall CDE Dashboard 75% ELs making progress toward English language proficiency on the ELPAC (5 points per year from Baseline)	Difference from Baseline +3 points ELs making progress toward English language proficiency on the ELPAC
1.4	PAF Interim Assessment K-2nd: Percent of Each Grade Level meeting grade level benchmark (at 3rd Interim)	2023-24 3rd Interim K: 86% 1st: 75% 2nd: 59%	2024-25 3rd Interim K: 86% 1st: 76% 2nd: 71%		2026-27 K-2nd: 80% meeting grade level benchmark (at 3rd Interim)	Difference from Baseline K: 0 points 1st: +1 point 2nd: +12 points
1.5	PAF Interim Assessment K-2nd: Percent of Key Student Groups meeting grade level benchmark (at 3rd Interim)	2023-24 at 3rd Interim All Students: 68% Socioeconomically Disadvantaged: 63% English Learners: 54%	2024-25 at 3rd Interim All Students: 77% Socioeconomically Disadvantaged: 60%		2026-27 K-2: 80% percent of each Student Groups meeting grade level benchmark (at end of year)	Difference from Baseline All Students: 9 points Socioeconomically Disadvantaged: -3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with IEPs: 46% Hispanic/Latinx: 52% Homeless: 25%	English Learners: 57% Students with IEPs: 54% Hispanic/Latinx: 57% Homeless: 51%			English Learners: + 3 points Students with IEPs: +8 points Hispanic/Latinx: +5 points Homeless: +26 points
1.6	NWEA MAP Growth Reading Interim Assessment (New starting Fall 2024) 3rd-8th: Percent of each Grade Level meeting grade level benchmark (at end of year)	2023-24 End of the Year, using previous Reading Inventory interim assessment (Lexile level only) 3rd: 55.15% 4th: 66.04% 5th: 67.16% 6th: 60.37% 7th: 60.84% 8th: 70.74%	2024-25 End of the Year, using new NWEA MAP Growth Reading Interim Assessment 3rd: 44.1% 4th: 52.6% 5th: 51.1% 6th: 57% 7th: 56.8% 8th: 55.2%		2026-27 End of the Year 3rd: 80% 4th: 80% 5th: 80% 6th: 80% 7th: 80% 8th: 80%	Difference from Baseline NOTE: Baseline comparison is flawed due to 2 different tests. 3rd: -11 percentage points 4th: -13.4 percentage points 5th: -16 percentage points 6th: -3.4 percentage points 7th: -4 percentage points 8th: -15.5 percentage points
1.7	NWEA MAP Growth Reading Interim Assessment (New starting Fall 2024) 3rd-8th: Percent of Key Student Groups meeting	2023-24 End of the Year, using previous Reading Inventory interim assessment (Lexile level only)	2024-25 End of the Year, using new NWEA MAP Growth Reading Interim Assessment		2026-27 End of the Year Socioeconomically Disadvantaged: 80%	Difference from Baseline NOTE: Baseline comparison is flawed due to 2 different tests. Socioeconomically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	grade level benchmark (at end of year)	Socioeconomically Disadvantaged: 46.76% English Learners: 12.80% LTELs: 15.36% Students with IEPs: 24.58% Hispanic/Latinx: 34.54% Homeless: 36.35%	Socioeconomically Disadvantaged: 27.3% English Learners: 7.4% LTELs: 6% Students with IEPs: 17.6% Hispanic/Latinx: 25.1% Homeless: 16.5%		English Learners: 80% LTELs: 80% Students with IEPs: 80% Hispanic/Latinx: 80% Homeless: 80%	Disadvantaged: -19.5 percentage points English Learners: -5.4 percentage points LTELs: -9.4 percentage points Students with IEPs: -7 percentage points Hispanic/Latinx: -9.4 percentage points Homeless: -19.9 percentage points
1.8	Mathematics Interim Assessments K-5th: Percent of each Grade meeting grade level benchmark (Mid-Year) K-5th: Percent of Key Student Groups meeting grade level benchmark (Mid-Year)	2023-24 Mid-Year K: 93% 1st: 81% 2nd: 79% 3rd: 79% 4th: 82% 5th: 59% Overall: 78% Socioeconomically Disadvantaged: 63% English Learners: 59%	2024-25 Mid-Year K: 82% 1st: 87% 2nd: 85% 3rd: 71% 4th: 65% 5th: 72% Overall: 76% Socioeconomically Disadvantaged: 59%		2026-27 Mid-Year K: 80% 1st: 80% 2nd: 80% 3rd: 80% 4th: 80% 5th: 80% Overall: 80% Socioeconomically Disadvantaged: 80%	Difference from Baseline K: -9 points 1st: +6 points 2nd: +6 points 3rd: -8 points 4th: -17 points 5th: +13 points Overall: -2 points Socioeconomically Disadvantaged: -4 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with IEPs: 57% Hispanic/Latinx: 62% Homeless: 50%	English Learners: 55% Students with IEPs: 54% Hispanic/Latinx: 57% Homeless: 49%		English Learners: 80% Students with IEPs: 80% Hispanic/Latinx: 80% Homeless: 80%	English Learners: -4 points Students with IEPs: -3 points Hispanic/Latinx: -5 points Homeless: -1 point
1.9	Mathematics Interim Assessments 6th-8th: Percent of each Grade Level meeting grade level benchmark (Mid-Year) 6th-8th: Percent of each Key Student Group meeting grade level benchmark (Mid-Year)	2023-24 Mid-Year 6th grade: 75% 7th grade: 87% 8th grade: 81% Overall: 80% Socioeconomically Disadvantaged: 66% English Learners: 48% Long Term English Learners: 47% Students with IEPs: 63% Hispanic/Latinx: 66% Homeless: 60%	2024-25 Mid-Year 6th grade: 81% 7th grade: 74% 8th grade: 94% Overall: 82% Socioeconomically Disadvantaged: 64% English Learners: 44% Long Term English Learners: 43% Students with IEPs: 63% Hispanic/Latinx: 61% Homeless: 49%		2026-27 Mid-Year 6th grade: 80% 7th grade: 80% 8th grade: 80% Socioeconomically Disadvantaged: 80% English Learners: 80% Long Term English Learners: 80% Students with IEPs: 80% Hispanic/Latinx: 80% Homeless: 80%	Difference from Baseline 6th grade: +6 points 7th grade: -13 points 8th grade: +7 points Socioeconomically Disadvantaged: +2 points English Learners: -4 points Long Term English Learners: -4 points Students with IEPs: 0 points Hispanic/Latinx: -5 points Homeless: -11 points
1.10	Algebra 1 Enrollment 1. Percent of 8th graders enrolled in Algebra	2023-24 1. 26% of 8th graders enrolled in Algebra 1	2024-25 1. 35% of 8th graders enrolled in Algebra 1		2026-27 1. 45% of 8th graders enrolled in Algebra 1	Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2. Percent of 8th grade Latinx students enrolled in Algebra	2. 12% of 8th grade Latinx students enrolled in Algebra 1	2. 15% of 8th grade Latinx students enrolled in Algebra 1		3. 35% of 8th grade Latinx students enrolled in Algebra 1	1. +9 points of 8th graders enrolled in Algebra 1 3. +3 points of 8th grade Latinx students enrolled in Algebra 1
1.11	RECLASSIFICATION Rate (K-8) Overall Reclassification rate	2022-23 End of Year (June 15, 2022 to June 14, 2023) Percentage Reclassifying each Year Overall: 15%	2023-24 End of Year (June 15, 2023 to June 14, 2024) Percentage Reclassifying each Year Overall: 14%		2025-26 End of Year (June 15, 2025 to June 14, 2026) Percentage Reclassifying each Year Overall: 30% (5 points per year from baseline)	Difference from Baseline -1 point Reclassifying each Year Overall
1.12	LTEL ENROLLMENT in Middle School % of LTELS enrolled, as part of the Total MS enrollment, at end of year (after June reclassification)	2023-24 End of Year (after June reclassification) 7.3% of LTELS enrolled, as part of the Total MS enrollment	2024-25 End of Year (after June reclassification) 10% of LTELS enrolled, as part of the Total MS enrollment		2026-27 End of Year (after June reclassification) 4.3% of LTELS enrolled, as part of the Total MS enrollment (1 point less per year from baseline)	Difference from Baseline +2.7 points increase in the percentage of LTELS enrolled, as part of the Total MS enrollment
1.13	CAASPP Science Test 3rd-8th Percent Met/Exceeded Standard	Spring 2023 Administration All Students: 45% 5th: 46%	Spring 2024 Administration All Students: 45% 5th: 43%		Spring 2026 Administration All Students: 61%	Difference from Baseline All Students: 0 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(for the group)	8th: 44% Socioeconomically Disadvantaged: 15% English Learners: 3% LTELs: 0% Students with Disabilities: 13% Hispanic/Latinx: 16% Homeless: 9%	8th: 48% Socioeconomically Disadvantaged: 20% English Learners: 2% LTELs: 0% Students with Disabilities: 12% Hispanic/Latinx: 15% Homeless: 7%		8th: 59% (5 points per year from Baseline) Socioeconomically Disadvantaged: 44% (10 points per year from Baseline) English Learners: 32% (10 points per year from Baseline) LTELs: 30% (10 points per year from Baseline) Students with Disabilities: 38% (10 points per year from Baseline) Hispanic/Latinx: 49% (10 points per year from Baseline) Homeless: 43% (10 points per year from Baseline)	5th: -3 points 8th: + 4 points Socioeconomically Disadvantaged: +5 points English Learners: -1 point LTELs: 0 points Students with Disabilities: -1 point Hispanic/Latinx: -1 point Homeless: -2 points
1.14	Student Access to standards-aligned instructional materials	2023-24 100% of students had access	2024-25 100% of students had access		2026-27 100% of students had access	Difference from Baseline No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of students with access to their own copies of standards-aligned instructional materials for use at school and at home					

Goal Analysis [2024-25]

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

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

See below in the "Actions" section for the specific details on the actions analyzed here.

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

1.2 Implemented as planned: August sessions were held with new teachers to provide an overview of the foundational literacy program and access to the curriculum and resources. Additionally, foundational literacy PD was provided through monthly staff meetings in collaboration with the Multilingual Services team on 2 PD days in October and January. 26 new teachers attended the summer PD sessions, and 93% participated in the school-year PD days.

1.3 Implemented as planned: 22 assigned L&L ToSAs (of 21.55 planned) supporting literacy in grades K-3. 11 para educators employed at select sites to provide additional support. 4 assigned Multilingual ToSAs (of 5 planned) Three ToSAs supporting instruction for multilingual (EL) students in grades K-5 and one ToSA supporting 6-8. Title 1 schools and schools with a higher percent of struggling readers have additional ToSAs.

1.4 Implemented as planned: Footsteps2Brilliance continues to be implemented as an at-home literacy resource for all PreK-3 students enrolled in SMFC as well as shared as a free resource to anyone who lives in the school district boundaries. Site staff (Community Service Specialists, ToSAs) continue to provide training to families on how to use F2B at home. The shift of Community Service Specialists to sites as part of the Community Schools initiative eliminated the cost of this FTE in the LCAP.

1.5 Implemented as planned: Four sessions of teacher PD were implemented in August, October, January, and March. 32 new and veteran teachers attended optional PD in August. Across the three school-year PD days, approximately 94% of middle school teachers attended. Teacher leaders and site principals also planned regularly to ensure effective teaching and learning in an 85-minute block schedule. Site principals at the four middle schools also met monthly to conduct walkthroughs and design site-specific plans for implementing Academic Discourse and Welcoming Classroom strategies.

1.6 Fully implemented: The four middle school Literacy Teacher Leaders are creating common writing supports and structures for 6th, 7th, and 8th grades. They are engaged in professional learning and collaboration to prepare curriculum for argumentative writing tasks.

1.7 Implemented as planned: A new ELD pathway has been implemented in all four middle schools to support the learning acceleration of Newcomer students : ELD 1, ELD 2, ELD 3, ELD 4. ELD Teacher professional development has been provided to all ELD teachers at the middle school level in Summer 2024, Fall 2024 and Winter 2025 to support the implementation of the new ELD curriculum and pathways. A Multilingual Learner Tosa has been assigned to the middle school to support teacher professional development.

1.8 Not Implemented: This action was not implemented due to insufficient quality candidates for elementary multilingual ToSA positions. The decision was made not to hire for this position in order to have sufficient Multilingual ToSAs at identified sites (see Action 1.3).

1.9 Implemented as planned: 21 professional development sessions have been provided to K-8 teachers since August 2024 to May 2025. ELlevation professional development was provided during the Summer 2024 for teachers to learn additional strategies and learn to manage the data platform. 61 teachers attended. Professional development was provided to K-3 educators on the SMFC ML Signature Strategies in Summer 2024, Fall 2024 and Winter/Spring 2025. Attendance averaged 94% of K-3 teachers. Professional development was provided to the SPED educators (RSP teachers, SDC teachers) during the Jan 2025 PD day on the reclassification of dually identified students. 45 teachers attended. Also, Ellevation Strategies Program, an online resource of classroom instructional strategies for English Learners, was purchased and used by ToSAs and teachers as a resource to strengthen classroom instruction.

1.10 Implemented as planned: K-2 assessment is fully in place. We continue to assess students in K-2 using the curriculum embedded assessments 4x per year with an average completion rate of 96%. 3-8th grade teachers were provided with NWEA PD in the summer and attended 3 more PD sessions during staff meetings. The district assessment calendar was implemented, with an average assessment completion of 96%. District interim assessment reports were improved through the use of Tableau dashboards. Middle school teachers and LEAD Elementary are not yet piloting a district interim writing assessment; the assessments are still in development. More work is needed around this topic.

1.11 Implemented as planned: All K-8 students took the district's Math Common Formative Assessments, developed by the math teacher leaders, as the interim math assessment. CFAs were given twice (3rd-8th Grades) and three times (K-2) during the 24-25 school year. These assessments and the CA state assessments were effectively administered according to the district's Assessment Calendar, and reporting on results in Tableau dashboards was provided within a week of completion. The plan to pilot an additional interim math assessment was moved to the 2025-26 school year.

1.12 Implemented as planned: Engage NY/Zearn was implemented again this year as the Elementary Math curriculum. Modifications were made to the pacing guide by the math department this year to support classroom instruction and student learning. The middle schools

continue to use Illustrative Math (Math Nation & Desmos) as the core curriculum, with math lead teachers building out tasks and assessments to ensure students are accessing and mastering grade-level content.

1.13 Implemented as planned: August sessions were held with 35 new teachers to provide an overview of the math program and access to math resources. Additionally, 3 PD days were held in October, January, and March where half of the day was focused on math PD for 4th & 5th grade teachers. Middle School teachers engaged in the same days of PD focused on "sense of Belonging & Academic Discourse" using math instructional routines. Attendance averaged 92% on the PD Days. In addition, elementary and middle school staff meetings focused once a month on curriculum implementation and assessment data inquiry.

1.14 Implemented as planned: 10.2 assigned Math ToSAs (of 12 planned) worked at the elementary schools to support continuous learning cycles and teacher collaboration around math curriculum implementation and data-informed planning; to update the pacing guide for K-5; and to develop Common Formative Benchmark Assessments & scoring practices.

1.15 Implemented as planned: All four middle schools were provided a total of 6.0 fte of additional math teacher leader and ToSA release time to provide teacher coaching and collaboration support for Math 6, Math 7, and Math 8. This support included classroom modeling and coaching, curating the adopted curriculum, building common formative assessments, reviewing data, and supporting cross-district collaboration.

1.16 Implemented as planned: ST Math was provided as an at-home resource for all K-8 students and optionally used by teachers in classrooms. This program was also used in after-school programs, including Boys & Girls Club, Annex, and Homework Central.

1.17 Implemented as planned: 964 students were served in the district's after-school programs, supported by 5 community partner organizations, across 12 school sites. 356 students were served in the district's site-based academic intervention program, across all 21 school sites. These after-school programs specifically target lower-income students who are struggling academically.

1.18 Implemented as planned: 486 students have been served in the district's vacation sessions: Summer 2024 (20 days) with a daily average of 388 students; October 2024 Fall Camp (5 days) with a daily average of 80 students; December 2024 Winter Camp (3 days) with a daily average of 26 students; April 2025 Spring Camp with an expected daily average of 65 students. These extra-days programs specifically target lower-income students who are struggling academically.

1.19 Implemented as planned: K-5 LEGO instruction was implemented across all elementary schools. Paxton Patterson's Career Discovery Labs were provided for all 4th-5th grade classes. 6-8 College and Career Exploration electives, with Paxton Patterson modules, were offered at all 4 middle schools, and an after-school club has been implemented for the Montessori 6-8 students.

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

1.21 Implemented as planned: LEAD ES hired a 1.0 FTE para educator to support student literacy learning. Staff engaged in literacy, multilingual strategies, and Responsive Classroom professional learning. Literacy intervention LEXIA licenses were purchased.

1.22 Adjusted implementation: A district-wide Summit K12 ELOP program was implemented at 19 schools targeting multilingual learners in grades 4th-8th, with an enrollment of approximately 356 across the schools. Three professional development sessions were provided to the approximately 56 educators supporting the Summit K12 program. After implementation of district after school programs at selected schools and the districtwide after-school academic intervention (see 1.17 above), sites did not need to implement a portion of their extended day plans. Schools adjusted their plans and implemented scaled-down programs to provide site-based literacy and homework support interventions, as planned in their SPSAs, for students who were not supported by the district programs.

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

1.24 Implemented as planned: Two middle schools were allocated resources to implement AVID electives, strategies, and professional learning. AVID elective sections were implemented as planned. An additional section was added at Abbott Middle School.

1.25 Implemented as planned: With the support of a Montessori teacher on special assignment and additional program resources, Parkside expanded to a K-8 school and helped several teachers work toward their Montessori certification. The National Center on Montessori in the Public Sector continued to provide technical support. Also, College Park developed a Mandarin Immersion plan with the support of Stanford World Language Program consultants.

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

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

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

See below in the "Actions" section for the specific details on the actions analyzed here. Explanations provided here refer to the expenditure data provided further down in the "2024-25 Annual Update Table". Note that an explanation is provided only for those actions where the Estimated Budgeted Expenditures were more or less than 10% of the Budgeted Expenditures--which would be a "material difference" as required in the above prompt.

1.1 Expenditures exceeded what was planned for two reasons: 1. The Spring 2024 purchase of PAF materials was actually paid for in the 2024-25 school year, and therefore reflects in effect two years of purchases in the one 2024-25 school year. 2. Due to the implementation

stage of PAF last spring, it was necessary to purchase additional skills books and decodable readers to ensure that all students were provided materials for their stage of progress through PAF.

1.2 Expenditures slightly exceeded what was planned due to greater participation of teachers in Summer PD than originally estimated.

1.3 No material difference

1.4 The shift of Community Service Specialists to sites as part of the Community Schools initiative eliminated the cost of this FTE in the LCAP, such that expenditures was \$0.

1.5 No material difference

1.6 No material difference

1.7 No material difference

1.8 This action was not implemented due to insufficient quality candidates for elementary multilingual ToSA positions. The decision was made not to hire for this position in order to have sufficient Multilingual ToSAs at identified sites (see Action 1.3).

1.9 No material difference

1.10 The costs for NWEA professional development, both in contract and extra teacher time, proved to be substantially less than originally budgeted.

1.11 No material difference

1.12 No material difference

1.13 No material difference

1.14 10.5 fte of Math ToSAs were actually employed, rather than the planned 12 fte, which resulted in lower expenditures than originally budgeted.

1.15 No material difference

1.16 No material difference

1.17 Estimated actual expenditures exceeded the funds originally budgeted for two reasons: 1. In implementation, the programs have expanded beyond what was originally planned and are serving more students; and 2. The contracts with community partner organizations actually provide services under both Actions 1.17 and 1.18, but the total expenditure of these contracts is identified only in Action 1.17. This

partially explains why the expenditure for Action 1.17 is much greater than the funds budgeted and the expenditure for Action 1.18 is much less than the funds budgeted.

