



SMFCSD 2022-2027 Strategic Plan

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Patrick Gaffney, *Deputy Superintendent/CBO*

Dr. Christian Rubalcaba, *Director of School Leadership*

Diego Perez, *Communications Coordinator*

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INTRODUCTION



Message from Board President Alison Proctor

It has been an honor to see the fantastic work the San Mateo-Foster City School District Strategic Plan Committee has done to create this roadmap for 2022-2027. I am grateful for the continued support and dedication from our parents, teachers, staff, district leaders, and community members.

Our students deserve a well-rounded education driven by a plan that helps guide our teachers, staff, and site and district leaders. With our plan, we aim to ensure student growth in academics, social-emotional learning, and equity. This plan will unify all efforts to keep us on track to achieve these goals.

We launch this Strategic Plan confident in our community and families, and proud of our commitment to wellness, achievement, and equitable education for our students.



Message from Superintendent Diego R. Ochoa

It has been my honor to engage with staff, families, and district partners in developing the 2022-2027 Strategic Plan. The team of individuals who contributed to this plan remains focused on ensuring a high-quality and equitable education for our students. Much discussion and planning addressed closing the achievement gap while partnering with our families and community to support all students in achieving their full academic, social, and emotional potential.

We also discussed increasing PK-8 achievement, reducing inequitable outcomes, and focusing on student and staff wellness in all our schools.

We will remain committed to ensuring that 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.

I look forward to all that we will accomplish together as a community!



GOALS & MEASURES



ACHIEVEMENT GOAL

1

Create learning opportunities for ALL PreK-8 students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond.



ACHIEVEMENT MEASURES

- Monitor and respond to internal formative assessment data in grades TK-8, including a systemwide dyslexia screener.
- Analyze and report on CAASPP English and math test results, with a focus on responding to achievement gaps.
- Analyze ELPAC Reclassification Data across sites, with an emphasis on reducing the prevalence of Long-Term English Learners.
- Analyze CAST results by school site and sub group.



EQUITY GOAL

2

Reduce inequitable outcomes for ALL students and staff by prioritizing equity, access, & inclusion.



EQUITY MEASURES

- Analyze and report on CAASPP English and Math test results, with a focus on responding to achievement gaps.
- Collect, analyze, and report student discipline data on a quarterly basis with an emphasis on increasing restorative strategies.
- Administer annual Inclusion Survey instrument with a focus on increasing access to the least restrictive environment.
- Analyze and report on Annual Equity Survey data.



WELLNESS GOAL

3

Provide a safe, caring, nurturing, and culturally responsive environment for all students to meet the needs of the whole child.



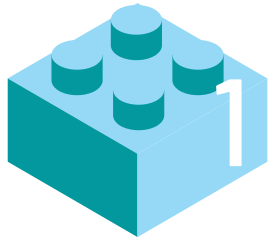
WELLNESS MEASURES

- An annual analysis of student mental health service referrals and services rendered.
- An annual analysis of the detailed California Healthy Kids Survey student and parent results.
- An annual analysis of student attendance rates.
- An annual analysis of district-created social/emotional wellness staff/student survey results.



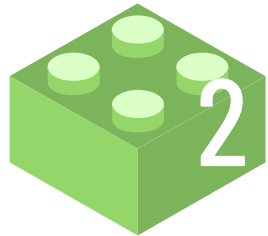
5 BUILDING BLOCKS

Our 5 Building Blocks serve as a structure for developing action plan goals. They are deeply embedded in all of our strategies, actions, practices, programs, and processes. If we remain committed to these building blocks, we will achieve all of our Strategic Plan goals.



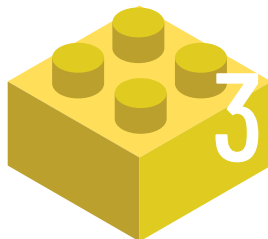
Family & Community Engagement

Our commitment is to create a culture in which parents, school staff, and community partners work together to facilitate student growth before, during, and after the school day.



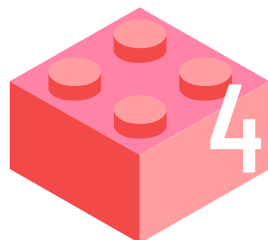
Professional Development

Strategic Plan goal attainment is deeply connected to providing our classified, certificated, and administrative staff with the research-based professional growth they need and deserve.



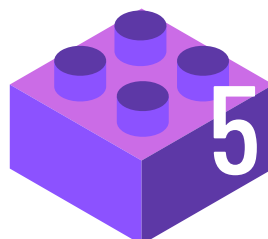
Data-Informed Decision-Making

As a high-performing school district, our focus will be on creating systems of data-driven decision-making. Every aspect of our work will connect to a process of identifying, collecting, analyzing, and using data to improve.



Shared Leadership

The work of guiding programs and schools is not done in isolation. Shared leadership will allow us to tap into the skills and background of all our stakeholders, regardless of language, race, income, positional authority, or access.



Responsible Fiscal Support

Sustainability is a key component of any Strategic Plan, and ours will be bolstered by thoughtful, well-researched fiscal strategies. We will not overspend or under-resource our goal strategies.



SYNOPSIS OF ENGLISH LANGUAGE ARTS STRATEGIES

TEACHERS ON
SPECIAL
ASSIGNMENT

FOUNDATIONAL
LITERACY FAMILY
SUPPORT

AT-HOME
READING
SUPPORTS

SMFCSD's persistent literacy performance gaps require that our district shift its approach to the systematic teaching of reading in early grades and provide reading interventions in later grades. Based on our deepening understanding of the science of reading, SMFCSD will implement new, research-based, "structured" literacy curricula and supporting resources to ensure that every child becomes a strong, fluent reader. Teachers will receive professional development on the new curricula and be supported by a cadre of Teachers on Special Assignment (TOSAs).

Students will receive a computer-based reading resource and bags of books to extend reading time at home with their families. Our goal is for all students to be reading at grade level by 3rd grade!

PROFESSIONAL
DEVELOPMENT



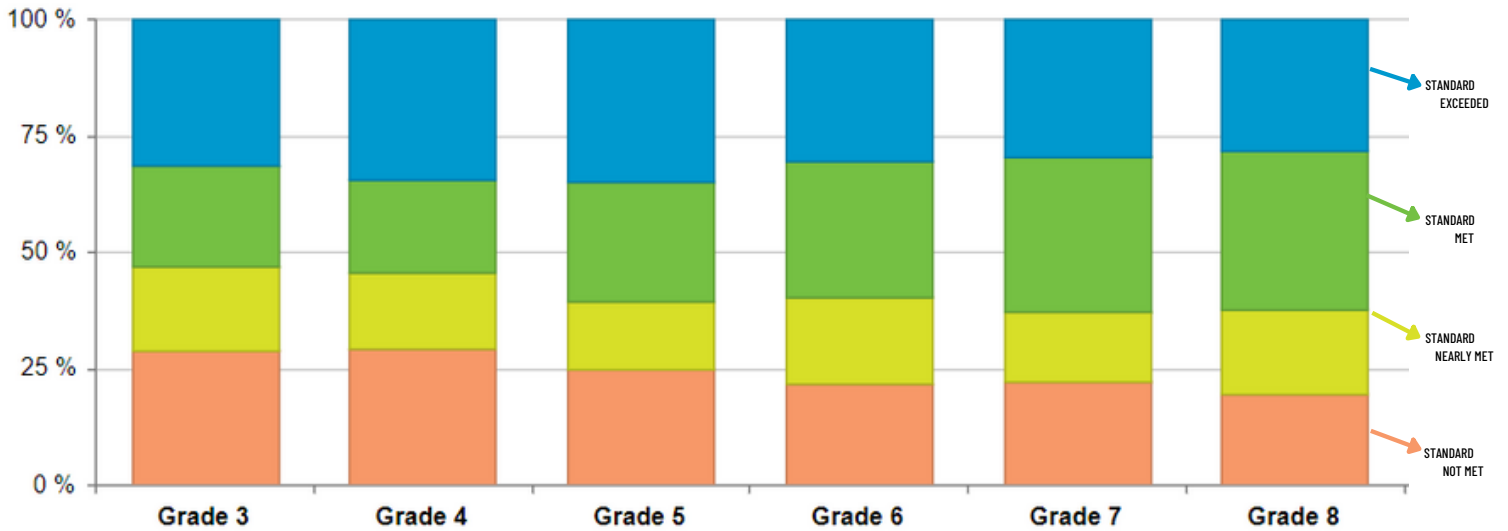
Accuracy
Fluency
Comprehension
Handwriting
Spelling