1.18 Estimated actual expenditures were much lower than the funds originally budgeted for two reasons: 1. The funding for the Summer 2025 camp/school is budgeted in this 2024-25 LCAP, but not yet expended; and 2. The contracts with community partner organizations actually provide services under both Actions 1.17 and 1.18, but the total expenditure of these contracts is identified only in Action 1.17. This partially explains why the expenditure for Action 1.17 is much greater than the funds budgeted and the expenditure for Action 1.18 is much less than the funds budgeted.

1.19 No material difference

1.20 No material difference

1.21 A planned position at LEAD Elementary was not filled for part of the year, resulting in estimated actual expenditures that were lower than the funds originally budgeted.

1.22 After implementation of district after school programs at selected schools and the districtwide after-school academic intervention (see 1.17 above), sites did not need to implement a portion of their extended day plans, resulting in small actual expenditures than planned.

1.23 Actual implementation costs at individual sites have been substantially less than planned at this date. Some schools have planned their funds to be spent in June collaboration. Others deferred their professional development activities in light of district-directed PD activities.

1.24 An additional section of AVID was added at Abbott Middle School resulting in actual estimated expenditures greater than planned.

1.25 No material difference

1.26 Fewer candidates for Special Ed, Bilingual, Montessori certification participated in the tuition and program assistance than planned.

1.27 No material difference

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

See below in the "Actions" section for the specific details on the actions analyzed here.

1.1 District interim assessments at K-2 are showing evidence of significant improvements in student reading, as implementation of PAF deepens, with mid-year performance already exceeding end of year desired outcomes, including key student groups. 3rd to 8th grade student performance on the newly implemented NWEA MAP Growth literacy assessment has been more variable and less positive. 3rd - 5th grade students showed a decrease across the year in the overall percentage of students meeting/exceeding standard, from 54.6% in

September to 47.6% in March. For 6-8 students, performance held steady across the year, with 59.1% meeting/exceeding in September and 58.7% in January.

1.2 District interim assessments at K-2 are showing evidence of significant improvements in student reading, as implementation of PAF deepens, with mid-year performance already exceeding end of year desired outcomes, K, 1st and 2nd grades and for key student groups (see K-2 literacy student performance data in Goal 1). ... Also teacher feedback on their foundational literacy professional development was strongly positive: across the three PD sessions, an average of 98% of participants agreed/strongly agreed that they had opportunities to practice content, and 95% of participants agreed/strongly agreed that they developed new ideas that will support students.

1.3 District interim assessments at K-2 are showing evidence of significant improvements in student reading, as implementation of PAF deepens, with mid-year performance already exceeding end of year desired outcomes, including key student groups. 3rd to 8th grade student performance on the newly implemented NWEA MAP Growth literacy assessment has been more variable and less positive. 3rd - 5th grade students showed a decrease across the year in the overall percentage of students meeting/exceeding standard, from 54.6% in September to 47.6% in March. For 6-8 students, performance held steady across the year, with 59.1% meeting/exceeding in September and 58.7% in January. ... Staff surveys asking for feedback on the impact of the ToSA positions found the following: 77% of teachers agreed/strongly agreed that they had benefited from Foundational Literacy ToSA support, and 82% of teachers from schools who are assigned an MLL ToSA agreed/strongly agreed that they had benefited from Multilingual Learner ToSA support. Also, 81% of teachers agreed/strongly agreed that Foundational Literacy ToSAs had an important impact on student learning, and 78% of teachers from schools who are assigned an ML ToSA agreed/strongly agreed that Multilingual Learner ToSAs had an important impact on student learning.

1.4 SMFCSD top 10 “usage” schools range from 600 hours of usage to 2500 hours. Three out of four of Title 1 schools are in the Top 5 in usage.

1.5 District interim math assessments are showing evidence of significant improvements in student math learning, as implementation deepens, with mid-year performance already exceeding end of year desired outcomes in 7th and 8th, and 6th approaching (see 6-8 math student performance data in Goal 1). Key student groups are all showing accelerated progress compared to last year. District interim literacy assessments are showing evidence of modest improvement with grade 6: 56.5%, grade 7: 59.7%, and grade 8: 60.4% students meeting/exceeding standard. Key student groups showed rather flat growth (see 6-8 literacy student performance data in Goal 1). Teacher feedback on the PD was strong, the Oct. and Jan. PD average: 85.5% of participants agreed/strongly agreed that they had opportunities to practice content, and 89.5% of participants agreed/strongly agreed that they had an opportunity to interact with colleagues.

1.6 District interim literacy assessments are showing evidence of modest improvement with an average of 70% of students meeting/exceeding standard. Key student groups showed rather flat growth (see 6-8 literacy student performance data in Goal 1). The need for a higher quality middle school ELA curriculum, to improve these outcomes, was addressed by the ELA team’s selection and Board adoption of a new literacy curriculum that is in the first year of implementation (2024-2025).

1.7 Currently, about 13.1% of our middle school students are Long Term English Learners (LTELs) compared to 7.6% at the end of the 2023-24 school year. However, this 23-24 data includes the June 2024 reclassification, following the 2024 ELPAC. The district expects that the new ELD pathways and curriculum will positively impact student performance on the 2025 ELPAC and lead to strong reclassification of LTELs students by June 2024-25, thereby bringing the current 13.1% down below last year’s 7.6%.

1.8 No impact analysis due to canceling this action.

1.9 District interim literacy assessments at K-2 (where district literacy improvement resources are focused) are showing evidence of significant improvements in EL student reading, currently 60.2% of ELs are meeting or exceeding on the Spring assessment compared to 32.6% of EL students meeting or exceeding on the Fall assessment period. ... District interim literacy assessments at 3-8 show flat growth from fall to winter for EL students. Currently, 6.9% of EL students are meeting or exceeding on the Spring NWEA assessment compared to 6.5% of EL students meeting or exceeding on the Fall NWEA assessment. ... District interim math assessments at K-5 are showing evidence of significant improvements in EL student math learning, with a close to 28% increase from fall (27%) to winter (55%). ... Also teacher feedback on the PD was strong: 98% of participants agreed/strongly agreed that they had opportunities to practice content, and 95% of participants agreed/strongly agreed that they developed new ideas that will support students.

1.10 These actions resulted in strong student participation rates in both interim and state assessments (over 96%), which has given district, site and grade level teams critical data to determine the next instructional steps—including intervention programs to support academic growth.

1.11 These actions resulted in an improved interim assessment participation rate in both interim and state assessments (over 95%), which has given district, site and grade level teams critical data to determine the next instructional steps—including intervention programs to support academic growth.

1.12 District interim assessments K-8 show evidence of significant improvements in math learning. Overall student performance mid-year is near to the 80% meeting-benchmark goal. Most of the district's key student groups improved from Fall to Winter on the interim assessments--notably 6th and 7th grade students improved 5-15 points. Algebra enrollment overall has increased 28% from last year and Latinx student Algebra enrollment has increased 160%.

1.13 District interim assessments K-8 show evidence of significant improvements in math learning. Grade level performance mid-year is near to the 80% meeting-benchmark goal. Key student group performance on the interim assessments improved 5-15 points in 6th-7th grades between Fall and Winter administrations of the assessments. Algebra enrollment has increased 28% from last year and Latinx student Algebra enrollment has increased 160%. ... Teacher feedback on the math professional development--targeting 4th and 5th grade math content and instructional practices--was positive and improved across the year's three PD days. In October, 67.5% of participants agreed/strongly agreed that they had opportunities to practice content, and 82.5% of participants agreed/strongly agreed that they developed new ideas that will support students. In January, 89.1% of participants agreed/strongly agreed that they had the opportunity to practice content, and 79% of participants agreed/strongly agreed that they developed new ideas that will support students.

1.14 District interim assessments K-8 show evidence of significant improvements in math learning. Grade level performance mid-year is near to the 80% meeting-benchmark goal. ... Staff surveys asking for feedback on the impact of the ToSA positions found an increase in the following areas as compared to last school year: 56% of teachers agreed/strongly agreed that they had benefited from Math ToSA support versus 53% last school year, and 59% of teachers agreed/strongly agreed that Math ToSAs had an important impact on student learning versus 45% last school year.

1.15 District interim assessments 6-8 show evidence of significant improvements in math learning. Grade level performance mid-year is near to the 80% meeting-benchmark goal. Key student group performance on the interim assessments improved 5-15 points in 6th-7th grades between Fall and Winter administrations of the assessments. Algebra enrollment has increased 28% from last year and Latinx student Algebra enrollment has increased 160%.

1.16 As of March 2025: 7,820 students have used ST Math. These 7,820 students have averaged 605 minutes of use so far this year (a 200 minute increase from last year at this time). These 7,820 students have averaged 430 learning tasks completed so far this year (a 20% increase from last year at this time). The highest ST Math usage is in grades K-1 and 4-5. The highest rates of usage are at 5 schools: Bayside Elementary, Fiesta Gardens, Laurel, LEAD, Meadow Heights and Parkside.

1.17 See data reflections above for Actions 1.2, 1.5, 1.9, 1.13.

1.18 See data reflections above for Actions 1.2, 1.5, 1.9, and 1.13.

1.19 Approximately 90% of all elementary students are regularly accessing the LEGO program. 625 students enrolled in the 6-8 CCE Paxton Patterson electives are offered at all 4 middle schools and in the after-school club implemented for the Montessori 6-8 students.

1.20 5th graders across all elementary schools have full access to participate in Outdoor Ed. To date, approximately 1400 students participated.

1.21 As a result of student progress across all students and key student subgroups on the CAASPP, LEAD will exit CSI after this year.

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

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

1.24 126 students are enrolled in AVID electives in 2024-25. 79% of students enrolled are Latinx, which is higher than the overall percentage of Latinx students in the two schools (57%). 0.8% of students enrolled are African American, which is higher than the overall percentage of African American students in the two schools (0.4%). AVID students' attendance rate exceeds the overall students' attendance rates by 2.8 percentage points.

1.25 Five Montessori teachers completed their certification. Their training was supervised by the Montessori ToSA. In addition, the ToSA facilitated professional learning with grade level teams, supported teachers in the adolescent (middle school) grades and new teachers to develop curriculum, and provided observation and feedback on Montessori practices.

1.26 Seven staff participated in this support.

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

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

See below in the "Actions" section for the specific details on the actions analyzed here.

1.1 No change in this action for 2025-26.

1.2 No change in this action for 2025-26.

1.3 Adjustment for 2025-26: As the foundational literacy work enters its third year of implementation, and the curriculum and teacher practice are well-established, the district plans a reduction in the number of ToSAs needed to support the program. All sites will continue to have ToSA support, but schools that have multiple ToSAs will see a reduction.

1.4 Adjustment for 2025-26: As the district's support for Footsteps2Brilliance enters its third year, in-class and at-home use is well-established, and support for it is integrated into school practice. No additional expenditures are necessary going forward.

1.5 No change in this action for 2025-26.

1.6 No change in this action for 2025-26.

1.7 Adjustment for 2025-26: As the middle school ELD work enters its second year of implementation and student performance remains flat (particularly for Long-Term English Learners), central staffing will be reduced in order to provide more site-based coaching and teacher collaboration support. As state funding ends, middle schools will no longer have both class size reduction and classroom para-educator support, but will have to make a choice between the two.

1.8 Adjustment for 2025-26: This action will be dropped.

1.9 No change in this action for 2025-26.

1.10 No change in this action for 2025-26.

1.11 Adjustment for 2025-26: The current interim assessment program will continue, but review of a computer-based math assessment will be dropped, while the district goes through a new math curriculum pilot and adoption process in 2025-26.

1.12 No change in this action for 2025-26. However as noted above the district will go through a new math curriculum pilot and adoption process in 2025-26 for implementation in 2026-27.

1.13 No change in this action for 2025-26.

1.14 Adjustment for 2025-26: As the elementary math work enters it's third year of implementation, and the curriculum and teacher practice are well-established, the district plans a reduction in the number of ToSAs needed to support the program. All sites will continue to have ToSA support, but there will be a reduction in the number of ToSAs, which will cause a shift in the allocation of ToSA time at each site.

1.15 Adjustment for 2025-26: As the middle school math work enters it's third year of implementation, and the curriculum and teacher practice are well-established, the district plans a reduction in the number of ToSAs/Teacher Leaders needed to support the program. All sites will continue to have some FTE allocation, but it will be reduced compared to 2024-25.

1.16 Adjustment for 2025-26: This action will be dropped.

1.17 No change in this action for 2025-26.

1.18 No change in this action for 2025-26.

1.19 Adjustment for 2025-26: As the middle school CCE work enters it's third year of implementation, and the curriculum and teacher practice are well-established, the district will shift the cost of the additional teacher staffing to each school's elective program FTE allocation. With the support of the district's new K12 Strong Workforce Grant, CCE labs and classes will be expanded to the three K-8 schools and to an additional CCE lab at Borel and Bayside.

1.20 No change in this action for 2025-26.

1.21 Adjustment for 2025-26: This action will be dropped because the district does not have any CSI schools.

1.22 Adjustment for 2025-26: Site budgets for this action will be reduced in light of the expansion of district extended day programs under action 1.17.

1.23 Adjustment for 2025-26: Site budgets for this action will be reduced in light of the expansion of district professional development activities under actions 1.2, 1.5, 1.9, 1.13, 2.4, 3.3, and 3.10.

1.24 No change in this action for 2025-26.

1.25 No change in this action for 2025-26.

1.26 No change in this action for 2025-26.

1.27 No change in this action for 2025-26.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Foundational Literacy Supplemental Curricula	Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-3 and for targeted and intensive instruction in grades 4-8--so that unduplicated students accelerate their learning of grade-level reading standards. This action will support all students, but especially Unduplicated student groups, plus student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Intervention (TSI) status.	\$125,000.00	Yes
1.2	Foundational Literacy Professional Development Plan	Continuing the work begun two years ago, this professional development plan will support teachers, classified staff, language & literacy teachers on special assignment (ToSAs), and site leaders to implement K-3rd foundational literacy supplemental curricula--but in a more targeted way. The Summer PD focus will target newly hired K-3 teachers and offer optional opportunities for returning teachers to reinforce their learning, coordinated by the Executive Director of Elementary Curriculum & Instruction. School-year PD days will give all teachers opportunities to deepen their learning in foundational literacy and continue to develop strategies to support all students, but especially Unduplicated student groups, plus student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Intervention (TSI) status.	\$257,000.00	Yes
1.3	Language & Literacy and MultiLingual	Provide 22 Language & Literacy ToSAs, 5 Multilingual ToSAs, and site-selected para-educators to support in-class instruction and pull-out	\$4,089,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Teachers on Special Assignment (ToSAs)	supports for structured foundational literacy instruction with comprehensive literacy practices--so that Unduplicated students, Students with Disabilities, and Long-term English Learner students accelerate their learning of grade-level reading standards. The assignment of ToSAs per school will be based on student assessment data and "red dashboard" indicators, assuring that schools with higher enrollment of these key student groups have additional staffing to accelerate student literacy development. These roles will give all teachers opportunities to deepen their learning in foundational literacy and continue to develop strategies to support all students, but especially Unduplicated student groups, plus student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Intervention (TSI) status.		
1.4	Foundational Literacy Family Support	Continue to implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students and provide Community Service Specialists to track usage data and call families to support--so that unduplicated students accelerate their learning of grade-level reading standards. This resource will support all students, but especially Unduplicated student groups, plus student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Intervention (TSI) status.	\$300,000.00	Yes
1.5	Middle School Professional Development Plan	This professional development plan will support middle school teachers, teachers on special assignment (ToSAs), and site leaders to implement curriculum and instruction that focuses on academic discourse and student sense of belonging. The Summer PD focus will target newly hired 6-8 teachers and offer optional opportunities for returning teachers to reinforce their learning, coordinated by the Executive Director of Middle School Curriculum & Instruction. School-year PD days will give all teachers opportunities to deepen their learning in Academic Discourse and Welcoming Classroom strategies. These actions will support all students, but especially Unduplicated student groups, plus Long-Term English Learner student group targeted under the district's Differentiated Assistance (DA).	\$219,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Middle School Curriculum Teacher Leaders	Provide four Literacy Teacher Leaders (one for each middle school) who facilitate teacher inquiry and planning to implement new culturally-responsive curriculum; develop a district writing assessment; and design student intervention strategies targeting struggling students. This work will give all middle school ELA teachers opportunities to deepen their learning and to develop strategies to support all students, but especially Unduplicated student groups, plus Long Term English Learner student group targeted under the district's Differentiated Assistance (DA).	\$50,000.00	Yes
1.7	Middle School ELD Supports	Continue to invest in smaller class sizes and additional teacher leader and para-educator supports for middle school Long Term English Learners (LTELs), coordinated by the Multilingual Services team, and implement redesigned ELD pathways and a new ELD curriculum. These actions will support middle school LTEL students to accelerate their learning, as part of the district's strategy to target Unduplicated student groups, plus Long Term English Learner student group targeted under the district's Differentiated Assistance (DA).	\$440,000.00	Yes
1.8	Elementary Newcomer Supports	Action dropped for 2025-26 2024-25 Action: Hire a Newcomer Teacher on Special Assignment (ToSA) to better support (through modeling, coaching, and monitoring) the continued implementation of Newcomer supplemental curriculum and other academic supports at three non-Title 1 schools with higher enrollment of newcomer students. These actions will support Newcomers to accelerate their learning, as part of the district's strategy to target Unduplicated student groups, and target English Learners as part of the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.	\$0.00	No
1.9	Elementary Integrated/ Designated ELD	Continue the 5 year professional development plan that supports elementary teachers and site leaders to deepen implementation of I-ELD/D-ELD strategies and structures. Summer PD will target newly hired	\$999,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Professional Development Plan	K-5 teachers and offer optional opportunities for returning teachers to reinforce their learning, supported by members of the Multilingual Services team. School-year PD days will give all teachers opportunities to deepen their language instructional practices and continue to develop strategies to support English Learners and other targeted student sub-groups more effectively. As part of this action, the district will continue to purchase the ELLevation data platform and the ELLevation Strategies as a resource teachers and site leaders can use to develop data-based instructional supports and interventions for English Learners. These actions will support English Learners to accelerate their learning, as part of the district's strategy to target Unduplicated student groups, plus student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Intervention (TSI) status.		
1.10	Literacy Assessment System	Strengthen the district's literacy assessment system, to accelerate student literacy learning through re-engagement and intervention: Continue use of K-2 curriculum-based foundational literacy assessments as district K-2 interim assessments; continue district-wide use of the computer-based NWEA ELA Map Growth assessment for grades 3-8 and provide teachers and leaders with PD on that assessment; and support LEAD Elementary and middle school teacher teams in planning and piloting district interim writing assessments.	\$125,000.00	No
1.11	Math Assessment System	Strengthen the district's math assessment system (to align with Math curriculum & instructional supports described above): Continue implementation and adjustment of K-8 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement.	\$10,000.00	No
1.12	Core Math Curricula	Continue implementation of new K-8 math curricula (K-5 EngageNY/Zearn and 6-8 Illustrative Math/Desmos) and teacher guidance materials; support K-5 pilot and adoption process.	\$270,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.13	Math Professional Development Plan	Continue to implement a five-year professional development plan that supports teachers, classified staff, math ToSAs, and site leaders. The Summer PD focus will target newly hired 4-8 teachers and offer optional opportunities for returning teachers to reinforce their learning. School-year PD days will give all teachers opportunities to deepen their learning in effective math instruction and strategies and to implement core SMFC math program; EngageNY (K-5) and Illustrative Math (6-8) curricula; and common formative assessments, focused on grades 4th/5th (for 2024-25) and 6th-8th. These actions will support all students, but especially Unduplicated student groups, plus student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Intervention (TSI) status.	\$47,750.00	Yes
1.14	Elementary Math ToSAs	Provide 8 elementary Math ToSAs to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning--focused on 4th/5th grade teacher teams--to accelerate the learning of all students, but especially Unduplicated student groups, plus student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Intervention (TSI) status.	\$1,250,000.00	Yes
1.15	Middle School Math ToSA and Teacher Leaders	Provide one middle school Math ToSA and 4 teacher leaders (0.5 fte at each middle school) to support math pathways, continuous learning cycles and 6th-8th grade teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning--to accelerate the learning of all students, but especially Unduplicated student groups, plus Long Term English Learner student group targeted under the district's Differentiated Assistance (DA).	\$510,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.16	Math Family Support	<p>Action dropped for 2025-26</p> <p>2024-25 Action: Continue to implement ST Math as an after-school math intervention and an at-home math resource for all K-8 students--to accelerate the learning of all students, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.</p>	\$0.00	No
1.17	ELO-P Initiative #1: Extended Day Programs (Before/After School)	Implement additional before and after-school extended day programs to ensure all unduplicated students have access to a total of 9 hours of academic and enrichment programming. These actions will support Unduplicated student groups, plus student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Intervention (TSI) status.	\$4,900,000.00	No
1.18	ELO-P Initiative #2: 30+ Extra Days Programs (in addition to the 180 day school year)	Implement an additional 30+ days of academic and enrichment programming during vacation periods (fall, Thanksgiving, winter, spring, summer breaks) to ensure all unduplicated students have access to thirty or more additional nine hour days of learning. These actions will support Unduplicated student groups, plus student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Intervention (TSI) status.	\$1,400,000.00	No
1.19	College & Career Exploration Program	Provide the College & Career Exploration (CCE) Paxton Patterson program in district middle schools and provide teacher extra time to continue collaborative planning for the curriculum implementation. With the support of the district's new K12 Strong Workforce Grant, CCE labs and classes will be expanded to the three K-8 schools and to an additional CCE lab at Borel and Bayside.	\$1,000,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.20	Outdoor Education	Provide fully-funded Outdoor Education to ensure that all 5th graders have access to this Science/STEM enrichment experience. This action will support all students to accelerate their science learning and build their engagement, but it will particularly ensure full access for Unduplicated student groups, plus student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Intervention (TSI) status.	\$550,000.00	No
1.21	Comprehensive Support and Improvement (CSI) program at LEAD Elementary School	<p>Action dropped for 2025-26: SMFCSD does not have a school supported by CSI any longer.</p> <p>2024-25 Action: Provide materials, resources, and support for LEAD Elementary to implement its CSI Plan. This CSI Plan includes the actions above and in Goals 2 and 3, which are specifically described as district-wide actions targeted to improve student engagement and learning at this CSI school. These actions will support all students at LEAD, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the schools's CSI status.</p>	\$0.00	No
1.22	Site-based Extended School Day Targeted Student Support	Sites will provide staffing and resource support for extended day programming--homework help, tutoring, enrichment, etc. These programs will ensure full access for Unduplicated student groups and for student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Intervention (TSI) status.	\$270,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.23	Site-based Professional Learning, Data Inquiry, and Planning	Sites will provide teacher extra time and resources o implement professional learning, collaborative inquiry and planning activities to address the specific needs of their students and families. These actions will support all students, but especially Unduplicated student groups, plus student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Intervention (TSI) status.	\$105,000.00	Yes
1.24	Middle School AVID program	Provide Advancement Via Individual Determination (AVID) electives and Tier 2 targeted supports to identified middle school students who are primarily from Unduplicated student groups, plus Long Term English Learner student group targeted under the district's Differentiated Assistance (DA).	\$160,000.00	No
1.25	Magnet Program Supports	Provide materials and resources to support Fiesta Gardens' expansion of its Spanish immersion program. The district will continue to provide support for Montessori teacher certification and for Bayside's STEM program.	\$222,000.00	No
1.26	New Teacher Residency/Credential / Certification Support	Strengthen teacher recruitment by providing teacher residency/credential/certification tuition and program assistance to candidates for hard to fill positions (Special Ed, Bilingual, Montessori, etc.) that address the social-emotional and academic learning needs of the district's neediest, unduplicated students.	\$165,000.00	No
1.27	Elementary Visual and Performing Arts (VAPA) Programs	Provide Visual and Performing Arts programs for every student at all elementary schools. This action will build school engagement and support arts learning for all students, but the commitment to provide visual and musical arts programming in every school is targeting especially Unduplicated student groups, plus Hispanic students and Students with	\$1,375,989.00	No

Action #	Title	Description	Total Funds	Contributing
		Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

A Reminder Note about the CA "Red Dashboard" Indicators and the Directed Actions in this Goal Two:
 The CA Department of Education also has identified specific SMFCSD schools and certain SMFCSD student groups that performed at the lowest level (or "red" level) on the Fall 2023 CA Dashboard. SMFCSD must show how the actions in the 2025-26 LCAP will continue to address the needs of the schools and student groups identified in Fall 2023. The "Red Dashboard" indicators are organized in three groups:

- Any SMFCSD school where the "All Students" group performed at the lowest level on one or more of the state indicators on the Fall 2023 Dashboard;
- Any student group (e.g., English Learners or Students with Disabilities or Hispanic students) across SMFCSD that performed at the lowest level on one or more state indicators on the Fall 2023 Dashboard; and
- Any student group within an SMFCSD school that performed at the lowest level on one or more state indicators on the Fall 2023 Dashboard.

Several actions in this Goal Two (2.1, 2.4, 2.5, 2.10, 2.12, 2.13, 2.14) address the requirement to include one or more specific "Directed Actions" within the LCAP that address the Red Dashboard Indicators and improve school and student performance.
 PLEASE USE THE LINK PROVIDED HERE (https://drive.google.com/file/d/1wm5oDbj1-yocA_W9-2FKE9fEz4L-AICL/view?usp=sharing) OR THE ADDENDUM AT THE END OF THE LCAP to access PDF charts that show which SMFCSD schools and student groups were identified in Fall 2023 as performing "red" for specific 2023 Dashboard indicators. The charts show, for each identified school and student group, the

specific directed LCAP actions that SMFCSD will implement to address these indicators and improve school and student group performance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	English Learner Progress Percent K-8 ELs making progress toward English language proficiency on the ELPAC Progress = progressed at least one ELPI level or maintained ELPI level 4	2023 Fall CDE Dashboard 45.1% ELs making progress toward English language proficiency on the ELPAC	2024 Fall CDE Dashboard 48.1% ELs making progress toward English language proficiency on the ELPAC		2026 Fall CDE Dashboard 75% ELs making progress toward English language proficiency on the ELPAC (5 points per year from Baseline)	Difference from Baseline +3 points ELs making progress toward English language proficiency on the ELPAC
2.2	Inclusion Minutes The percent of Students with Disabilities (SwDs) who spend 80% or more of their time in general education classes.	2022-23 69% of SwDs spend eighty percent or more of their time in general ed classes State Target: 62% for 2022-23	2023-24 65% of SwDs spend eighty percent or more of their time in general ed classes State Target: 64% for 2023-24		2025-26 75% of SwDs spend eighty percent or more of their time in general ed classes State Target: 73% for 2025-26	Difference from Baseline -4 points of SwDs spend eighty percent or more of their time in general ed classes
2.3	Annual Equity Survey Students (7th/8th Grade) 1. People at my school understand me as a person.	2023-24 Percent of Students/Staff that Agreed/Strongly Agreed with each statement	2024-25 Percent of Students/Staff that Agreed/Strongly Agreed with each statement		2026-27 Percent of Students/Staff that Agreed/Strongly Agreed with each statement	Difference from Baseline Percent of Students/Staff that

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>2. Teachers often encourage me to learn about people from different races, ethnicities, or cultures.</p> <p>3. At my school, students are often encouraged to think more deeply about race-related topics with other students.</p> <p>4. My school helps students speak out against racism.</p> <p>Staff</p> <p>1. Students are often given opportunities to learn about people from different races, ethnicities, or cultures.</p> <p>2. I often think about what students of different races, ethnicities, or cultures experience.</p> <p>3. My school helps students speak out against racism.</p>	<p>Students (7th/8th Grade)</p> <p>1. 45%</p> <p>2. 57%</p> <p>3. 38%</p> <p>4. 45%</p> <p>Staff</p> <p>1. 54%</p> <p>2. 60%</p> <p>3. 35%</p>	<p>Students (7th/8th Grade)</p> <p>1. 60%</p> <p>2. 67%</p> <p>3. 47%</p> <p>4. 55%</p> <p>Staff</p> <p>1. 80%</p> <p>2. 82%</p> <p>3. 57%</p>		<p>Students (7th Grade)</p> <p>1. 50%</p> <p>2. 50%</p> <p>3. 50%</p> <p>4. 50%</p> <p>Staff</p> <p>1. 50%</p> <p>2. 50%</p> <p>3. 50%</p>	<p>Agreed/Strongly Agreed with each statement</p> <p>Students (7th/8th Grade)</p> <p>1. +15 percentage points</p> <p>2. +10 percentage points</p> <p>3. +9 percentage points</p> <p>4. +10 percentage points</p> <p>Staff</p> <p>1. +26 percentage points</p> <p>2. +22 percentage points</p> <p>3. +22 percentage points</p>
2.4	<p>Equity Staffing</p> <p>Percent of employees that identify as Latinx, Pacific Islander, or African American.</p>	<p>2023-24</p> <p>Classified:</p> <p>Latinx 40%</p> <p>Pacific Islander 2.2%</p> <p>African American 1.6%</p>	<p>2024-25</p> <p>Classified:</p> <p>Latinx 42.5%</p> <p>Pacific Islander 2.7%</p>		<p>2026-27</p> <p>Proportional to 2019-20 student enrollment</p>	<p>Difference from Baseline</p> <p>Classified: Latinx +2.5 points</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Certificated: Latinx 13% Pacific Islander 1% African American 2.5%</p> <p>Management: Latinx 24% Pacific Islander 0% African American 4%</p>	<p>African American 1.9%</p> <p>Certificated: Latinx 13.3% Pacific Islander 0% African American 1.7%</p> <p>Management: Latinx 26.1% Pacific Islander 0% African American 4.3%</p>		<p>or no lower than baseline.</p> <p>Classified: Latinx 37% Pacific Islander. 2.4% African American 2.6%</p> <p>Certificated: Latinx. 37% Pacific Islander. 2.4% African American. 2.6%</p> <p>Management: Latinx. 37% Pacific Islander. 2.4% African American. 3%</p>	<p>Pacific Islander +0.5 points African American +0.3 points</p> <p>Certificated: Latinx +0.3 points Pacific Islander -1 point African American - 0.8 points</p> <p>Management: Latinx +2.1 points Pacific Islander 0 points African American +0.3 points</p>
2.5	LGTBQ+ CA Healthy Kids Survey	<p>2023-24</p> <p>CA Healthy Kids Survey--Student Responses</p> <p>My school is safe for LGTBQ+ students (Strongly Agree/Agree) 7th: 67% 8th: 66%</p>	<p>2024-25</p> <p>CA Healthy Kids Survey--Student Responses</p> <p>My school is safe for LGTBQ+ students (Strongly Agree/Agree) 7th: 68% 8th: 68%</p>		<p>2026-27</p> <p>CA Healthy Kids Survey--Student Responses</p> <p>My school is safe for LGTBQ+ students (Strongly Agree/Agree) 7th: 80% 8th: 80%</p>	<p>Difference from Baseline</p> <p>CA Healthy Kids Survey--Student Responses</p> <p>My school is safe for LGTBQ+ students (Strongly Agree/Agree) 7th: +1 point 8th: +2 points</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Harassed or bullied because LGTBQ+ (2 or more times in past 12 months) 7th: 4% 8th: 5%</p> <p>If bullied, would tell principal/AP (Strongly Agree/Agree) 7th: 55% 8th: 44%</p> <p>If bullied, would tell teacher/staff (Strongly Agree/Agree) 7th: 63% 8th: 54%</p>	<p>Harassed or bullied because LGTBQ+ (2 or more times in past 12 months) 7th: 5% 8th: 4%</p> <p>If bullied, would tell principal/AP (Strongly Agree/Agree) 7th: 60% 8th: 48%</p> <p>If bullied, would tell teacher/staff (Strongly Agree/Agree) 7th: 70% 8th: 59%</p>		<p>Harassed or bullied because LGTBQ+ (2 or more times in past 12 months) 7th: 2% 8th: 2%</p> <p>If bullied, would tell principal/AP (Strongly Agree/Agree) 7th: 85% 8th: 85%</p> <p>If bullied, would tell teacher/staff (Strongly Agree/Agree) 7th: 85% 8th: 85%</p>	<p>Harassed or bullied because LGTBQ+ (2 or more times in past 12 months) 7th: +1 point 8th: -1 point</p> <p>If bullied, would tell principal/AP (Strongly Agree/Agree) 7th: +5 points 8th: +4 points</p> <p>If bullied, would tell teacher/staff (Strongly Agree/Agree) 7th: +7 points 8th: +5 points</p>
2.6	<p>DUAL IDENTIFIED PROGRESS of English Learners who are also Students with IEPs</p> <p>Percent of Dual Identified Students scoring a 3 (moderately developed) or a 4 (well developed) on the ELPAC</p> <p>Proficient = level 4</p>	<p>2022-23</p> <p>24% of Dual Identified Students scoring a 3 (moderately developed) or a 4 (well developed) on the ELPAC</p>	<p>2023-24</p> <p>26% of Dual Identified Students scoring a 3 (moderately developed) or a 4 (well developed) on the ELPAC</p>		<p>2025-26</p> <p>45% of Dual Identified Students scoring a 3 (moderately developed) or a 4 (well developed) on the ELPAC</p>	<p>Difference from Baseline</p> <p>+2 points of Dual Identified Students scoring a 3 (moderately developed) or a 4 (well developed) on the ELPAC</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	<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>2023-24</p> <p>CA Healthy Kids Survey--Family Responses</p> <p>1. 40% rated strongly agree</p> <p>2. 42% rated strongly agree</p>	<p>2024-25</p> <p>CA Healthy Kids Survey--Family Responses</p> <p>1. 42% rated strongly agree</p> <p>2. 46% rated strongly agree</p>		<p>2026-27</p> <p>CA Healthy Kids Survey--Family Responses</p> <p>1. 80% rated strongly agree</p> <p>2. 80% rated strongly agree</p>	<p>Difference from Baseline</p> <p>CA Healthy Kids Survey--Family Responses</p> <p>1. +2 points rated strongly agree</p> <p>2. +4 points rated strongly agree</p>
2.8	<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>3. Student Progress:</p>	<p>2023-24</p> <p>Percent of Parents/Families that rated each statement a 4 or 5 (Full Progress or Being Sustained)</p> <p>1. Welcoming: 52%</p> <p>2. Learn about Families: 53%</p> <p>3. Student Progress: 52%</p> <p>4. Decision-making: 43%</p> <p>5. Input: 50%</p>	<p>2024-25</p> <p>Percent of Parents/Families that rated each statement a 4 or 5 (Full Progress or Being Sustained)</p> <p>1. Welcoming: 64%</p> <p>2. Learn about Families: 58%</p> <p>3. Student Progress: 60%</p> <p>4. Decision-making: 56%</p> <p>5. Input: 54%</p>		<p>2026-27</p> <p>Percent of Parents/Families that rated each statement a 4 or 5 (Full Progress or Being Sustained)</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>	<p>Difference from Baseline</p> <p>Percent of Parents/Families that rated each statement a 4 or 5 (Full Progress or Being Sustained)</p> <p>1. Welcoming: +12 points</p> <p>2. Learn about Families: +5 points</p> <p>3. Student Progress: +8 points</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>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>					<p>4. Decision-making: +13 points</p> <p>5. Input: +4 points</p>
2.9	<p>Priority 1 Local Indicator</p> <p>Number & Percent of mis-assignments of teachers of English Learner Students</p>	<p>2022-23 Priority 1 Local Indicator</p> <p>#1 / .002% mis-assignments of teachers of English Learner Students</p>	<p>2023-24 Priority 1 Local Indicator</p> <p>1 teacher out of 593 mis-assigned or 0.002%</p>		<p>2025-26 Priority 1 Local Indicator</p> <p>#0/0% mis-assignments of teachers of English Learner Students</p>	<p>Difference from Baseline</p> <p>No change</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Priority 5 Student Engagement Indicator Middle School Dropout Rate	2023-24 1 Student dropped out	2024-25 1 student dropped out		2026-27 0 Students drop out	Difference from Baseline No change
2.11	Priority 6 School Climate Student Expulsion Rate	2023-24 0 Students expelled	2024-25 0 Students expelled		2026-27 0 Students expelled	Difference from Baseline No change

Goal Analysis [2024-25]

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

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

See below in the "Actions" section for the specific details on the actions analyzed here.

2.1 Adjusted Implementation: The coordinator position and related training were not implemented as planned because the Anti-Bias/Anti-Racism grant supporting these activities was actually fully expended in the 2023-24 school year. The anti-bias work was transitioned into the Community Schools initiative, under the coordination of the Assistant Superintendent of Student Services and a Principal on Special Assignment, with the professional learning provided on "Racial Justice and Community Engagement in Our Community Schools" (see following Action 2.14). Human Resources, under Action 2.6 (see following), has implemented strategies (e.g., outreach, marketing, special stipends) to recruit and retain more diverse staff, especially for community schools with Title 1 funding. The Equity Task Force meets monthly, with 4 student representatives, to provide progress monitoring of equity goals in the Strategic Plan, as implemented by district task forces and committees.

2.2 Implemented as planned: The work of this action has been folded into the Assessment Team and data inquiry work of district and site leads--although anticipated staff extra time costs have not occurred as expected.

2.3 Implemented as planned: The work of this action has been folded into the Assessment and Student Services Teams and data inquiry work of district and site leads--although anticipated staff extra time costs have not occurred as expected.

2.4 Implemented as planned: The district continued implementation of the recommendations of the Inclusion Task Force. SMFCSD has identified George Hall and Foster City ES as Year 2 focus schools. Year 1 schools are Abbott, Meadow Heights, and Highlands. Schools have developed Inclusion Leadership Teams (including an administrator and special ed and gen ed staff) that meet quarterly to collaborate and receive PD from Supporting Inclusive Practices (CDE) and Sam Drazin, an inclusion consultant. George Hall also has an Inclusion ToSA (see following 2.5).

2.5 Implemented as planned: An Inclusion Teacher on Special Assignment was hired and assigned to support inclusion activities at George Hall. This support includes providing professional learning to staff, co-teaching, and planning master schedule restructuring for reallocating special ed staff to push into general ed classrooms.

2.6 Implemented as planned: The Human Resources department has focused on working with agencies to recruit international teachers and staff who are Spanish bilingual and placed in hard-to-fill positions. HR has also supported teacher retention by facilitating a staff BIPOC group (Black, Indigenous, and People of Color). HR also purchased services and materials marketing SMFCSD job opportunities to recruit more diverse candidates.

2.7 Implemented as planned: The district continued implementation of the LGBTQ+ Inclusion Task Force recommendations. A district LGBTQ+ Inclusion Teacher on Special Assignment provided support (see 2.8 below) for a second year. Foundational "Welcoming Schools" PD was offered in August 2024. 68 new teachers and 31 returning teachers attended. Middle school clubs, events and professional development activities continued to be implemented. Library collections were strengthened by adding books responsive to LGTBQ+ issues and experiences.

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

2.9 Implemented as planned: CCEIS actions in plans 2 and 3 were on course per the state guidelines to address the over-identification of Hispanic/Latinx students under the "specific learning disability" eligibility category. SMFCSD is currently implementing and expending the 2024 CCEIS funds on the approved activities. As a result of this work, the state has identified SMFCSD as "not disproportionate" and "not significantly disproportionate" and therefore exited SMFCSD from CCEIS identification. Because the district has been exited from CCEIS identification, the MTSS principal on special assignment (PoSA) position was closed this year and specific training and monitoring work is now coordinated by the Assistant Superintendent for Student Services.

2.10 Implemented as planned: The district has continued to focus on strengthening site ELACs and the district DELAC committee. The DELAC meets monthly to discuss issues related to reclassification, literacy development, math development, community resources and attendance policies. All schools have selected a parent representative to attend the meetings and become a parent leader for their school site. In addition, sites have implemented a variety of additional English Learner family engagements, as outlined in their SPSAs. Also, English Together has been implemented at four schools (Lead, Laurel, San Mateo Park and Sunnybrae) supporting approximately 40 parents to learn job related English.

2.11 Implemented as planned: The Sanctuary Task Force has implemented the resolution focused on creating a safe and welcoming environment for families of immigrant origin. The task force meets monthly to develop and implement family community resources and facilitate parent education events for immigrant families. This year the Task Force has focused on Newcomer protocols and resources for immigrant youth and families. The Task Force has developed implementation guidelines for schools to follow when welcoming Newcomer students on campus and completing the Newcomer Intake Process.