ELA ACHIEVEMENT DATA BASELINE

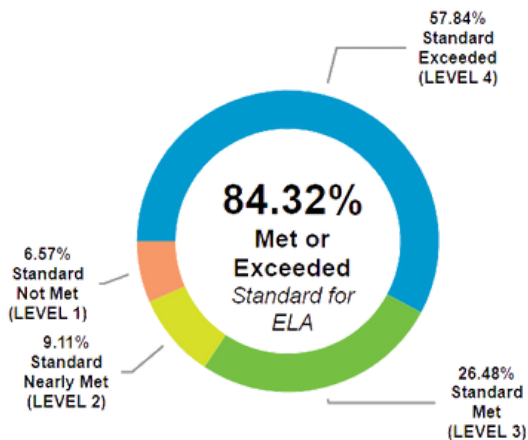


ALL SMFC STUDENTS 2020-2021

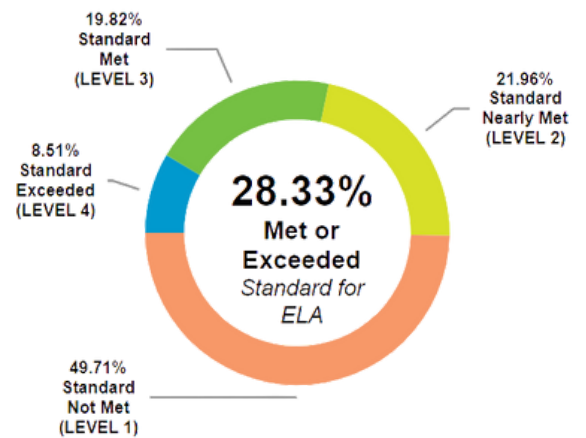
Achievement Level Distribution



ALL SMFC ASIAN STUDENTS 2020-2021



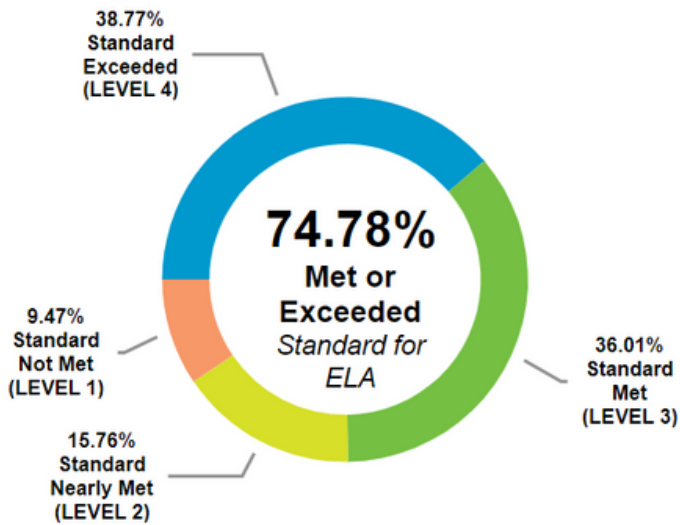