2.12 Implemented as planned: Nine full-time and four part-time community outreach staff were employed this year supporting the Community Schools initiative (see Action 2.14), the ELOP after-school and additional day programs (see Actions 1.17 and 1.18), Multilingual Services initiatives (see for example Actions 2.10 and 2.11); and various site family and community activities.

2.13 Implemented as planned: Again this year, the district initiated a layered communication approach to increase family engagements with opportunities for Spanish speaking families to be able to connect with our bilingual superintendent--thus prioritizing "Spanish-first" engagements. Monthly regularly scheduled family engagements include Café con Diego (Coffee Chats), and Board Community engagements. Since August 2024 the district has seen well over 400 parents attend these meetings.

2.14 Implemented as planned: The five community schools (Fiesta Gardens, Laurel, LEAD, San Mateo Park, and Sunnybrae) have begun implementation of their plans. Community school specialists have been transferred or hired for each school to help coordinate the site community school committees, family supports and the expansion of the after-school programs. Each community school committee is engaged in the process of identifying and implementing new enrichment and student/family support activities in their after-school program. The district has implemented a District Community Schools Steering Committee which is overseeing all 5 schools and plans. A parent education community partner, Parent Institute for Quality Education (PIQE), has been conducting parent empowerment training at all 5 schools. As noted previously in Action 2.1, anti-bias professional learning has occurred at 3 Community Schools on "Racial Justice and Community Engagement in Our Community Schools".

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

See below in the "Actions" section for the specific details on the actions analyzed here. Explanations provided here refer to the expenditure data provided further down in the "2024-25 Annual Update Table". Note that an explanation is provided only for those actions where the Estimated Budgeted Expenditures were more or less than 10% of the Budgeted Expenditures--which would be a "material difference" as required in the above prompt.

2.1 The planned costs for the coordinator position and related training were not expended as planned because the Anti-Bias/Anti-Racism grant supporting these activities was actually fully expended in the 2023-24 school year. The anti-bias costs work was transitioned into the Community Schools initiative, and costs were absorbed into this action (see following Action 2.14).

2.2 Anticipated staff extra time costs did not occur, as the work was integrated into the Assessment Team.

- 2.3 Anticipated staff extra time costs did not occur, as the work was integrated into the Assessment and Student Services Teams.
- 2.4 Anticipated staff extra time costs have not occurred as expected, resulting in smaller actual expenditures.
- 2.5 Budgeted expenditures used the average teacher salary, and the salary of the teacher hired turned out to be lower than the average.
- 2.6 Teacher participation in the Teacher Residency/Credential Program was lower than planned, resulting in estimated actual expenditures that were lower than budgeted.
- 2.7 No material difference
- 2.8 No material difference
- 2.9 As SMFCSD exited CCEIS, estimated actual expenditures were lower than planned for a full year of CCEIS implementation.
- 2.10 Budgeted expenditures for staff extra time did not materialize as expected.
- 2.11 Anticipated staff extra time costs have not occurred as expected, resulting in no actual expenditures.
- 2.12 No material difference
- 2.13 No material difference
- 2.14 In this first year of implementation, as programs were planned and implemented, not all of the CCSPP funds for the year were expended.

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

See below in the "Actions" section for the specific details on the actions analyzed here.

2.1 In the 2025 CA Healthy Kids Survey the percentage of parents that strongly agreed that their school promotes respect of cultural beliefs and practices was 46%--a 4 point increase from 2024 when the percentage was 42%. ... 2024 Equity Survey: 57.45% of 7th graders agreed or strongly agreed that their teachers often encourage them to learn about people from different races, ethnicities, or cultures. 53.75% of staff agreed or strongly agreed that students are often given opportunities to learn about people from different races, ethnicities, or cultures. The 2025 Equity Survey data is not yet available. ... 2024 Equity Survey: 44.8% of 7th graders agreed or strongly agreed that their school helps students speak out against racism. 35.18% of staff agreed or strongly agreed that their school helps students speak out against racism. The 2025 Equity Survey data is not yet available.

2.2 The equity measures for academic learning are now embedded district reports to the community and in Board of Trustees reports.

2.3 The equity measures for social-emotional learning are now embedded district reports to the community and in Board of Trustees reports.

2.4 District interim assessments for Students with Disabilities show evidence of good improvement at Year 2 focus schools where strategies are in full implementation. Grade level performance mid-year on PAF is 57% meeting-benchmark goal at Foster City and 55% at George Hall. On the new NWEA ELA assessment, performance is 35% at Foster City and 23% at George Hall. On the Math CFAs, performance is 66% meeting-benchmark goal at Foster City and 68% at George Hall.

2.5 As noted above, District interim assessments for K-8 Students with Disabilities at George Hall show evidence of good improvement. Grade level performance mid-year on PAF is 55% meeting-benchmark goal at George Hall. On the new NWEA ELA assessment, performance is 23% at George Hall. On the Math CFAs, performance is 64% meeting-benchmark goal at George Hall. Chronic Absenteeism for Students with Disabilities at George Hall has remained the same as last year at approximately 18%.

2.6 In contrast to surrounding districts, SMFCSD again started the new year with a less than 1% certificated vacancy rate. The district made progress on its Equity Staffing goals (see Goal 2 Measurable Outcomes above). The percent of employees that identify as Latinx in the different classified, certificated, and management categories showed modest growth.

2.7 For Goal 2 metrics regarding LGTBQ+ students and issues, the district uses 7th/8th grade student responses on the CA Healthy Kids Survey. 68% agreed/strongly agreed that “my school is safe for LGTBQ+ students”--a slight improvement over last year. On two other indicators--“If I saw or experienced bullying about LGTBQ+, would I tell the principal OR a teacher”-- the percentage of 7th/8th grade students who agreed/strongly agreed increased significantly from last year, from 4 to 7 percentage points, indicating increasing trust that school adults would respond to these issues. ... As for the teacher professional development provided on LGTBQ+ supports, the feedback was strongly positive: 95% of participants agreed/strongly agreed that they had opportunities to practice content, and 94% of participants agreed/strongly agreed that they developed new ideas that will support LGTBQ+ students.

2.8 As noted above in action 2.7, for Goal 2 metrics regarding LGTBQ+ students and issues, the district uses 7th/8th grade student responses on the CA Healthy Kids Survey. 68% agreed/strongly agreed that “my school is safe for LGTBQ+ students”--a slight improvement over last year. On two other indicators--“If I saw or experienced bullying about LGTBQ+, would I tell the principal OR a teacher”-- the percentage of 7th/8th grade students who agreed/strongly agreed increased significantly from last year, from 4 to 7 percentage points, indicating increasing trust that school adults would respond to these issues.

2.9 See the data and evidence described for Actions 1.1, 1.2, 1.3, 1.9, 1.28, 1.29, and 3.3.

2.10 District interim literacy assessments at K-2 (where district literacy improvement resources are focused) are showing evidence of significant improvements in EL student reading, currently 60.2% of ELs are meeting or exceeding on the Spring assessment compared to 32.6% of EL students meeting or exceeding on the Fall assessment period. District interim literacy assessments at 3-8 show flat growth from fall to winter for EL students. Currently, 6.9% of EL students are meeting or exceeding on the Spring NWEA assessment compared to 6.5% of EL students meeting or exceeding on the Fall NWEA assessment. District interim math assessments at K-5 are showing evidence of

significant improvements in EL student math learning, with a close to 28% increase from fall (27%) to winter (55%). ... These engagements are expected to impact student engagement in school, specifically student attendance. To date, English Learner chronic absenteeism has dropped 2 points from last year. ... As for implementation outcomes, the District DELAC continues to be effective in improving active family engagement. Meetings are now monthly, and average attendance is ~30 parents, more than double attendance rates in previous years.

2.11 These engagements are expected to impact student engagement in school, specifically student attendance. To date, EL chronic absenteeism is 24.28%, which is approximately 2% lower than last school year.

2.12 The district Community School Specialists (CSSs) have been instrumental in ensuring that students at Title 1 schools and the other 7 schools that serve our NCSM families are accessing key interventions. 964 students are participating in the extended day programs (before/after school)--an increase of nearly 100% from last year. 1100 students are participating in the 30+ extra day programs (in addition to the 180 day school year). ... The actions of the CSSs are expected to impact parent/family feedback on important engagement priorities. The district survey of these engagement priorities shows strong improvements. The following shows the percent of families, in 2024 and then 2025, who felt the district was making full progress and sustaining that progress overtime: 1. Progress in creating welcoming environments for all families in the community, from 52% to 64%; 2. Progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children, from 53% to 58%; 3. 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, from 52% to 60%; 4. Progress in supporting family members to effectively engage in advisory groups and decision-making, from 43% to 56%; 5. 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, from 50% to 54%.

2.13 These engagements are expected to impact student academic performance. District interim literacy assessments at K-2 (where district literacy improvement resources are focused) are showing evidence of significant improvements in EL student reading, with a 23 percentage point improvement in EL students meeting/exceeding standard from the fall to spring. District interim literacy assessments at 3-8 show flat growth from fall to winter for EL students. District interim math assessments at K-5 are showing evidence of good performance in EL student math learning, with an average of 57% of EL students meeting/exceeding standard. District interim math assessments at 6-8 are showing evidence of significant improvements in EL student math learning, with a 5 percentage point improvement in EL students meeting/exceeding standard from the fall to winter. ... These engagements are expected to impact student engagement in school, specifically student attendance. English Learner chronic absenteeism has dropped 9 points in the last two years.

2.14 This action is expected to impact student engagement in school, specifically student attendance. Student chronic absenteeism has declined a few percentage points for these 5 schools, despite the recent surge in absenteeism due to immigrant scares. ... This action is expected to impact student academic performance. District interim literacy assessments at K-2 for these 5 schools are showing evidence of significant improvements in student reading, with an average 24 percentage point improvement in students meeting/exceeding standard from the fall to spring. District interim literacy assessments at 3-8 show flat growth from fall to winter for students. District interim math assessments at K-5 are showing evidence of good performance in student math learning, with an average of 58% of students meeting/exceeding standard.

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

See below in the "Actions" section for the specific details on the actions analyzed here.

2.1 Adjustment for 2025-26: The district will continue to implement recommendations of the original CRCP Task Force and monitor actions through the Equity Task Force, but as noted above the work will be integrated into the activities and budget of the Community Schools initiative, under the coordination of the Assistant Superintendent of Student Services and a Principal on Special Assignment.

2.2 Adjustment for 2025-26: This action will be dropped now that it is integrated into the Assessment Team and data inquiry work of district and site leads.

2.3 Adjustment for 2025-26: This action will be dropped now that it is integrated into the Assessment and Student Services Teams and data inquiry work of district and site leads.

2.4 No change in this action for 2025-26.

2.5 No change in this action for 2025-26.

2.6 Adjustment for 2025-26: This action will be dropped due to sunseting of Educator Effectiveness funds.

2.7 No change in this action for 2025-26.

2.8 No change in this action for 2025-26.

2.9 Adjustment for 2025-26: This action will be dropped due to district's exit from CCEIS.

2.10 No change in this action for 2025-26.

2.11 No change in this action for 2025-26, although funding allocated will be reduced due to reduced extra time costs.

2.12 No change in this action for 2025-26.

2.13 No change in this action for 2025-26.

2.14 No change in this action for 2025-26.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Culturally Responsive Curriculum & Practices (CRCP)	Continue to Implement the recommendations of the District Culturally Responsive Curriculum & Practices (CRCP) Task Force, including: providing CRCP and Anti-Bias/Anti-Racism training to certificated and classified staff; and collaborating with Equity Task Force and Community Schools initiatives. The Equity Task Force will monitor these activities, but the work will be integrated into the activities and budget of the Community Schools initiative, under the coordination of the Assistant Superintendent of Student Services and a Principal on Special Assignment. These actions will support the engagement and academic acceleration of all students, but especially Unduplicated student groups, plus student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Intervention (TSI) status.	\$0.00	No
2.2	Equity Measures for Academic Learning	<p>This action will be dropped from the 2025-26 LCAP now that it is integrated into the Assessment Team and data inquiry work of district and site leads.</p> <p>2024-25 Action: Continue to implement equity indicators of student academic growth and school improvement, to monitor and adjust instructional strategies/programs, and to accelerate the academic learning of Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Equity Measures for Social Emotional Learning	<p>This action will be dropped from the 2025-26 LCAP now that it is integrated into the Assessment and Student Services Teams and data inquiry work of district and site leads.</p> <p>2024-25 Action: Continue to implement equity indicators of student social-emotional learning (chronic absenteeism, suspension, behavior referral, and student survey data), to measure student/school progress in wellness standards and to provide equitable indicators of student growth/school improvement over time--all in order to monitor and adjust instructional and support strategies/programs, and accelerate the wellness and readiness to learn of Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.</p>	\$0.00	No
2.4	Inclusion of Special Education Students in General Education Classes-- Support for Focus Sites	Continue to implement the recommendations of the District Special Education Inclusion Task Force, including providing the general education teachers at selected Inclusion Focus sites additional professional learning and planning time. While these supports will accelerate the learning of all students with disabilities, it also will particularly impact the disproportionate number of English Learners, Long-Term English Learner students, and students from lower income backgrounds who have IEPs and are identified in the district's Differentiated Assistance (DA) and schools' Targeted Support and Intervention (TSI) indicators.	\$22,750.00	No
2.5	District Inclusion Teacher on Special Assignment	Continue to implement the recommendations of the District Special Education Inclusion Task Force, including providing one District inclusion TOSA positions to support schools implementing inclusive practices. While this action will accelerate the learning of all students with disabilities, it also will particularly impact the disproportionate number of English Learners, Hispanic students, and students from lower income backgrounds who have IEPs and are identified in the district's Differentiated Assistance (DA) and schools' Targeted Support and Intervention (TSI) indicators.	\$130,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Teacher Recruitment and Teacher Residency/ Credential Program financial assistance	<p>Action will be dropped for the 2025-26 due to the sunseting of the Educator Effectiveness funds.</p> <p>2024-25 Action: Continue to strengthen HR recruitment and hiring practices with a focus on recruiting more diverse certificated and classified staff. Implement Teacher Residency/ Credential Program financial assistance (tuition reimbursement and program costs) to hire diverse teacher candidates (classified employees, educators of color, bilingual, and local community members)--to accelerate the wellness and academic learning of unduplicated students.</p>	\$0.00	No
2.7	LGBTQ+ Inclusion Practices	Continue to implement recommendations of the District LGBTQ+ Inclusion Task Force, including: teacher professional learning; site leads attending LGTBQ+ "Lead with Pride" Conference; providing LGTBQ+ Clubs in middle schools; sponsoring family engagement events; and improving library book collections.	\$70,000.00	No
2.8	LGTBQ+ Teacher on Special Assignment	Continue to implement recommendations of the District LGBTQ+ Inclusion Task Force, including employing an LGTBQ+ Teacher on Special Assignment to support the implementation of the LGTBQ+ Inclusion Task Force (see Action 2.7 immediately above).	\$142,000.00	No
2.9	Comprehensive Coordinated Early Intervention Service (CCEIS) plans	<p>Action dropped for 2025-26</p> <p>2024-25 Action: Continue to implement Comprehensive Coordinated Early Intervening Service (CCEIS) plans 2 and 3 to address the disproportionate</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>identification of Hispanic/Latino students under the SLD eligibility category, including particularly the development of Multi-Tiered Systems of Support, facilitated by an MTSS principal on special assignment (PoSA). These actions will particularly impact the disproportionate number of English Learners, Hispanic students, and students from lower income backgrounds who have IEPs and are identified in the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) indicators. Note: Plans 2 and 3 include Actions 1.1, 1.2, 1.3, 1.9, 1.28, 1.29, and 3.3.</p>		
2.10	English Learner (EL) Family Engagement	<p>Continue to implement District and Community School site family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot) and other academic/wellness resources, so that families can be informed and engaged partners in their children's education, so that EL students build social emotional wellness and readiness to accelerate their learning of grade-level standards. Expand the district's "English Together" parent English training program to support parent access to school activities. These actions will particularly impact English Learners, Long Term English Learners, and students from lower income backgrounds who are identified in the district's Differentiated Assistance (DA) and schools' Targeted Support and Intervention (TSI) indicators.</p>	\$576,000.00	Yes
2.11	Sanctuary Task Force	<p>Implement the Sanctuary Resolution and activities of the Sanctuary Task Force, so that undocumented students build social emotional wellness and readiness to accelerate their learning of grade-level standards. These actions will support Newcomers to accelerate their learning, as part of the district's strategy to target Unduplicated student groups and target English Learners and LTELs as part of the district's Differentiated Assistance (DA) and schools' Targeted Support and Intervention (TSI) status.</p>	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.12	Community Outreach Staff	Provide district and site-based community outreach specialists and workers, to improve school-home communications; to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school and community-based resources available to families, particularly at schools serving our families from North Central San Mateo. These actions will particularly impact Unduplicated students, and LTEL students and students from lower income backgrounds who are identified in the district's Differentiated Assistance (DA) and schools' Targeted Support and Intervention (TSI) indicators.	\$627,000.00	Yes
2.13	Family Engagement & Feedback	Continue to implement expanded district and school efforts to get input and feedback from families, including the number of "Spanish-first" engagements/regular coffee chats, to strengthen integration of family strengths and resources into school services and supports, so that unduplicated students attend regularly and build social-emotional wellness and readiness to accelerate their learning of grade-level standards. These actions will particularly impact Unduplicated students, and LTEL students and students from lower income backgrounds who are identified in the district's Differentiated Assistance (DA) and schools' Targeted Support and Intervention (TSI) indicators.	\$8,500.00	Yes
2.14	Full Service Community School Strategies	At five state-funded sites, implement full service community school strategies to serve students and families from North Central San Mateo, by expanding school and community-based resources available to students and their families, to build social-emotional wellness and accelerate their learning of grade-level standards. These actions will particularly impact Unduplicated students, and LTEL students and students from lower income backgrounds who are identified in the district's Differentiated Assistance (DA) and schools' Targeted Support and Intervention (TSI) indicators.	\$1,250,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

A Reminder Note about the CA "Red Dashboard" Indicators and the Directed Actions in this Goal Three:
 The CA Department of Education also has identified specific SMFCSD schools and certain SMFCSD student groups that performed at the lowest level (or "red" level) on the Fall 2023 CA Dashboard. SMFCSD must show how the actions in the 2025-26 LCAP will continue to address the needs of the schools and student groups identified in Fall 2023. The "Red Dashboard" indicators are organized in three groups:

- Any SMFCSD school where the "All Students" group performed at the lowest level on one or more of the state indicators on the Fall 2023 Dashboard;
- Any student group (e.g., English Learners or Students with Disabilities or Hispanic students) across SMFCSD that performed at the lowest level on one or more state indicators on the Fall 2023 Dashboard; and
- Any student group within an SMFCSD school that performed at the lowest level on one or more state indicators on the Fall 2023 Dashboard.

Several actions in this Goal Three (3.1, 3.2, 3.3, 3.4, 3.6, 3.9, 3.11, 3.12) address the requirement to include one or more specific "Directed Actions" within the LCAP that address the Red Dashboard Indicators and improve school and student performance.
 PLEASE USE THE LINK PROVIDED HERE (https://drive.google.com/file/d/1wm5oDbj1-yocA_W9-2FKE9fEz4L-AICL/view?usp=sharing) OR THE ADDENDUM AT THE END OF THE LCAP to access PDF charts that show which SMFCSD schools and student groups were identified in Fall 2023 as performing "red" for specific 2023 Dashboard indicators. The charts show, for each identified school and student group, the specific directed LCAP actions that SMFCSD will implement to address these indicators and improve school and student group performance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	<p>CHRONIC ABSENTEEISM</p> <p>% of students absent 10+% of instructional days enrolled</p>	<p>2023-24 April 15 date</p> <p>All Students 17% African American 32% Homeless Youth 39% Foster Youth 53% English Learners 26% Long-Term English Learners: 28% Hispanic/Latinx: 26% Pacific Islander 56% Socio-Economically Disadvantaged 24% Students with Disabilities 28%</p>	<p>2024-25 April 15 date</p> <p>All Students 15% African American 30% Homeless Youth 35% Foster Youth 24% English Learners 24% Hispanic/Latinx 24% Long-Term English Learners 27% Pacific Islander 49% Socio-Economically Disadvantaged 25% Students with Disabilities 24%</p>		<p>2026-27</p> <p>All Students 5% African American 5% Homeless Youth 5% Foster Youth 5% English Learners 5% Long-Term English Learners: 5% Hispanic/Latinx 5% Pacific Islander 5% Socio-Economically Disadvantaged 5% Students with Disabilities 5%</p>	<p>Difference from Baseline</p> <p>All Students -2 points African American -2 points Homeless Youth -4 points Foster Youth -29 points English Learners -2 points Long-Term English Learners: -1 points Hispanic/Latinx -2 points Pacific Islander -7 points Socio-Economically Disadvantaged +1 point Students with Disabilities -4 points</p>
3.2	<p>SUSPENSION RATE</p> <p>% of students suspended at least once</p>	<p>2023-24 April 15 date</p> <p>All Students 3% African American 5% Foster Youth 0% Homeless Youth 3% English Learners 3%</p>	<p>2024-25 April 15 date</p> <p>All Students 1% African American 3% Foster Youth 4%</p>		<p>2026-27</p> <p>All Students 1% African American 1% Foster Youth 1% Homeless Youth 1%</p>	<p>Difference from Baseline</p> <p>All Students -2 points African American -2 points</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic/Latinx 4% Pacific Islander 4% "Socio-Economically Disadvantaged" 3% Students with Disabilities 6%	Homeless Youth 3% English Learners 2% Hispanic/Latinx 2% Long-Term English Learners 6% Pacific Islander 2% "Socio-Economically Disadvantaged" 2% Students with Disabilities 3%		English Learners 1% Hispanic/Latinx 1% Pacific Islander 1% Socio-Economically Disadvantaged 1% Students with Disabilities 1%	Homeless Youth 0 points Foster Youth +4 points English Learners -1 point Long-Term English Learners: xx points Hispanic/Latinx -2 points Pacific Islander -2 points Socio-Economically Disadvantaged -1 point Students with Disabilities -3 points
3.3	CA HEALTHY KIDS SURVEY Feel Connected to School: Average percent of students rating Strongly Agree/Agree	2023-2024 Feel Connected to School 3rd: 75% 4th: 76% 5th: 76% 6th: 63% 7th: 56% 8th: 52%	2024-25 Feel Connected to School 3rd: 78% 4th: 78% 5th: 78% 6th: 66% 7th: 56% 8th: 53%		2026-27 Feel Connected to School 3rd: 85% 4th: 85% 5th: 85% 6th: 85% 7th: 85% 8th: 85%	Difference from Baseline Feel Connected to School 3rd: +3 points 4th: +2 points 5th: +2 points 6th: +3 points 7th: 0 points 8th: +1 point
3.4	CA HEALTHY KIDS SURVEY Caring Adults in School:	2023-24 Caring Adults in School 3rd: 74% 4th: 72%	2024-25 Caring Adults in School 3rd: 76%		2026-27 Caring Adults in School 3rd: 85%	Difference from Baseline Caring Adults in School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Average percent of students rating Strongly Agree/Agree	5th: 72% 6th: 72% 7th: 61 % 8th: 63%	4th: 74% 5th: 74% 6th: 74% 7th: 65 % 8th: 64%		4th: 85% 5th: 85% 6th: 85% 7th: 85% 8th: 85%	3rd: +2 points 4th: +2 points 5th: +2 points 6th: +2 points 7th: +4 points 8th: +1 point
3.5	CA HEALTHY KIDS SURVEY Meaningful Participation in School: Average percent of students rating Strongly Agree/Agree	2023-24 Meaningful Participation in School 3rd: 43% 4th: 40% 5th: 42 % 6th: 36 % 7th: 30% 8th: 27%	2024-25 Meaningful Participation in School 3rd: 47% 4th: 45% 5th: 44 % 6th: 38 % 7th: 33% 8th: 29%		2026-27 Meaningful Participation in School 3rd: 70% 4th: 70% 5th: 70% 6th: 70% 7th: 70% 8th: 70%	Difference from Baseline Meaningful Participation in School 3rd: +4 points 4th: +5 points 5th: +2 points 6th: +2 points 7th: +3 points 8th: +2 points
3.6	CA HEALTHY KIDS SURVEY Feel Safe at School: Average percent of students rating Safe/Very Safe	2023-24 Feel Safe at School 3rd: 83% 4th: 81% 5th: 83% 6th: 61% 7th: 53% 8th: 49%	2024-25 Feel Safe at School 3rd: 85% 4th: 86% 5th: 83% 6th: 68% 7th: 56% 8th: 57%		2026-27 Feel Safe at School 3rd: 90% 4th: 90% 5th: 90% 6th: 85% 7th: 85% 8th: 85%	Difference from Baseline Feel Safe at School 3rd: +2 points 4th: +5 points 5th: 0 points 6th: +7 points 7th: +3 points 8th: +8 points
3.7	CA HEALTHY KIDS SURVEY Cyberbullied 1 or more times:	2023-24 Cyberbullied 1 or more times: 3rd: 23%	2024-25 Cyberbullied 1 or more times: 3rd: 21%		2026-27 Cyberbullying is a Problem: 3rd: 5%	Difference from Baseline Cyberbullying is a Problem:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of students rating "Yes"	4th: 21% 5th: 21% 6th: 23% 7th: 22% 8th: 26%	4th: 18% 5th: 22% 6th: 16% 7th: 23% 8th: 22%		4th: 5% 5th: 5% 6th: 5% 7th: 5% 8th: 5%	3rd: -2 points 4th: -3 points 5th: +1 point 6th: -7 points 7th: +1 point 8th: -4 points
3.8	CA HEALTHY KIDS SURVEY Chronic sadness/Considered suicide: Percent of middle school students rating "No"	2023-24 Chronic sadness/Considered suicide: 6th: 79% / 91% 7th: 78% / 90% 8th: 74% / 89%	2024-25 Chronic sadness/Considered suicide: 6th: 85% / 91% 7th: 79% / 89% 8th: 76% / 90%		2026-27 Chronic sadness/Considered suicide: 6th: 90% / 95% 7th: 90% / 95% 8th: 90% / 95%	Difference from Baseline Chronic sadness/Considered suicide: 6th: +6 / 0 points 7th: +1 / -1 point 8th: +2 / +1 point
3.9	CA PHYSICAL FITNESS TEST Percent of students in the Healthy Fitness Zone, averaged across the 6 Fitness Areas	2023-24: June 1 date Physical Fitness Test participation 5th grade: 97.2% 7th grade: 98.3%	2024-25 June 1 date Physical Fitness Test participation 5th grade: 100% 7th grade: 98.5%		2026-27: Physical Fitness Test participation 5th grade: 95% 7th grade: 95%	Difference from Baseline Physical Fitness Test participation 5th grade: +2.8 percentage points 7th grade: +0.2 percentage points

Goal Analysis [2024-25]

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

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

See below in the "Actions" section for the specific details on the actions analyzed here.

- 3.1 Adjusted Implementation: SMFCSD adjusted this action at the beginning of the year. The district is now employing 2 District Social Workers, and 1 Mental Health Clinician. Program Specialists have been moved to other assignments. This staff is providing the following services: general support and case management for Newcomer middle school students at Bayside and Borel; Tier 2 and 3 social-emotional support to K-8 students district-wide; emergency response to any district mental health crisis; and coordination of district-wide counseling services. Over 345 students and 192 families have received support so far this year.
- 3.2 Implemented as planned: The district maintained an expanded counseling staff of 31 counselors (of the planned 33) and staffed 5 mental health clinicians (of 6 planned) to provide social-emotional support services and to facilitate social emotional learning.
- 3.3 Adjusted Implementation: Restorative Justice PD occurred during the district 3 PD Days (October, January, March) during the school year. All 4 middle schools and 15 elementary school staff received Restorative Justice PD. In October, 358 certificated and classified staff attended; in January, 328 certificated staff attended; in March, 325 certificated staff attended. Professional development (and related consultant costs) was expanded to ensure that all middle school principals and assistant principals were also trained in RJ and conflict mediation. Additional classified staff training occurred in November and February (2 ninety minute trainings).
- 3.4 Adjusted implementation: 6 Restorative Justice ToSAs were employed, one more than planned: 1. The District continued to employ 4 Restorative Justice ToSAs for each comprehensive middle school to provide restorative and conflict resolution skills for students, staff, and community; 2 additional RJ ToSAs were hired at 2 elementary schools to provide the same support.
- 3.5 Adjusted Implementation: Four middle school Wellness Centers/Peace Rooms continue, supervised by RJ ToSAs. Planning is still in process to expand to elementary sites. As a result, planned funds have not yet been expended.
- 3.6 Implemented as planned: All foster youth, homeless youth, low- income youth are provided transportation/bus tickets to support regular attendance and access to outside- the-school-day activities.
- 3.7 Implemented as planned: All PE teachers were provided standard-aligned resources TK-8 and targeted professional development opportunities, during the summer and on the October and January District PD Days. For Summer PD, 13 new and returning teachers attended. For October PD, 21 teachers attended. For January PD, 25 teachers attended. For March PD, 23 teachers attended.
- 3.8 Implementation adjusted: Six elementary sites received additional funding to Implement site-based strategies for health and safety through positive, supported play strategies and related programs. Three sites were unable to hire planned staff.
- 3.9 Implementation adjusted: The district continued to provide additional social-emotional support at middle schools by employing four Student Support teachers on special assignment (one at each comprehensive middle school) and contracting with community partners to provide services on campus. One community partner contract was not implemented as planned. One planned behavior technician hire was not completed.
- 3.10 Implementation adjusted: Six district Board Certified Behavior Analysts (1 more than planned) provided safety care training at all district sites and coordinated the support of a district team that includes Registered Behavior Technicians. The district paid for the recertification of these employees. Training has been completed at six targeted sites, with the balance planned to receive training by year end.

3.11 Implemented as planned: The district implemented staff training in attendance protocols and best practices for engaging families, provided monthly chronic absenteeism data reports to schools, continued to use a “real-time” chronic absenteeism dashboard for site leaders, and employed additional school community workers and specialists (see 2.12 above). Funding was allocated for staff extra time to receive training.

3.12 Implemented as planned: Trainings and support have been implemented, targeting students with compromised housing.

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

See below in the "Actions" section for the specific details on the actions analyzed here. Explanations provided here refer to the expenditure data provided further down in the "2024-25 Annual Update Table". Note that an explanation is provided only for those actions where the Estimated Budgeted Expenditures were more or less than 10% of the Budgeted Expenditures--which would be a "material difference" as required in the above prompt.

3.1 As a result of the adjustment of personnel described above, the estimated actual expenditures were less than budgeted.

3.2 No material difference.

3.3 As a result of the expansion of the professional development described above, staff extra time and consultant costs were greater than budgeted originally.

3.4 No material difference

3.5 The budgeted expenditures for expanding wellness centers to elementary schools have not yet occurred as planning continues within the Community Schools initiative.

3.6 Fewer students participated in the program this year, resulting in actual estimated expenditures that were lower than planned.

3.7 Budgeted expenditures anticipated a greater number of PE teachers participating in summer professional development than actually did, resulting in lower estimated actual expenditures.

3.8 Several sites did not fill planned positions, resulting in lower estimated actual expenditures.

3.9 One planned behavior technician hire was not completed, resulting in lower estimated actual expenditures.

3.10 As noted above, the district hired an additional BCBA which enabled expanded professional development and staff extra time costs, beyond what was budgeted.

3.11. This year's focus on reducing chronic absenteeism resulted in more staff extra time than originally budget, such that estimate actual expenditures greatly exceeded planned expenditures.

3.12. Much of the work in support of students with compromised housing was integrated into actions 3.1, 3.2, and 3.11. Related actual expenditures were part of these actions, and as such the estimated actual expenditures for this action were lower than planned.

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

See below in the "Actions" section for the specific details on the actions analyzed here.

3.1 These actions are expected to impact student engagement in school, specifically student attendance for key student groups. To date, overall student chronic absenteeism has dropped 2 points from last year, and for some key equity groups the drop has been significant-- Homeless Youth, Foster Youth, Pacific Islanders. However the chronic absenteeism rate across groups is still much higher than students overall, which suggests the district systems are not yet effectively supporting these students.

3.2 These actions are expected to impact student engagement in school, specifically student attendance for key student groups. To date, overall student chronic absenteeism has dropped 2 points from last year, and for some key equity groups the drop has been significant-- Homeless Youth, Foster Youth, Pacific Islanders. However the chronic absenteeism rate across groups is still much higher than students overall, which suggests the district systems are not yet effectively supporting these students. ... These positions are also expected to impact student social-emotional conditions and their experience of school as measured by student responses on the 2024 and 2025 CA Healthy Kids Surveys. For each 3rd to 8th grade level, the percentage of students who agreed/strongly agreed that they "feel connected to school" improved from 2024 to 2025 by 2-3 points--e.g. 66% of 6th graders said this in 2025, versus 63% in 2024. Students who agreed/strongly agreed that they experienced "caring adults" in school also improved from 2024 to 2025 by 2-4 points--e.g. 65% of 7th graders said this in 2025, versus 61% in 2024. Students who agreed/strongly agreed that they "feel safe" in school also improved from 2024 to 2025 by 2-8 points--e.g. 57% of 8th graders said this in 2025, versus 49% in 2024. Students who reported that they experienced cyberbullying 1 or more times in school also dropped from 2024 to 2025 by 2-7 points--e.g. 16% of 6th graders said this in 2025, versus 23% in 2024.

3.3 Staff provided positive feedback on the Restorative Justice Practices PD sessions. Across the three PD sessions, an average of 85% of participants agreed/strongly agreed that they had opportunities to practice content, and 75% of participants agreed/strongly agreed that they developed new ideas that will support students. ... This professional learning is expected to impact student engagement in school, specifically student attendance for key student groups. To date, overall student chronic absenteeism has dropped 2 points from last year, and for some key equity groups the drop has been significant--Homeless Youth, Foster Youth, Pacific Islanders. However the chronic absenteeism rate across groups is still much higher than students overall, which suggests the district systems are not yet effectively supporting these students. ... This professional learning is also expected to impact student social-emotional conditions and their experience

of school as measured by student responses on the 2024 and 2025 CA Healthy Kids Surveys. For each 3rd to 8th grade level, the percentage of students who agreed/strongly agreed that they “feel connected to school” improved from 2024 to 2025 by 2-3 points--e.g. 66% of 6th graders said this in 2025, versus 63% in 2024. Students who agreed/strongly agreed that they experienced “caring adults” in school also improved from 2024 to 2025 by 2-4 points--e.g. 65% of 7th graders said this in 2025, versus 61% in 2024. Students who agreed/strongly agreed that they “feel safe” in school also improved from 2024 to 2025 by 2-8 points--e.g. 57% of 8th graders said this in 2025, versus 49% in 2024.

3.4 These actions are expected to impact student engagement in school, specifically student attendance for key student groups. To date, overall student chronic absenteeism has dropped 2 points from last year, and for some key equity groups the drop has been significant--Homeless Youth, Foster Youth, Pacific Islanders. However the chronic absenteeism rate across groups is still much higher than students overall, which suggests the district systems are not yet effectively supporting these students. The suspension rate overall is down a half percentage point. ... These positions and support strategies are expected to impact middle school student social-emotional conditions and their experience of school as measured by student responses on the 2024 and 2025 CA Healthy Kids Surveys. For each 6th to 8th grade level, the percentage of students who agreed/strongly agreed that they “feel connected to school” improved from 2024 to 2025 by 1-3 points--e.g. 66% of 6th graders said this in 2025, versus 63% in 2024. Students who agreed/strongly agreed that they experienced “caring adults” in school also improved from 2024 to 2025 by 2-4 points--e.g. 65% of 7th graders said this in 2025, versus 61% in 2024. Students who agreed/strongly agreed that they “feel safe” in school also improved from 2024 to 2025 by 3-8 points--e.g. 57% of 8th graders said this in 2025, versus 49% in 2024. Students who reported that they experienced cyberbullying 1 or more times in school also dropped from 2024 to 2025 by 2-7 points--e.g. 16% of 6th graders said this in 2025, versus 23% in 2024.

3.5 These centers are expected to impact student engagement in school, specifically student attendance for key student groups. To date, overall student chronic absenteeism has dropped 2 points from last year, and for some key equity groups the drop has been significant--Homeless Youth, Foster Youth, Pacific Islanders. However the chronic absenteeism rate across groups is still much higher than students overall, which suggests the district systems are not yet effectively supporting these students. The suspension rate overall is down a half percentage point. ... These centers are expected to impact middle school student social-emotional conditions and their experience of school as measured by student responses on the 2024 and 2025 CA Healthy Kids Surveys. For each 6th to 8th grade level, the percentage of students who agreed/strongly agreed that they “feel connected to school” improved from 2024 to 2025 by 1-3 points--e.g. 66% of 6th graders said this in 2025, versus 63% in 2024. Students who agreed/strongly agreed that they experienced “caring adults” in school also improved from 2024 to 2025 by 2-4 points--e.g. 65% of 7th graders said this in 2025, versus 61% in 2024. Students who agreed/strongly agreed that they “feel safe” in school also improved from 2024 to 2025 by 3-8 points--e.g. 57% of 8th graders said this in 2025, versus 49% in 2024. Students who reported that they experienced cyberbullying 1 or more times in school also dropped from 2024 to 2025 by 2-7 points--e.g. 16% of 6th graders said this in 2025, versus 23% in 2024.

3.6 375 students provided transportation support. ... To date, overall student chronic absenteeism has dropped 2 points from last year, and for some key equity groups the drop has been significant--Homeless Youth, Foster Youth, Pacific Islanders. However the chronic absenteeism rate across groups is still much higher than students overall, which suggests the district systems are not yet effectively supporting these students. The suspension rate overall is down a half percentage point.

3.7 Staff provided positive feedback on the Restorative Justice Practices PD sessions. Across the three PD sessions, an average of 87% of participants agreed/strongly agreed that they had opportunities to practice content, and 80% of participants agreed/strongly agreed that they developed new ideas that will support students.

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

3.9 These positions and support strategies are expected to impact student engagement in school, specifically student attendance for key student groups. To date, overall student chronic absenteeism has dropped 2 points from last year, and for some key equity groups the drop has been significant--Homeless Youth, Foster Youth, Pacific Islanders. However the chronic absenteeism rate across groups is still much higher than students overall, which suggests the district systems are not yet effectively supporting these students. The suspension rate overall is down a half percentage point. The suspension rate overall is down a half percentage point. ... These positions and services are expected to impact middle school student social-emotional conditions and their experience of school as measured by student responses on the 2024 and 2025 CA Healthy Kids Surveys. For each 6th to 8th grade level, the percentage of students who agreed/strongly agreed that they "feel connected to school" improved from 2024 to 2025 by 1-3 points--e.g. 66% of 6th graders said this in 2025, versus 63% in 2024. Students who agreed/strongly agreed that they experienced "caring adults" in school also improved from 2024 to 2025 by 2-4 points--e.g. 65% of 7th graders said this in 2025, versus 61% in 2024. Students who agreed/strongly agreed that they "feel safe" in school also improved from 2024 to 2025 by 3-8 points--e.g. 57% of 8th graders said this in 2025, versus 49% in 2024. Students who reported that they experienced cyberbullying 1 or more times in school also dropped from 2024 to 2025 by 2-7 points--e.g. 16% of 6th graders said this in 2025, versus 23% in 2024.

3.10 This action is expected to impact special education student engagement in school, specifically chronic absenteeism. To date, overall special education student chronic absenteeism has dropped 3 points from last year, down to 24.71% this year, from 27.99% last year.

3.11 These actions are expected to impact student engagement in school, specifically student attendance for key student groups. To date, overall student chronic absenteeism has dropped 2 points from last year, and for some key equity groups the drop has been significant--Homeless Youth, Foster Youth, Pacific Islanders. However the chronic absenteeism rate across groups is still much higher than students overall, which suggests the district systems are not yet effectively supporting these students.