ALL SMFC LATINX STUDENTS 2020-2021



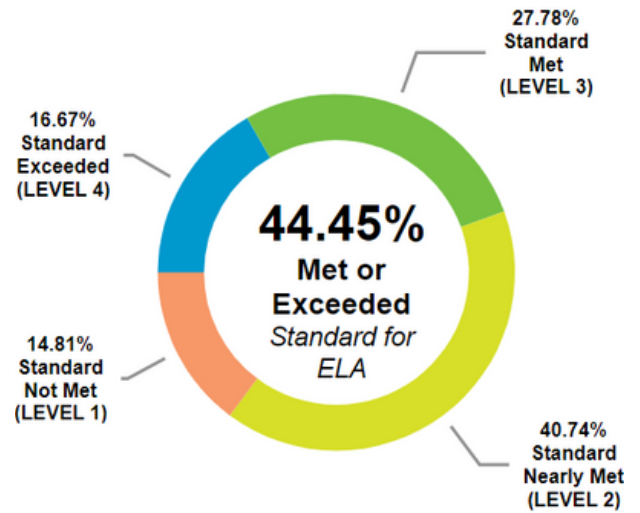
ELA ACHIEVEMENT DATA BASELINE



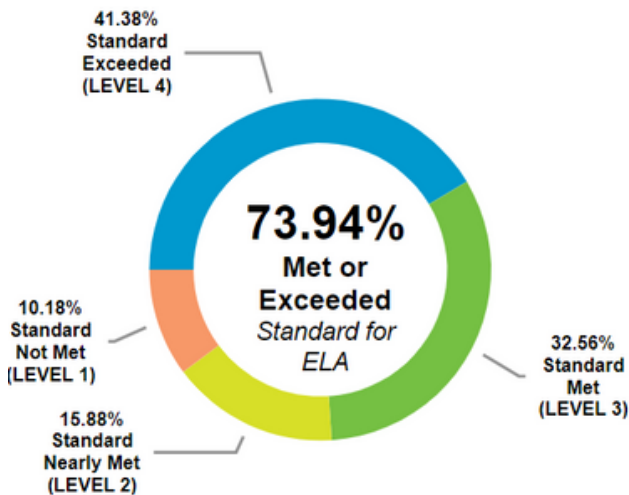
ALL SMFC WHITE STUDENTS 2020-2021



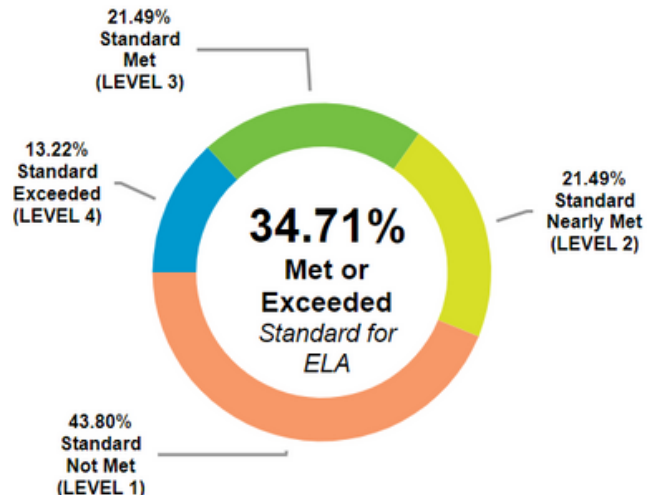
ALL SMFC AFRICAN AMERICAN STUDENTS 2020-2021