3.12 These actions are expected to impact student engagement in school, specifically student attendance for Homeless Youth. For this year, overall student chronic absenteeism has dropped 4 points. The suspension rate for Homeless Youth, however, has remained stubbornly at the same 3% rate.

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

See below in the "Actions" section for the specific details on the actions analyzed here.

- 3.1 No change in this action for 2025-26.
- 3.2 Adjustment for 2025-26: Due to loss of some state funds, the number of counselor FTEs will be reduced by four.
- 3.3 No change in this action for 2025-26.
- 3.4 No change in this action for 2025-26.
- 3.5 Adjustment for 2025-26: This action will be dropped as planning for elementary wellness centers shifts to the Community Schools initiative (Action 2.14).
- 3.6 Adjustment for 2025-26: The funding for this action will be reduced as evidenced by the demand in 2024-25.
- 3.7 Adjustment for 2025-26: The funding for this action will be reduced as evidenced by the demand in 2024-25.
- 3.8 No change in this action for 2025-26.
- 3.9 No change in this action for 2025-26.
- 3.10 No change in this action for 2025-26.
- 3.11 No change in this action for 2025-26.
- 3.12 No change in this action for 2025-26.

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

Actions

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

Action #	Title	Description	Total Funds	Contributing
		Newcomer Intake and Support Services to provide Newcomer students and families the wrap-around services (social, medical, mental) needed, so that Newcomer students are well supported to feel safe and to accelerate their learning of grade-level standards. These actions will support the engagement and academic acceleration of all students, but especially Unduplicated student groups, plus LTEL students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and schools' Targeted Support and Intervention (TSI) status.		
3.2	Counseling Supports	Provide 29 counselors and 6 mental health clinicians for direct social-emotional support for students through school-wide and individual counseling and intervention. These actions will build social emotional wellness and readiness to accelerate the learning of all students, but especially Unduplicated student groups, plus LTEL students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and schools' Targeted Support and Intervention (TSI) status.	\$4,364,000.00	No
3.3	Restorative Justice Practices Professional Development	This professional development plan will support teachers, teachers on special assignment (ToSAs), and site leaders to implement Restorative Justice practices. The Summer PD focus will target newly hired teachers and offer optional opportunities for returning teachers to reinforce their learning. School-year PD days and on-site ToSA coaching (see action 3.4 below) will give all teachers opportunities to deepen their learning in Restorative Justice practices. These actions will support all students, but especially Unduplicated student groups, plus Long Term English Learners identified due to the district's Differentiated Assistance (DA) and the student groups related to individual schools' TSI status.	\$155,000.00	Yes
3.4	Restorative Justice Practices and Social-Emotional Learning (SEL)	Provide five Restorative Justice Teachers on Special Assignment and additional social-emotional learning curriculum to support professional learning and implementation of restorative justice practices in four comprehensive middle schools and one elementary school. These actions will support all students, but especially Unduplicated student groups, plus	\$875,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) status.		
3.5	Wellness Centers	<p>This action will be dropped as planning for elementary wellness centers shifts to the Community Schools initiative (Action 2.14).</p> <p>2024-25 Action: Continue to develop spaces at sites for students and staff to serve as Wellness Centers--so that unduplicated students build social emotional wellness and readiness to accelerate their learning of grade-level standards. Implementation will prioritize first the development of wellness centers at identified schools that qualify for Title 1 funds and then to other schools with higher enrollment of English Learners, Special Education students, and students from economically- struggling families. These actions will build social emotional wellness and readiness to accelerate the learning of all students, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.</p>	\$0.00	No
3.6	Transportation support	Strengthen transportation options (school bus transportation, free bus passes, "Hop/Skip/Drive" rides, etc.) for foster youth, youth with compromised housing, and low-income youth to support regular attendance and access to outside-the-school-day activities. This action supports Unduplicated student groups, plus LTEL students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and schools' Targeted Support and Intervention (TSI) and Comprehensive Support and Improvement (CSI) status.	\$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Physical Education Professional Learning & Resources	Provide PE teachers with standards-aligned resources TK-8 and professional development opportunities, so that unduplicated students accelerate their learning of health and physical ed grade-level standards.	\$30,000.00	No
3.8	Elementary School Supported Play	Implement site-based strategies for health and safety through positive, supported play strategies, so that students experience safe play and build physical, mental and social/emotional health.	\$90,000.00	No
3.9	Additional Site-based Wellness Supports	Continue to provide expanded Tier 2 and Tier 3 intervention services for students requiring more intensive case management and mental health/behavioral/counseling services, through middle school Student Support Teachers on Special Assignment, contracted middle school Student Safety Aides, and Youth Services Bureau interns. These actions will build social emotional wellness and readiness to accelerate the learning of all students, but especially Unduplicated student groups, plus LTEL students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and schools' Targeted Support and Intervention (TSI) status.	\$1,165,000.00	Yes
3.10	Special Education Behavior Intervention Strategies	Provide additional staffing and professional learning for district staff to support implementation of effective behavior intervention strategies with identified students with IEPs, so that Special Education students build social emotional wellness and readiness to accelerate their learning of grade-level standards.	\$25,000.00	No
3.11	Reduce Student Chronic Absenteeism	To address the needs of district target student groups, in response to the CA Differentiated Assistance program, and the needs of school target	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>student groups (various groups under the CA Targeted Support and Intervention program), the district will implement the following activities to reduce the chronic absenteeism of key student groups: Implement and provide site staff training in the "District Attendance Protocols for Chronic Absences & Unexcused Absences"; Provide monthly by-student data reports to schools on chronic absenteeism to support site monitoring and intervention; Provide training to site teams and staff in monitoring, intervening, and positively recognizing students who have improved their attendance; and Provide training to Community School Specialists/Workers and other classified support staff to conduct regular positive calls and outreach to families of students who are chronically absent.</p> <p>Note these activities are in addition to the other systemic actions listed above which will positively impact the root causes behind the chronic absenteeism of key student groups, including 1.1 to 1.5; 1.10; 1.13 to 1.17; 1.27 to 1.29; 2.1; 2.4 to 2.7; 2.12 to 2.14; 3.1 to 3.6; 3.9, and 3.10.</p>		
3.12	Supports for Youth with Compromised Housing	<p>To address the academic and social-emotional needs of students with compromised housing (identified under the CA Differentiated Assistance and the CA Targeted Support and Intervention programs), the district will implement the following activities: Implement and provide site staff training in the district-recommended actions for supporting students with compromised housing/foster youth (e.g., intake protocols, communication procedures, automatic SST steps, individual learning plans, free bus passes and "Hop/Skip/Drive" rides, pantry & clothing closets); Provide regular updates to schools on the housing status of students who are experiencing compromised housing; and Provide training to site teams and staff in monitoring, intervening, and positively supporting students and families who are experiencing compromised housing.</p> <p>Note these activities are in addition to the other systemic actions listed above which will positively impact students and families who are</p>	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
		experiencing compromised housing, including 1.1 to 1.5; 1.10; 1.13 to 1.17; 1.27 to 1.29; 2.1; 2.4 to 2.7; 2.12 to 2.14; 3.1 to 3.6; 3.9, and 3.10.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$9,448,062	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.447%	0.349%	\$387,762.00	8.796%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Foundational Literacy Supplemental Curricula</p> <p>Need: Student reading performance gaps persist for 3rd-8th unduplicated students. Meet/Exceed performance on CAASPP Literacy shows: All Students 55%; Socioeconomically Disadvantaged 31%; English Learners 8%;</p>	<p>Current K-2nd district interim assessments show shrinking gaps for unduplicated students and predict future CAASPP performance where gaps will shrink. Meet/Exceed performance on PAF Literacy assessment shows: All Students 77%; Socioeconomically Disadvantaged 60%; English Learners 57%; Homeless 51%; Foster Youth (not statistically significant at the time). Analysis of this data over the three years of implementation suggests that these structured literacy curricula are strengthening the foundational literacy and</p>	<p>The following metrics will be used to monitor the acceleration of unduplicated students in their literacy performance: CAASPP Literacy (1.1); English Learner Progress (1.3); District interim literacy assessments (1.4, 1.5, 1.6, 1.7); SMFCSD's</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Homeless 13%; Foster Youth (not statistically significant at the time). Analysis of this data suggests these gaps are rooted in the foundational literacy and language skills deficits, for unduplicated students, that are not addressed in grades K-2nd.</p> <p>Scope: LEA-wide</p>	<p>language skills specifically of unduplicated students, accelerating their performance and enabling them to perform at rates closer to all students. This use of funds to purchase these curricula is therefore creating the opportunity to significantly reduce the reading performance gaps of unduplicated students. However, this action is being provided on an LEA-wide basis to maximize its impact in increasing the student literacy performance rates of all students.</p>	<p>"red dashboard" indicators (see Addendum).</p>
<p>1.2</p>	<p>Action: Foundational Literacy Professional Development Plan</p> <p>Need: Student reading performance gaps persist for 3rd-8th unduplicated students. Meet/Exceed performance on CAASPP Literacy shows: All Students 55%; Socioeconomically Disadvantaged 31%; English Learners 8%; Homeless 13%; Foster Youth (not statistically significant at the time). Analysis of this data suggests these gaps are rooted in the foundational literacy and language skills deficits, for unduplicated students, that are not addressed in grades K-2nd.</p> <p>Scope: LEA-wide</p>	<p>Current K-2nd district interim assessments show shrinking gaps for unduplicated students and predict future CAASPP performance where gaps will shrink. Meet/Exceed performance on PAF Literacy assessment shows: All Students 77%; Socioeconomically Disadvantaged 60%; English Learners 57%; Homeless 51%; Foster Youth (not statistically significant at the time). Analysis of this data over the three years of implementing the foundational literacy professional development plan suggests that the teacher professional development in the recently-implemented supplemental structured literacy curricula are strengthening the foundational literacy and language skills specifically of unduplicated students, accelerating their performance and enabling them to perform at rates closer to all students. The use of funds to continue to provide this professional development, now with a focus on new teachers of K-2nd unduplicated students, is therefore creating the opportunity to significantly reduce the reading performance gaps of unduplicated students. However, this action is being provided on an LEA-wide basis to all new</p>	<p>The following metrics will be used to monitor the acceleration of unduplicated students in their literacy performance: CAASPP Literacy (1.1); English Learner Progress (1.3); District interim literacy assessments (1.4, 1.5, 1.6, 1.7); SMFCSD's "red dashboard" indicators (see Addendum).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		teachers to maximize its impact in increasing the student literacy performance rates of all students.	
1.3	<p>Action: Language & Literacy and MultiLingual Teachers on Special Assignment (ToSAs)</p> <p>Need: Student reading performance gaps persist for 3rd-8th unduplicated students. Meet/Exceed performance on CAASPP Literacy shows: All Students 55%; Socioeconomically Disadvantaged 31%; English Learners 8%; Homeless 13%; Foster Youth (not statistically significant at the time). Analysis of this data suggests these gaps are rooted in the foundational literacy and language skills deficits, for unduplicated students, that are not addressed in grades K-2nd.</p> <p>Scope: LEA-wide</p>	<p>Current K-2nd district interim assessments show shrinking gaps for unduplicated students and predict future CAASPP performance where gaps will shrink. Meet/Exceed performance on PAF Literacy assessment shows: All Students 77%; Socioeconomically Disadvantaged 60%; English Learners 57%; Homeless 51%; Foster Youth (not statistically significant at the time). Analysis of this data over the three years of implementing the Literacy ToSA positions suggests that the ToSA role (teaching student groups, coaching teachers, supporting the implementation of the supplemental structured literacy curricula) is strengthening the foundational literacy and language skills specifically of unduplicated students, accelerating their performance and enabling them to perform at rates closer to all students. The use of funds to continue to have Literacy ToSAs at every elementary school is therefore creating the opportunity to significantly reduce the reading performance gaps of unduplicated students. However, this action is being provided on an LEA-wide basis to maximize its impact in increasing the student literacy performance rates of all students.</p>	<p>The following metrics will be used to monitor the acceleration of unduplicated students in their literacy performance: CAASPP Literacy (1.1); English Learner Progress (1.3); District interim literacy assessments (1.4, 1.5, 1.6, 1.7); SMFCSD's "red dashboard" indicators (see Addendum).</p>
1.4	<p>Action: Foundational Literacy Family Support</p> <p>Need: Student reading performance gaps persist for 3rd-8th unduplicated students. Meet/Exceed performance on CAASPP Literacy shows: All Students 55%; Socioeconomically Disadvantaged 31%; English Learners 8%; Homeless 13%; Foster Youth (not statistically</p>	<p>Current K-2nd district interim assessments show shrinking gaps for unduplicated students and predict future CAASPP performance where gaps will shrink. Meet/Exceed performance on PAF Literacy assessment shows: All Students 77%; Socioeconomically Disadvantaged 60%; English Learners 57%; Homeless 51%; Foster Youth (not statistically significant at the time). Analysis of this data over the three years of implementing Footsteps2Brilliance supplemental literacy</p>	<p>The following metrics will be used to monitor the acceleration of unduplicated students in their literacy performance: CAASPP Literacy (1.1); English Learner Progress (1.3); District interim literacy assessments (1.4, 1.5, 1.6, 1.7); SMFCSD's</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>significant at the time). Analysis of this data suggests these gaps are rooted in the foundational literacy and language skills deficits, for unduplicated students, that are not addressed in grades K-2nd.</p> <p>Scope: LEA-wide</p>	<p>computer application, for use at home and in after school programs, suggests that the app is strengthening the foundational literacy and language skills specifically of unduplicated students, accelerating their performance and enabling them to perform at rates closer to all students. Funds are used to employ staff to monitor F2B's use by students attending the district's highest unduplicated-student-count schools and to call families and provide them with support in the use of the program. This use of funds is therefore creating the opportunity to significantly reduce the reading performance gaps of unduplicated students. However, this action is being provided on an LEA-wide basis to maximize its impact in increasing the student literacy performance rates of all students.</p>	<p>"red dashboard" indicators (see Addendum).</p>
<p>1.5</p>	<p>Action: Middle School Professional Development Plan</p> <p>Need: Student reading and math performance gaps persist for 6th-8th unduplicated students. Meet/Exceed performance on CAASPP Literacy shows: All Students 58%; Socioeconomically Disadvantaged 33%; English Learners 6%; Homeless 16%; Foster Youth (not statistically significant at the time). Meet/Exceed performance on CAASPP Math shows: All Students 48%; Socioeconomically Disadvantaged 22%; English Learners 5%; Homeless 15%; Foster Youth (not statistically significant at the time). Unduplicated students also have an attendance gap. For example,</p>	<p>Analysis of CAASPP data and district interim assessment data over the two years of implementing the middle school professional development plan suggests that the teacher professional development in academic discourse and "belonging classroom" strategies are strengthening the skills specifically of unduplicated students and shrinking the "engagement" gap, accelerating their performance and enabling them to perform at rates closer to all students. The use of funds to continue to provide this professional development, now with a focus on new middle school teachers and continued focus on the specific needs of unduplicated students, is therefore creating the opportunity to significantly reduce the performance gaps of unduplicated students. However, this action is being provided</p>	<p>The following metrics will be used to monitor the acceleration of unduplicated students in their literacy, math, and "attendance" performance: CAASPP Literacy, Math, and Science (1.1, 1.2, 1.13); English Learner Progress (1.3); District interim literacy and math assessments (1.4-1.10); Chronic Absenteeism rates (3.1); SMFCSD's "red dashboard" indicators (see Addendum).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>their chronic absenteeism rates are higher: All Students 14%; Socio-Economically Disadvantaged 23%; English Learners 26%; Homeless Youth 33%; and Foster Youth 29%. Analysis of this data suggests that unduplicated 6th-8th student reading and math performance gaps are due to literacy/language and mathematics skills deficits and due to lack of engagement in their classes.</p> <p>Scope: LEA-wide</p>	<p>on an LEA-wide basis to all new teachers to maximize its impact in increasing the student literacy, math, and engagement performance rates of all students.</p>	
<p>1.6</p>	<p>Action: Middle School Curriculum Teacher Leaders</p> <p>Need: Student reading and math performance gaps persist for 6th-8th unduplicated students. Meet/Exceed performance on CAASPP Literacy shows: All Students 58%; Socioeconomically Disadvantaged 33%; English Learners 6%; Long-Term English Learners 3% Homeless 16%; Foster Youth (not statistically significant at the time). Analysis of this data suggests these gaps are rooted in the literacy and language skills deficits, for unduplicated students, that are not successfully addressed in grades 6-8.</p> <p>Scope: LEA-wide</p>	<p>Current 6-8 district interim assessments show shrinking gaps for some unduplicated students and predict future CAASPP performance where gaps will shrink. Meet/Exceed performance on NWEA Literacy assessment shows: All Students 59%; Socioeconomically Disadvantaged 32%; Homeless 22%; Foster Youth (not statistically significant at the time). However with English Learners and LTELs both at 6%, more work must be done. Analysis of this data over the this first year of implementing a new ELA curriculum and providing PD suggests that acceleration for some groups is happening, but not all. Funds are used to release teacher leaders to review data and plan cross-district supports for the new curriculum and ELA teachers. This use of funds is therefore creating the opportunity to reduce the reading performance gaps of unduplicated students. However, this action is being provided on an LEA-wide basis to maximize its impact in increasing the student literacy performance rates of all students.</p>	<p>The following metrics will be used to monitor the acceleration of unduplicated students in their literacy performance: CAASPP Literacy (1.1); English Learner Progress (1.3); District interim literacy assessments (1.6, 1.7); SMFCSD's "red dashboard" indicators (see Addendum).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>1.9</p>	<p>Action: Elementary Integrated/ Designated ELD Professional Development Plan</p> <p>Need: Student reading performance gaps persist for 3rd-5th English Learner and Socio-economically disadvantaged students. Meet/Exceed performance on CAASPP Literacy shows: All Students 53%; Socioeconomically Disadvantaged 29%; and English Learners 9%. Analysis of this data suggests these gaps are rooted in the literacy and language skills deficits that are not addressed in grades K-5.</p> <p>Scope: LEA-wide</p>	<p>Current K-2 district interim assessments show shrinking gaps for English Learner and SED students and predict future CAASPP performance where gaps will shrink. Meet/Exceed performance on PAF Literacy assessment shows: All Students 77%; Socioeconomically Disadvantaged 60%; and English Learners 57%. Current 3-5 district interim assessments do not show the same shrinking gaps yet for English Learner and SED students. Meet/Exceed performance on the NWEA Literacy assessment shows: All Students 48%; Socioeconomically Disadvantaged 22%; and English Learners 7%. Analysis of the K-2 and 3-5 data, given the strategic focus on K-3 ELD supports over the last 2 years, suggests that expanding ELD supports to 3-5 will help to strengthen the literacy and language skills EL students, accelerating their performance and enabling them to perform at rates closer to all students. The use of funds to expand professional development and coaching supports is therefore creating the opportunity to significantly reduce the reading performance gaps of English Learners. However, this action is being provided on an LEA-wide basis to maximize its impact in increasing the student literacy performance rates of all students.</p>	<p>The following metrics will be used to monitor the acceleration of unduplicated students in their literacy performance: CAASPP Literacy (1.1); English Learner Progress (1.3); District interim literacy assessments (1.4, 1.5, 1.6, 1.7); SMFCSD's "red dashboard" indicators (see Addendum).</p>