ALL SMFC TWO OR MORE RACES 2020-2021



ALL SMFC PACIFIC ISLANDER STUDENTS 2020-2021

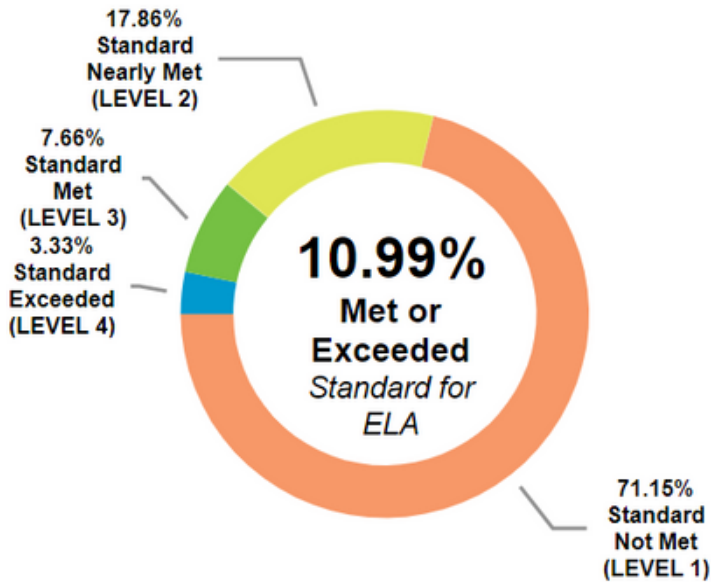




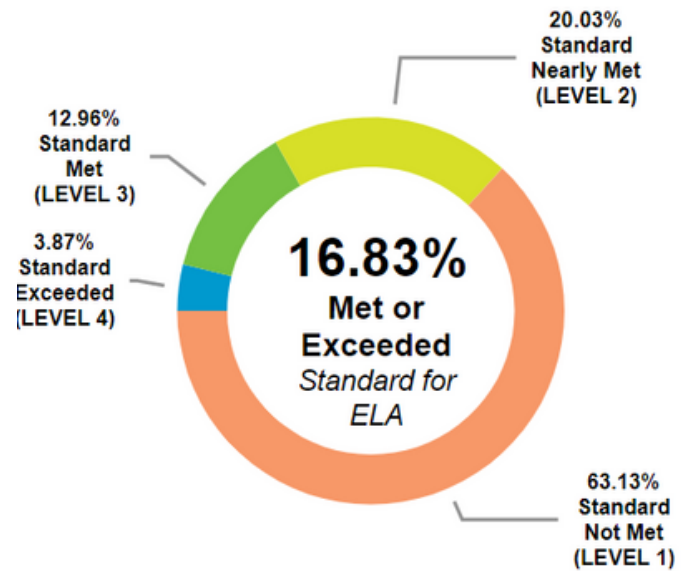
ELA ACHIEVEMENT DATA BASELINE



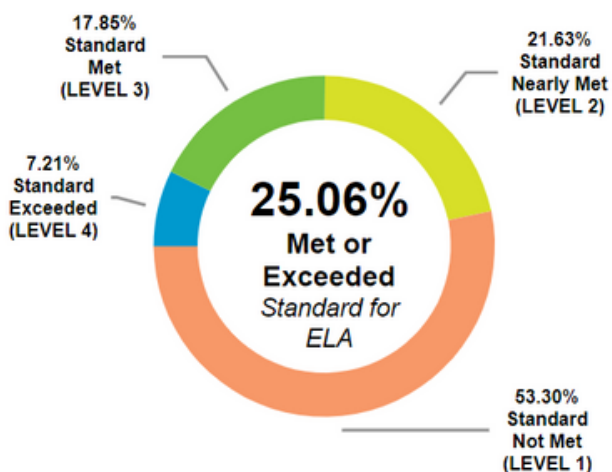
ALL SMFC ENGLISH LEARNER STUDENTS 2020-2021