<p>1.13</p>	<p>Action: Math Professional Development Plan</p> <p>Need: Student math performance gaps persist for unduplicated students. Meet/Exceed performance on CAASPP Math shows: All Students 51%; Socioeconomically Disadvantaged 26%; English Learners 11%; LTELs 1%; Homeless 12%; Foster Youth (not</p>	<p>Analysis of CAASPP data and district interim assessment data over the three years of implementing the math professional development plan suggests that the teacher professional development in the recently-implemented math curricula, in asset-mindset math learning, and in key collaborative and discourse strategies are strengthening skills and beginning to shrink the performance gap of some unduplicated students (SED; Homeless) but not every key equity group</p>	<p>The following metrics will be used to monitor the acceleration of unduplicated students in their math performance: CAASPP Math (1.2); District interim math assessments (1.8); SMFCSD's "red</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>statistically significant at the time). Analysis of this data suggests that unduplicated student math performance gaps are due to mathematics skills deficits that are not effectively addressed in their classes.</p> <p>Scope: LEA-wide</p>	<p>(ELs, LTELs, Students with Disabilities). The use of funds to continue to provide this professional development, now with a focus on new 4-5 and 6-8 math teachers and continued focus on the specific learning needs of English Learner students, can create the opportunity to significantly reduce the performance gaps of unduplicated students. However, this action is being provided on an LEA-wide basis to all new teachers to maximize its impact in increasing the student math performance rates of all students.</p>	<p>dashboard" indicators (see Addendum).</p>
<p>1.14</p>	<p>Action: Elementary Math ToSAs</p> <p>Need: Student math performance gaps persist for unduplicated elementary students. Meet/Exceed performance on CAASPP Math shows: All Students 53%; Socioeconomically Disadvantaged 29%; English Learners 15%; Homeless 8%; Foster Youth (not statistically significant at the time). Analysis of this data suggests that unduplicated elementary student math performance gaps are due to mathematics skills deficits that are not effectively addressed in their classes.</p> <p>Scope: LEA-wide</p>	<p>Analysis of CAASPP data and district interim assessment data over the three years of implementing the elementary math ToSA positions suggests that the ToSA role in supporting the math professional development plan (coaching teachers, supporting the implementation of the adopted math curriculum, providing intervention supports) is strengthening skills and beginning to shrink the performance gap of some unduplicated students (SED) but not every key equity group (ELs, LTELs, Homeless, and Students with Disabilities). The use of funds to continue to have Math ToSAs is creating the opportunity to significantly reduce the math performance gaps of unduplicated students, but more work must be done to reach all unduplicated students. This action is being provided on an LEA-wide basis to maximize its impact in increasing the student math performance rates of all students.</p>	<p>The following metrics will be used to monitor the acceleration of unduplicated students in their math performance: CAASPP Math (1.2); District interim math assessments (1.8); SMFCSD's "red dashboard" indicators (see Addendum).</p>
<p>1.15</p>	<p>Action: Middle School Math ToSA and Teacher Leaders</p> <p>Need:</p>	<p>Analysis of CAASPP data and district interim assessment data over the three years of implementing the math ToSA/teacher leader positions suggests that these roles in supporting the math professional development plan (coaching</p>	<p>The following metrics will be used to monitor the acceleration of unduplicated students in their math performance:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Student math performance gaps persist for unduplicated middle school students. Meet/Exceed performance on CAASPP Math shows: All Students 48%; Socioeconomically Disadvantaged 22%; English Learners 5%; Homeless 15%; Foster Youth (not statistically significant at the time). Analysis of this data suggests that unduplicated middle school student math performance gaps are due to mathematics skills deficits that are not effectively addressed in their classes.</p> <p>Scope: LEA-wide</p>	<p>teachers, supporting the implementation of the adopted math curriculum, providing intervention supports) is strengthening skills and beginning to shrink the performance gap of some unduplicated students (SED) but not every key equity group (ELs, LTELs, Homeless, and Students with Disabilities). The use of funds to continue to have ToSA/teacher leader positions is creating the opportunity to significantly reduce the math performance gaps of unduplicated students, but more work must be done to reach all unduplicated students. This action is being provided on an LEA-wide basis to maximize its impact in increasing the student math performance rates of all students.</p>	<p>CAASPP Math (1.2); District interim math assessments (1.9); SMFCSD's "red dashboard" indicators (see Addendum).</p>
<p>1.22</p>	<p>Action: Site-based Extended School Day Targeted Student Support</p> <p>Need: Student reading and math performance gaps persist for unduplicated students. Meet/Exceed performance on CAASPP Literacy shows: All Students 55%; Socioeconomically Disadvantaged 31%; English Learners 8%; Homeless 8%; Foster Youth (not statistically significant at the time). Meet/Exceed performance on CAASPP Math shows: All Students 51%; Socioeconomically Disadvantaged 26%; English Learners 11%; Homeless 7%; Foster Youth (not statistically significant at the time). Analysis of this data suggests that unduplicated K-8th student reading and math performance gaps are due to literacy/language and mathematics skills deficits.</p>	<p>Analysis of CAASPP data and district interim assessment data over the three years of implementing the site-based extended day programs suggests they are strengthening the skills specifically of unduplicated students. Targeted students of key unduplicated and equity groups are accelerating their performance, even as the overall groups themselves are making mixed progress. The use of funds to continue to provide this site-based work is therefore creating the opportunity to significantly reduce the performance gaps of unduplicated students. However, this action is being provided across schools, on an LEA-wide basis, to ensure sites have flexibility to target students as they see fit in increasing the student literacy and math performance rates of all students.</p>	<p>The following metrics will be used by sites to monitor the acceleration of unduplicated students in their literacy and math performance: CAASPP Literacy and Math (1.1, 1.2); English Learner Progress (1.3); District interim literacy and math assessments (1.4-1.9); SMFCSD's "red dashboard" indicators (see Addendum).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>1.23</p>	<p>Action: Site-based Professional Learning, Data Inquiry, and Planning</p> <p>Need: Student reading and math performance gaps persist for unduplicated students. Meet/Exceed performance on CAASPP Literacy shows: All Students 55%; Socioeconomically Disadvantaged 31%; English Learners 8%; Homeless 8%; Foster Youth (not statistically significant at the time). Meet/Exceed performance on CAASPP Math shows: All Students 51%; Socioeconomically Disadvantaged 26%; English Learners 11%; Homeless 7%; Foster Youth (not statistically significant at the time). Analysis of this data suggests that unduplicated K-8th student reading and math performance gaps are due to literacy/language and mathematics skills deficits.</p> <p>Scope: LEA-wide</p>	<p>Analysis of CAASPP data and district interim assessment data over the three years of implementing the site-based professional learning, data inquiry and planning suggests that the teacher professional development described in actions 1.2, 1.5, and 1.13 are strengthening the skills specifically of unduplicated students and shrinking the performance gap, also because individual sites have implemented site-based PD, inquiry, and planning actions aligned with these PD actions, giving teachers the opportunity to collaborate and plan for the needs of unduplicated students at their sites. The use of funds to continue to provide this site-based work is therefore creating the opportunity to significantly reduce the performance gaps of unduplicated students. However, this action is being provided on an LEA-wide basis to all new teachers to maximize its impact in increasing the student literacy and math performance rates of all students.</p>	<p>The following metrics will be used by sites to monitor the acceleration of unduplicated students in their literacy and math performance: CAASPP Literacy and Math (1.1, 1.2); English Learner Progress (1.3); District interim literacy and math assessments (1.4-1.9); SMFCSD's "red dashboard" indicators (see Addendum).</p>
<p>2.12</p>	<p>Action: Community Outreach Staff</p> <p>Need: Student reading and math performance gaps persist for English Learner students, including</p>	<p>Analysis of these performance gaps suggests that they are at least partially rooted in poor communication and a lack of authentic engagement with English Learner families about the needs of their students and the information and resources that families have and that schools</p>	<p>The following metrics will be used by sites to monitor the acceleration of unduplicated students in their literacy, math and "engagement"</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>LTEs. Meet/Exceed performance on CAASPP Literacy shows: All Students 55% and English Learners 8%. Meet/Exceed performance on CAASPP Math shows: All Students 51% and English Learners 11%. Unduplicated students also have an attendance gap. For example, their chronic absenteeism rates are higher: All Students 15% and English Learners 22%. Analysis of this data suggests that English Learners student reading and math performance gaps are due to literacy/language and mathematics skills deficits and due to lack of engagement in their classes.</p> <p>Scope: Schoolwide</p>	<p>and the district can provide to address these needs. These bilingual staff implement the engagement actions described in action 2.10 above by sites and by the district in 2.13 below. These roles are intended to expand the number and quality of efforts to reach EL families and to leverage the resources of the schools and families, on behalf of EL students. The use of funds to continue to provide this site-based and district work is therefore creating the opportunity to significantly reduce the performance gaps of English Learner students. This is the most effective use of funds to support our English Learners because employing these staff on a full-time basis ensures the most efficient and high quality services at the targeted schools (as opposed for example to contracting for part-time services).</p>	<p>performance: CAASPP Literacy, Math, and Science (1.1, 1.2, 1.13); English Learner Progress (1.3); District interim literacy and math assessments (1.4-1.9); SMFCSD's "red dashboard" indicators (see Addendum); chronic absenteeism (3.1); suspension rate (3.2); feedback survey indicators (2.3, 2.7, 2.8, 3.3-3.8).</p>
<p>2.13</p>	<p>Action: Family Engagement & Feedback</p> <p>Need: Student reading and math performance gaps persist for English Learner students, including LTEs. Meet/Exceed performance on CAASPP Literacy shows: All Students 55% and English Learners 8%. Meet/Exceed performance on CAASPP Math shows: All Students 51% and English Learners 11%. Unduplicated students also have an attendance gap. For example, their chronic absenteeism rates are higher: All Students 15% and English Learners 22%. Analysis of this data suggests that English Learners student reading and math performance gaps</p>	<p>Analysis of these performance gaps suggests that they are at least partially rooted in poor communication and a lack of authentic engagement with English Learner families about the needs of their students and the information and resources that families have and that the district can provide to address these needs. These engagement actions by the district are intended to expand the number and quality of efforts to reach EL families and to leverage the resources of the district and families, on behalf of EL students. The use of funds to continue to provide this district work is therefore creating the opportunity to significantly reduce the performance gaps of English Learner students. This is the most effective use of funds to support our English Learners because employed staff (see Action</p>	<p>The following metrics will be used by sites to monitor the acceleration of unduplicated students in their literacy, math and "engagement" performance: CAASPP Literacy, Math, and Science (1.1, 1.2, 1.13); English Learner Progress (1.3); District interim literacy and math assessments (1.4-1.9); SMFCSD's "red dashboard" indicators (see Addendum); chronic absenteeism (3.1);</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>are due to literacy/language and mathematics skills deficits and due to lack of engagement in their classes.</p> <p>Scope: Schoolwide</p>	<p>2.12) can use these funds to target EL families, as identified by their sites, with high quality services (engagement, education, support services) that meet their immediate needs.</p>	<p>suspension rate (3.2); feedback survey indicators (2.3, 2.7, 2.8, 3.3-3.8).</p>
<p>3.3</p>	<p>Action: Restorative Justice Practices Professional Development</p> <p>Need: Student engagement gaps persist for unduplicated students. Unduplicated students have an attendance gap. For example, their chronic absenteeism rates are higher: All Students 15.4%; Homeless Youth 34.8%; Foster Youth 24%; English Learners 23.6%; Socio-Economically Disadvantaged 24.7%. Unduplicated student (with the exception of Foster Youth) are also suspended at greater rates: All Students 1%; Homeless Youth 3%; English Learners 2%; Socio-Economically Disadvantaged 2%. Analysis of this data suggests that these gaps are rooted in challenges unduplicated students experience with social-emotional health and feelings of safety and community in classrooms and school.</p> <p>Scope:</p>	<p>Analysis of this data and additional unduplicated student feedback (CHKS) data suggests SMFCSD is making important progress with unduplicated students, even while engagement gaps persist. Since implementing the restorative justice professional development plan starting two years ago, the staff professional development in restorative practices is creating more welcoming schools and classrooms, is replacing punitive outcomes (which particularly impact unduplicated students as the data shows) with restorative ones, and is strengthening the conflict resolution skills specifically of unduplicated students, and giving students more avenues to work on social emotional health and to feel a part of the school community (and improve the disproportionate chronic absenteeism of unduplicated students). The use of funds to continue to provide this professional development, with a focus on new staff and continued focus on the specific needs of unduplicated students, is therefore creating the opportunity to significantly reduce the engagement gaps of unduplicated students. However, this action is being provided on an LEA-wide basis to all new teachers to maximize its impact in improving the engagement of all students.</p>	<p>The following metrics will be used by sites to monitor the progress in engagement of unduplicated students: Chronic absenteeism (1.1); suspension rate (1.2); CHKS survey indicators (1.3-1.8); and Red Dashboard indicators (see Addendum).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
<p>3.4</p>	<p>Action: Restorative Justice Practices and Social-Emotional Learning (SEL)</p> <p>Need: Student engagement gaps persist for unduplicated students. Unduplicated students have an attendance gap. For example, their chronic absenteeism rates are higher: All Students 15.4%; Homeless Youth 34.8%; Foster Youth 24%; English Learners 23.6%; Socio-Economically Disadvantaged 24.7%. Unduplicated student (with the exception of Foster Youth) are also suspended at greater rates: All Students 1%; Homeless Youth 3%; English Learners 2%; Socio-Economically Disadvantaged 2%. Analysis of this data suggests that these gaps are rooted in challenges unduplicated students experience with social-emotional health and feelings of safety and community in classrooms and school.</p> <p>Scope: LEA-wide</p>	<p>Analysis of this data and additional unduplicated student feedback (CHKS) data over the last two years of implementing the Restorative Justice ToSA positions suggests that the ToSA role in supporting the restorative justice professional development plan (coaching teachers, supporting the implementation of the curriculum and practices, providing intervention supports) is creating more welcoming schools and classrooms, is replacing punitive practices with restorative ones, and is strengthening the conflict resolution skills specifically of unduplicated students, and giving students more avenues to work on social emotional health and to feel a part of the school community. The use of funds to continue to provide these RJ ToSAs is therefore creating the opportunity to significantly reduce the engagement gaps of unduplicated students. However, this action is being implemented on an LEA-wide basis to support all staff and to maximize its impact in improving the engagement of all students.</p>	<p>The following metrics will be used by sites to monitor the progress in engagement of unduplicated students: Chronic absenteeism (1.1); suspension rate (1.2); CHKS survey indicators (1.3-1.8); and Red Dashboard indicators (see Addendum).</p>
<p>3.6</p>	<p>Action: Transportation support</p> <p>Need:</p>	<p>Analysis of this data and additional unduplicated student feedback (CHKS) data has led the district to expand the transportation options available to unduplicated students to ensure regular attendance to specific schools. The district has</p>	<p>The following metrics will be used by sites to monitor the progress in attendance of unduplicated students: Chronic absenteeism</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Unduplicated students have an attendance gap. For example, their chronic absenteeism rates are higher: All Students 15.4%; Homeless Youth 34.8%; Foster Youth 24%; English Learners 23.6%; Socio-Economically Disadvantaged 24.7%. In SMFCSD, many unduplicated students attend school too far away to walk, and because of their socio-economic circumstances, as captured in yearly surveys, transportation by the family is not available. Survey data also reveals that some students do not feel safe on public buses, so passes are not always a sufficient solution to their transportation needs.</p> <p>Scope: LEA-wide</p>	<p>determined that it is the best use of funds to support students through free/reduced price bus passes or have options to use other van or "Uber-like" services. These services will focus on areas lower income students live and will create an opportunity to significantly increase attendance rates for lower-income students because they are designed to address the needs identified. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance rates for all students.</p>	<p>(1.1); CHKS survey indicators (1.3-1.8); and Red Dashboard indicators (see Addendum).</p>
<p>3.9</p>	<p>Action: Additional Site-based Wellness Supports</p> <p>Need: Student engagement gaps persist for unduplicated students. Unduplicated students have an attendance gap. For example, their chronic absenteeism rates are higher: All Students 15.4%; Homeless Youth 34.8%; Foster Youth 24%; English Learners 23.6%; Socio-Economically Disadvantaged 24.7%. Unduplicated student (with the exception of Foster Youth) are also suspended at greater rates: All Students 1%; Homeless Youth 3%; English Learners 2%; Socio-Economically Disadvantaged 2%. Analysis of this data suggests that these gaps are rooted in challenges unduplicated students experience</p>	<p>Analysis of this data and additional unduplicated student feedback (CHKS) data over the last two years of implementing additional counselors and Student Support ToSA positions suggests that these roles enable schools to provide targeted counseling and wellness supports for unduplicated student, create more welcoming schools and classrooms, strengthen the conflict resolution skills specifically of unduplicated students, and give students more avenues to work on social emotional health and to feel a part of the school community. The use of funds to continue to provide these additional counselors and Student Support ToSA positions is therefore creating the opportunity to significantly reduce the engagement gaps of unduplicated students. However, this action is being implemented on an LEA-wide basis</p>	<p>The following metrics will be used by sites to monitor the progress in attendance of unduplicated students: Chronic absenteeism (1.1); suspension rate (1.2); CHKS survey indicators (1.3-1.8); and Red Dashboard indicators (see Addendum).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>with social-emotional health and feelings of safety and community in classrooms and school.</p> <p>Scope: LEA-wide</p>	to support all schools and to maximize its impact in improving the engagement of all students.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	<p>Action: Middle School ELD Supports</p> <p>Need: Student reading performance gaps persist for 6th-8th English Learner students. Meet/Exceed performance on CAASPP Literacy shows: All Students 58%; English Learners 6%; LTELs 5%. Analysis of this data suggests that this literacy performance gap is due to persistent deficits in language and literacy skills that have not been effectively addressed, especially since most of them have been ELs in SMFCSD since kindergarten.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Middle school ELD classes are a critical lever for addressing the skills deficits of ELs. Strong Tier 1 “first” and Tier 2 targeted language and literacy instruction in their ELD classes will address missing foundational language skills and key reading comprehension skills. Implementing a new ELD curriculum will improve instruction. Smaller class size will support instruction and strengthen engagement. Redesigning the pathway of ELD courses will help scheduling students by their typology and enable teachers to better match instruction to students’ individual needs. The use of funds for these actions is creating the opportunity to significantly reduce the performance of gaps of middle school English Learners. Implementing this action on an LEA-wide basis ensures that all ELs across all middle schools experience these supports.	The following metrics will be used to monitor the acceleration of English Learners in their literacy performance: CAASPP Literacy (1.1); English Learner Progress (1.3); District interim literacy assessments (1.6, 1.7); SMFCSD's "red dashboard" indicators (see Addendum).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>2.10</p>	<p>Action: English Learner (EL) Family Engagement</p> <p>Need: Student reading and math performance gaps persist for English Learner students, including LTELs. Meet/Exceed performance on CAASPP Literacy shows: All Students 55% and English Learners 8%. Meet/Exceed performance on CAASPP Math shows: All Students 51% and English Learners 11%. Unduplicated students also have an attendance gap. For example, their chronic absenteeism rates are higher: All Students 15% and English Learners 22%. Analysis of this data suggests that English Learners student reading and math performance gaps are due to literacy/language and mathematics skills deficits and due to lack of engagement in their classes.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Analysis of these performance gaps suggests that they are at least partially rooted in poor communication and a lack of authentic engagement with English Learner families about the needs of their students and the information and resources that families have and that schools can provide to address these needs. These engagement actions by sites are intended to expand the number and quality of efforts to reach EL families and to leverage the resources of the schools and families, on behalf of EL students. The use of funds to continue to provide this District and Community School site-based work is therefore creating the opportunity to significantly reduce the performance gaps of English Learner students.</p>	<p>The following metrics will be used by sites to monitor the acceleration of unduplicated students in their literacy, math and "engagement" performance: CAASPP Literacy, Math, and Science (1.1, 1.2, 1.13); English Learner Progress (1.3); District interim literacy and math assessments (1.4-1.9); SMFCSD's "red dashboard" indicators (see Addendum); chronic absenteeism (3.1); suspension rate (3.2); feedback survey indicators (2.3, 2.7, 2.8).</p>

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

Not applicable. SMFCSD has no limited actions in the 2025-26 LCAP that is "associated with a Planned Percentage of Improved Services in the Contributing Summary Table".