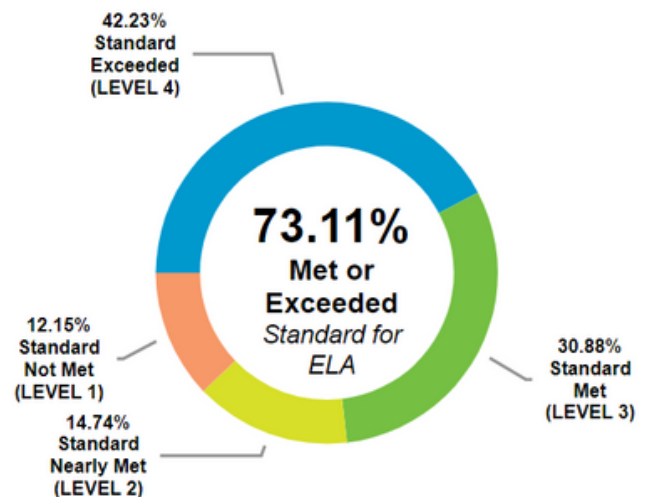
ALL SMFC STUDENTS WITH SPECIAL NEEDS 2020-2021



ALL SMFC ECONOMICALLY DISADVANTAGED STUDENTS 2020-2021



ALL SMFC NON-ECONOMICALLY DISADVANTAGED STUDENTS 2020-2021










ACHIEVEMENT GOAL



ACHIEVEMENT STRATEGIES

ENGLISH

Action #	Action Title	Year 1 (22/23) Action/Strategies Description	Years 2-3 (23/24 & 24/25) Action/Strategies Description	Years 4-5 (25/26 & 26/27) Action/Strategies Description	Funds Allocated	Building Blocks
1.A.1	Foundational Literacy Supplemental Curriculum (PAF Reading Program)	Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 (PAF) and for targeted and intensive instruction in grades 4-5 (Rewards).	Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-3 (PAF) and for targeted and intensive instruction in grades 4-5 (Rewards).	Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-3 (PAF) and for targeted and intensive instruction in grades 4-5 (Rewards).	Year 1 \$480,000 Year 2 \$260,000	 3 Data-Informed Decision-Making  4 Shared Leadership
1.A.2	Foundational Literacy Professional Development Plan	Initiate a professional development plan that supports teachers, classified staff, language & literacy Teachers on Special Assignment (ToSAs), and site leaders to implement foundational literacy supplemental curricula focused on grades K-2. Three days of PD for K-2 teachers at the per-diem rate.	Continue to follow a professional development plan that supports teachers, classified staff, language & literacy Teachers on Special Assignment (ToSAs), and site leaders to implement foundational literacy supplemental curricula focused on 3rd grade.	Continue to follow a professional development plan that supports teachers, classified staff, language & literacy Teachers on Special Assignment (ToSAs), and site leaders to implement foundational literacy intervention curricula focused on 4th & 5th grades.	Year 1 \$378,000 Year 2 \$323,000 Year 3 \$288,000 Year 4 \$175,000 Year 5 \$175,000	 2 Professional Development  3 Data-Informed Decision-Making  4 Shared Leadership









ACHIEVEMENT GOAL



ACHIEVEMENT STRATEGIES

ENGLISH

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1.A.3	Foundational Literacy Teachers on Special Assignment (ToSAs)	Provide Foundational Literacy ToSAs in grades K-2 to support in-class instruction and pull-out supports for foundational literacy for Preventing Academic Failure (PAF). The assignment of ToSAs per school will be based on student assessment data and will be expected to decrease over 5 years, as implementation of foundational literacy curricula accelerates literacy.	Provide Foundational Literacy ToSAs in grades K-3 to support in-class instruction and pull-out supports for foundational literacy for Preventing Academic Failure (PAF). The assignment of ToSAs per school will be based on student assessment data and will be expected to decrease over 5 years, as implementation of foundational literacy curricula accelerates literacy.	Provide Foundational Literacy ToSAs in grades K-3 to support in-class instruction and pull-out supports for foundational literacy for Preventing Academic Failure (PAF). The assignment of ToSAs per school will be based on student assessment data and will be expected to decrease over 5 years, as implementation of foundational literacy curricula accelerates literacy.	Year 1 \$3,250,000 Year 2 \$3,000,000 Year 3 \$2,750,000 Year 4 \$2,500,000 Year 5 \$2,250,000	 Family & Community Engagement  Professional Development  Data-Informed Decision-Making  Shared Leadership
1.A.4	Foundational Literacy Family Support	Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students. Provide two community service specialists to track usage data and call families to support.	Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students. Provide two community service specialists to track usage data and call families to support.	Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students. Provide two community service specialists to track usage data and call families to support.	F2B Funded in 21-22 (No expense in out years)	 Family & Community Engagement  Shared Leadership