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	n/a
Staff-to-student ratio of certificated staff providing direct services to students	n/a	n/a

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	111,852,894	9,448,062	8.447%	0.349%	8.796%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$11,214,250.00	\$12,403,654.00	\$4,364,000.00	\$1,135,000.00	\$29,116,904.00	\$19,581,415.00	\$9,535,489.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Foundational Literacy Supplemental Curricula	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-2; 3; 4-8	2024-27	\$0.00	\$125,000.00	\$125,000.00				\$125,000.00	
1	1.2	Foundational Literacy Professional Development Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary schools K-3	2024-27	\$257,000.00	\$0.00	\$257,000.00				\$257,000.00	
1	1.3	Language & Literacy and MultiLingual Teachers on Special Assignment (ToSAs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary schools K-5	2024-27	\$4,089,000.00	\$0.00	\$4,089,000.00				\$4,089,000.00	
1	1.4	Foundational Literacy Family Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools K-3	2024-27	\$300,000.00	\$0.00	\$300,000.00				\$300,000.00	
1	1.5	Middle School Professional Development Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools Middle schools 6-86-8	2024-27	\$169,250.00	\$50,000.00	\$169,250.00	\$50,000.00			\$219,250.00	
1	1.6	Middle School Curriculum Teacher Leaders	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle School Middle Schools	2024-27	\$50,000.00	\$0.00	\$50,000.00				\$50,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							6-86-8									
1	1.7	Middle School ELD Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Middle schools 6-8	2024-27	\$440,000.00	\$0.00	\$95,000.00			\$345,000.00	\$440,000.00	
1	1.8	Elementary Newcomer Supports	EL Newcomer Students	No			Specific Schools: Elementary Schools K-5		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.9	Elementary Integrated/ Designated ELD Professional Development Plan	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Elementary K-5	2024-27	\$906,000.00	\$93,000.00	\$999,000.00				\$999,000.00	
1	1.10	Literacy Assessment System	All	No			All Schools	2024-25	\$15,000.00	\$110,000.00	\$125,000.00				\$125,000.00	
1	1.11	Math Assessment System	All	No			All Schools	2024-25	\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
1	1.12	Core Math Curricula	All	No			All Schools	2024-26	\$10,000.00	\$260,000.00	\$10,000.00	\$260,000.00			\$270,000.00	
1	1.13	Math Professional Development Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 4th/5th; 6th-8th	2024-27	\$47,750.00	\$0.00	\$47,750.00				\$47,750.00	
1	1.14	Elementary Math ToSAs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary schools 4-5th grade	2024-25	\$1,250,000.00	\$0.00	\$1,250,000.00				\$1,250,000.00	
1	1.15	Middle School Math ToSA and Teacher Leaders	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools 6-8	2024-27	\$510,000.00	\$0.00	\$510,000.00				\$510,000.00	
1	1.16	Math Family Support	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.17	ELO-P Initiative #1: Extended Day Programs (Before/After School)	All	No			All Schools K-8	2024-25	\$900,000.00	\$4,000,000.00		\$4,900,000.00			\$4,900,000.00	
1	1.18	ELO-P Initiative #2: 30+ Extra Days Programs (in addition to the 180 day school year)	All	No			All Schools	2024-25	\$1,000,000.00	\$400,000.00		\$1,400,000.00			\$1,400,000.00	
1	1.19	College & Career Exploration Program	All	No			Specific Schools: Middle School Students 6-8	2024-27	\$175,000.00	\$825,000.00		\$1,000,000.00			\$1,000,000.00	
1	1.20	Outdoor Education	5th grade students	No			Specific Schools: Elementary schools 5th grade	2024-27	\$50,000.00	\$500,000.00	\$50,000.00	\$500,000.00			\$550,000.00	
1	1.21	Comprehensive Support and Improvement (CSI) program at LEAD Elementary School	All	No			Specific Schools: LEAD Elementary		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.22	Site-based Extended School Day Targeted Student Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-26	\$270,000.00	\$0.00	\$130,000.00			\$140,000.00	\$270,000.00	
1	1.23	Site-based Professional Learning, Data Inquiry, and Planning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-26	\$105,000.00	\$0.00	\$60,000.00			\$45,000.00	\$105,000.00	
1	1.24	Middle School AVID program	Identified middle school students	No			Specific Schools: 2 middle schools: Abbott/Borel 7-8	2024-25	\$160,000.00	\$0.00	\$160,000.00				\$160,000.00	
1	1.25	Magnet Program Supports	All	No			Specific Schools: Magnet Schools: Fiesta Gardens, College Park, Parkside	2024-27	\$177,000.00	\$45,000.00	\$222,000.00				\$222,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							and North Shoreview									
1	1.26	New Teacher Residency/Credential/Certification Support	All	No			All Schools	2024-27	\$165,000.00	\$0.00				\$165,000.00	\$165,000.00	
1	1.27	Elementary Visual and Performing Arts (VAPA) Programs	All	No			All Schools	2024-25	\$0.00	\$1,375,989.00		\$1,375,989.00			\$1,375,989.00	
2	2.1	Culturally Responsive Curriculum & Practices (CRCP)	Key equity student groups	No			All Schools	2024-26	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.2	Equity Measures for Academic Learning	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.3	Equity Measures for Social Emotional Learning	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.4	Inclusion of Special Education Students in General Education Classes-- Support for Focus Sites	Students with Disabilities	No			Specific Schools: George Hall, Foster City, and 4 elementary schools TBD	2024-26	\$22,750.00	\$0.00	\$22,750.00				\$22,750.00	
2	2.5	District Inclusion Teacher on Special Assignment	Students with Disabilities	No			Specific Schools: George Hall, Foster City, Meadow Heights, Abbott, Highlands	2024-26	\$130,000.00	\$0.00		\$130,000.00			\$130,000.00	
2	2.6	Teacher Recruitment and Teacher Residency/Credential Program financial assistance	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.7	LGBTQ+ Inclusion Practices	All	No			All Schools	2024-26	\$15,000.00	\$55,000.00	\$70,000.00				\$70,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.8	LGTBQ+ Teacher on Special Assignment	LGTBQ+	No			All Schools	2024-25	\$142,000.00	\$0.00	\$142,000.00				\$142,000.00	
2	2.9	Comprehensive Coordinated Early Intervention Service (CCEIS) plans	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.10	English Learner (EL) Family Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: High EL count schools	2024-26	\$511,000.00	\$65,000.00	\$550,000.00			\$26,000.00	\$576,000.00	
2	2.11	Sanctuary Task Force	Newcomer students	No			All Schools	2024-27	\$1,000.00	\$1,000.00	\$2,000.00				\$2,000.00	
2	2.12	Community Outreach Staff	English Learners	Yes	School wide	English Learners	Specific Schools: High EL count schools: Abbott MS, Bayside K-8, Sunnybrae ES, LEAD ES, Fiesta Gardens ES, Meadow Heights ES, Baywood ES, Beresford ES, Laurel ES, San Mateo Park ES	2024-26	\$627,000.00	\$0.00	\$583,000.00			\$44,000.00	\$627,000.00	
2	2.13	Family Engagement & Feedback	English Learners	Yes	School wide	English Learners	Specific Schools: High EL count schools: Abbott MS, Bayside	2024-27	\$3,000.00	\$5,500.00	\$8,500.00				\$8,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							K-8, Sunnybrae ES, LEAD ES, Fiesta Gardens ES, Meadow Heights ES, Baywood ES, Beresford ES, Laurel ES, San Mateo Park ES									
2	2.14	Full Service Community School Strategies	All	No			Specific Schools: LEAD, Sunnybrae, Laurel, Fiesta Gardens and San Mateo Park	2024-26	\$0.00	\$1,250,000.00		\$1,250,000.00			\$1,250,000.00	
3	3.1	Wellness Social Workers and Program Specialists	All	No			All Schools	2024-26	\$662,665.00	\$0.00		\$662,665.00			\$662,665.00	
3	3.2	Counseling Supports	All	No			All Schools	2024-27	\$4,364,000.00	\$0.00			\$4,364,000.00		\$4,364,000.00	
3	3.3	Restorative Justice Practices Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$155,000.00	\$0.00	\$155,000.00				\$155,000.00	
3	3.4	Restorative Justice Practices and Social-Emotional Learning (SEL)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: 4 Middle Schools and 1 Elementary School 6-8; K-5	2024-26	\$850,000.00	\$25,000.00	\$25,000.00	\$850,000.00			\$875,000.00	
3	3.5	Wellness Centers	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.6	Transportation support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-26	\$0.00	\$60,000.00	\$60,000.00				\$60,000.00	
3	3.7	Physical Education Professional Learning & Resources	All	No			All Schools	2024-26	\$25,000.00	\$5,000.00	\$30,000.00				\$30,000.00	
3	3.8	Elementary School Supported Play	All	No			Specific Schools: LEAD, FGIS, SM Park, George Hall, Laurel, Sunnybrae	2024-25	\$90,000.00	\$0.00				\$90,000.00	\$90,000.00	
3	3.9	Additional Site-based Wellness Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: 4 middle schools and select elementary schools	2024-25	\$880,000.00	\$285,000.00	\$885,000.00			\$280,000.00	\$1,165,000.00	
3	3.10	Special Education Behavior Intervention Strategies	Students with Disabilities	No			All Schools	2024-26	\$25,000.00	\$0.00		\$25,000.00			\$25,000.00	
3	3.11	Reduce Student Chronic Absenteeism	All	No			All Schools	2024-26	\$20,000.00	\$0.00	\$20,000.00				\$20,000.00	
3	3.12	Supports for Youth with Compromised Housing	Homeless Youth	No			All Schools	2024-25	\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
111,852,894	9,448,062	8.447%	0.349%	8.796%	\$10,348,500.00	0.000%	9.252 %	Total:	\$10,348,500.00
								LEA-wide Total:	\$9,112,000.00
								Limited Total:	\$645,000.00
								Schoolwide Total:	\$591,500.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Foundational Literacy Supplemental Curricula	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-2; 3; 4-8	\$125,000.00	
1	1.2	Foundational Literacy Professional Development Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary schools K-3	\$257,000.00	
1	1.3	Language & Literacy and MultiLingual Teachers on Special Assignment (ToSAs)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary schools K-5	\$4,089,000.00	
1	1.4	Foundational Literacy Family Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools K-3	\$300,000.00	
1	1.5	Middle School Professional Development Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools 6-8	\$169,250.00	
1	1.6	Middle School Curriculum Teacher Leaders	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Middle School	\$50,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	6-8		
1	1.7	Middle School ELD Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Middle schools 6-8	\$95,000.00	
1	1.9	Elementary Integrated/ Designated ELD Professional Development Plan	Yes	LEA-wide	English Learners Low Income	Specific Schools: Elementary K-5	\$999,000.00	
1	1.13	Math Professional Development Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 4th/5th; 6th-8th	\$47,750.00	
1	1.14	Elementary Math ToSAs	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary schools 4-5th grade	\$1,250,000.00	
1	1.15	Middle School Math ToSA and Teacher Leaders	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools 6-8	\$510,000.00	
1	1.22	Site-based Extended School Day Targeted Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,000.00	
1	1.23	Site-based Professional Learning, Data Inquiry, and Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
2	2.10	English Learner (EL) Family Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: High EL count schools	\$550,000.00	
2	2.12	Community Outreach Staff	Yes	Schoolwide	English Learners	Specific Schools: High EL count schools: Abbott MS, Bayside K-8, Sunnybrae ES, LEAD ES, Fiesta Gardens ES, Meadow Heights ES, Baywood ES, Beresford ES, Laurel ES, San Mateo Park ES	\$583,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.13	Family Engagement & Feedback	Yes	Schoolwide	English Learners	Specific Schools: High EL count schools: Abbott MS, Bayside K-8, Sunnybrae ES, LEAD ES, Fiesta Gardens ES, Meadow Heights ES, Baywood ES, Beresford ES, Laurel ES, San Mateo Park ES	\$8,500.00	
3	3.3	Restorative Justice Practices Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$155,000.00	
3	3.4	Restorative Justice Practices and Social-Emotional Learning (SEL)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: 4 Middle Schools and 1 Elementary School 6-8; K-5	\$25,000.00	
3	3.6	Transportation support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
3	3.9	Additional Site-based Wellness Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: 4 middle schools and select elementary schools	\$885,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$31,786,309.00	\$29,584,455.12

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Foundational Literacy Supplemental Curricula	Yes	\$100,000.00	271,251
1	1.2	Foundational Literacy Professional Development Plan	Yes	\$257,000.00	311,877
1	1.3	Comprehensive Literacy Teachers on Special Assignment (ToSAs)	Yes	\$4,529,523.00	4,373,296
1	1.4	Foundational Literacy Family Support	Yes	\$300,000.00	0
1	1.5	Middle School Professional Development Plan	Yes	\$265,250.00	247,877
1	1.6	Middle School Curriculum Teacher Leaders	No	\$100,000.00	106,008
1	1.7	Middle School ELD Supports	Yes	\$465,000.00	506,808
1	1.8	Elementary Newcomer Supports	No	\$175,000.00	0
1	1.9	Elementary Integrated/ Designated ELD Professional Development Plan	No	\$890,025.00	894,705
1	1.10	Literacy Assessment System	No	\$123,000.00	86,900
1	1.11	Math Assessment System	No	\$10,000.00	10,191

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Core Math Curricula	No	\$260,000.00	266,110.12
1	1.13	Math Professional Development Plan	Yes	\$47,750.00	45,011
1	1.14	Elementary Math ToSAs	Yes	\$1,865,161.00	1,612,074
1	1.15	Middle School Math ToSAs and Teacher Leaders	No	\$760,000.00	689,100
1	1.16	Math Family Support	No	\$193,000.00	194,222
1	1.17	ELO-P Initiative #1: Extended Day Programs (Before/After School)	No	\$2,650,000.00	4,857,863
1	1.18	ELO-P Initiative #2: 30+ Extra Days Programs (in addition to the 180 day school year)	No	\$3,000,000.00	1,376,637
1	1.19	STEM Supports	No	\$250,000.00	239,084
1	1.20	Outdoor Education	No	\$550,000.00	565,991
1	1.21	Comprehensive Support and Improvement (CSI) program at LEAD Elementary School	No	\$163,444.00	121,662
1	1.22	Site-based Extended School Day Targeted Student Support	No	\$420,000.00	292,536
1	1.23	Site-based Professional Learning, Data Inquiry, and Planning	Yes	\$219,000.00	97,212
1	1.24	Middle School AVID program	No	\$95,000.00	135,687

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.25	Magnet Program Supports	No	\$290,300.00	298,592
1	1.26	New Teacher Residency/Credential/Certification Support	No	\$165,000.00	90,345
1	1.27	Elementary Visual and Performing Arts (VAPA) Programs	No	\$1,375,989.00	1,532,741
2	2.1	Culturally Responsive Curriculum & Practices (CRCP)	No	\$200,000.00	0
2	2.2	Equity Measures for Academic Learning	No	\$1,000.00	0
2	2.3	Equity Measures for Social Emotional Learning	No	\$1,000.00	0
2	2.4	Inclusion of Special Education Students in General Education Classes-- Support for Focus Sites	No	\$22,750.00	3,647
2	2.5	District Inclusion Teacher on Special Assignment	No	\$150,000.00	119,959
2	2.6	Teacher Recruitment and Teacher Residency/ Credential Program financial assistance	No	\$100,000.00	50,254
2	2.7	LGBTQ+ Inclusion Practices	No	\$117,750.00	64,136
2	2.8	LGTBQ+ Teacher on Special Assignment	No	\$150,000.00	153,215

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.9	Comprehensive Coordinated Early Intervention Service (CCEIS) plans 2 and 3	No	\$360,000.00	269,114
2	2.10	Site-based English Learner (EL) Family Engagement	Yes	\$91,000.00	59,087
2	2.11	Sanctuary Task Force	No	\$2,000.00	0
2	2.12	Community Outreach Staff	Yes	\$899,000.00	999,676
2	2.13	Family Engagement & Feedback	Yes	\$8,500.00	9,634
2	2.14	Full Service Community School Strategies	No	\$1,250,000.00	948,635
3	3.1	Wellness Social Workers and Program Specialists	No	\$662,665.00	472,660
3	3.2	Counseling Supports	No	\$5,816,952.00	5,014,108
3	3.3	Restorative Justice Practices Professional Development	Yes	\$109,250.00	207,504
3	3.4	Restorative Justice Practices and Social-Emotional Learning (SEL)	Yes	\$775,000.00	851,023
3	3.5	Wellness Centers	Yes	\$100,000.00	0
3	3.6	Transportation support	Yes	\$100,000.00	60,851

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.7	Physical Education Professional Learning & Resources	No	\$60,000.00	25,729
3	3.8	Elementary School Supported Play	No	\$90,000.00	16,055
3	3.9	Additional Site-based Wellness Supports	Yes	\$1,165,000.00	963,405
3	3.10	Special Education Behavior Intervention Strategies	No	\$25,000.00	54,581
3	3.11	Reduce Student Chronic Absenteeism	No	\$5,000.00	17,402
3	3.12	Supports for Youth with Compromised Housing	No	\$5,000.00	0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
9,139,844	\$9,303,434.00	\$8,752,082.00	\$551,352.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Foundational Literacy Supplemental Curricula	Yes	\$100,000.00	271,251		
1	1.2	Foundational Literacy Professional Development Plan	Yes	\$257,000.00	311,877		
1	1.3	Comprehensive Literacy Teachers on Special Assignment (ToSAs)	Yes	\$4,362,523.00	4,373,296		
1	1.4	Foundational Literacy Family Support	Yes	\$300,000.00	0		
1	1.5	Middle School Professional Development Plan	Yes	\$169,250.00	247,877		
1	1.7	Middle School ELD Supports	Yes	\$15,000.00	0		
1	1.13	Math Professional Development Plan	Yes	\$47,750.00	45,011		
1	1.14	Elementary Math ToSAs	Yes	\$1,865,161.00	1,612,074		
1	1.23	Site-based Professional Learning, Data Inquiry, and Planning	Yes	\$174,000.00	97,212		
2	2.10	Site-based English Learner (EL) Family Engagement	Yes	\$65,000.00	59,087		
2	2.12	Community Outreach Staff	Yes	\$720,000.00	748,455		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.13	Family Engagement & Feedback	Yes	\$8,500.00	9,634		
3	3.3	Restorative Justice Practices Professional Development	Yes	\$109,250.00	207,504		
3	3.4	Restorative Justice Practices and Social-Emotional Learning (SEL)	Yes	\$25,000.00	4,399		
3	3.5	Wellness Centers	Yes	\$100,000.00	0		
3	3.6	Transportation support	Yes	\$100,000.00	60,852		
3	3.9	Additional Site-based Wellness Supports	Yes	\$885,000.00	703,553		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
111,178,526	9,139,844	0.00	8.221%	\$8,752,082.00	0.000%	7.872%	\$387,762.00	0.349%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of EC Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - 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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

ADDENDUM: 2025-26 LCAP--SMFCSD 2023 Red Dashboard Indicators and Directed LCAP Actions

		These charts show which SMFCSD schools and student groups were identified in Fall 2023 as performing "red" for specific 2023 Dashboard indicators. SMFCSD must show how the actions in the 2025-26 LCAP will continue to address the needs of the schools and student groups identified in Fall 2023. The charts show, for each identified school and student group, the specific directed LCAP actions that SMFCSD will implement to address these indicators and improve school and student group performance. Use the LCAP action number provided in the charts, and find the descriptions of each action in the the three "Goals and Actions" sections in this 2025-26 LCAP.																														
SCHOOLS WITHIN SMFCSD		GOAL ONE: ACADEMIC ACHIEVEMENT												GOAL TWO: EQUITY							GOAL THREE: WELLNESS											
Directed LCAP Actions		1.1	1.2	1.3	1.4	1.5	1.7	1.9	1.12	1.13	1.15	1.17	1.18	1.23	2.1	2.4	2.5	2.10	2.12	2.13	2.14	3.1	3.2	3.3	3.4	3.6	3.9	3.11	3.12			
Chronic Absenteeism:																																
	Middle Schools: Abbott, Borel													x							x	x			x	x	x	x	x	x	x	x
	Elementary Schools: Audubon, Beresford, Brewer Island, Fiesta Gardens, International, LEAD, Sunnybrae													x							x	x	x		x	x			x	x	x	x
ELA																																
	Elementary Schools: LEAD, Sunnybrae	x	x	x	x			x				x	x	x	x	x	x	x	x	x	x	x			x	x					x	x
Math																																
	Middle Schools: Abbott					x		x	x	x	x	x	x	x	x	x	x	x	x	x					x	x			x		x	x
EL progress																																
	Middle Schools: Abbott					x	x	x				x	x	x	x	x	x	x	x	x					x	x			x		x	x
	Elementary: Baywood, LEAD, Meadow Heights, San Mateo Park	x	x	x	x			x				x	x	x	x	x	x	x	x	x	x				x	x					x	x

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

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

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

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