ACHIEVEMENT GOAL



ACHIEVEMENT STRATEGIES

ENGLISH

Action #	Action Title	Year 1 (22/23) Action/Strategies Description	Years 2-3 (23/24 & 24/25) Action/Strategies Description	Years 4-5 (25/26 & 26/27) Action/Strategies Description	Funds Allocated	Building Blocks
1.A.5	Literacy Assessment System	<p>Strengthen the district's literacy assessment system to align with ELA curriculum & instructional shifts (described above);</p> <p>Implement K-2 PAF curriculum-based foundational literacy assessments as district K-2 interim assessments;</p> <p>Review available computer-based literacy assessments for grades 3-8 in 2022-23 and select one for implementation starting 2023-24; and</p> <p>Form teams to pilot district interim writing assessments for implementation in 2023-24.</p>	<p>Continue implementation of K-2 PAF curriculum-based foundational literacy assessments as district K-2 interim assessments and adjust as necessary;</p> <p>Sunset use of the computer-based Reading Inventory assessment for grades 3-8 after 2022-23, unless selected for continued implementation;</p> <p>Implement selected computer-based literacy assessments for grades 3-8;</p> <p>Implement district interim writing assessments, with support/monitoring of elementary and middle school teacher teams.</p>	<p>Strengthen the district's literacy assessment system;</p> <p>Continue implementation of K-2 PAF curriculum-based foundational literacy assessments as district K-2 interim assessments and adjust as necessary;</p> <p>Continue implementation of selected computer-based literacy assessments for grades 3-8; and</p> <p>Continue implementation of district interim writing assessments, with support/monitoring of elementary and middle school teacher teams.</p>	Year 1 \$50,000	<div>  <p>1 Family & Community Engagement</p> </div> <div>  <p>2 Professional Development</p> </div> <div>  <p>3 Data-Informed Decision-Making</p> </div> <div>  <p>4 Shared Leadership</p> </div>

SYNOPSIS OF MATH STRATEGIES

To ensure that every SMFCSD student becomes a strong mathematician and prepared for STEM career paths, SMFCSD will continue the implementation of its innovative K-8 math curricula and support resources. The key is building math skills and positive mindsets through student collaboration and oral production while tackling complex math tasks.

TOSA SUPPORT
FOR PATHWAYS

AFTER-SCHOOL
INTERVENTION

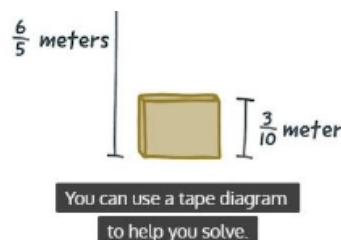
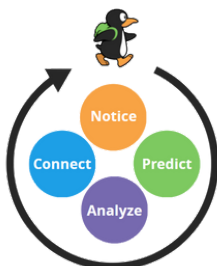
PROFESSIONAL
DEVELOPMENT

DISTRICTWIDE
CURRICULUM

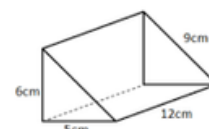
TOSA SUPPORT
FOR CONTENT

FAMILY
INVOLVEMENT

Building upon our learning in support of 6th-grade teachers this year, in the coming year, 3rd grade and 7/8th grade teachers will have six days of professional development and receive targeted support from a cadre of math Teachers on Special Assignment (ToSAs) and teacher leaders. Students will have a computer-based math resource to extend math learning time at home with their families. Our goal: all students at grade level by 5th grade and accessing algebra in 8th grade if they so desire.



You are using the container below to help you build a sandcastle. How much sand can you fit in the container?

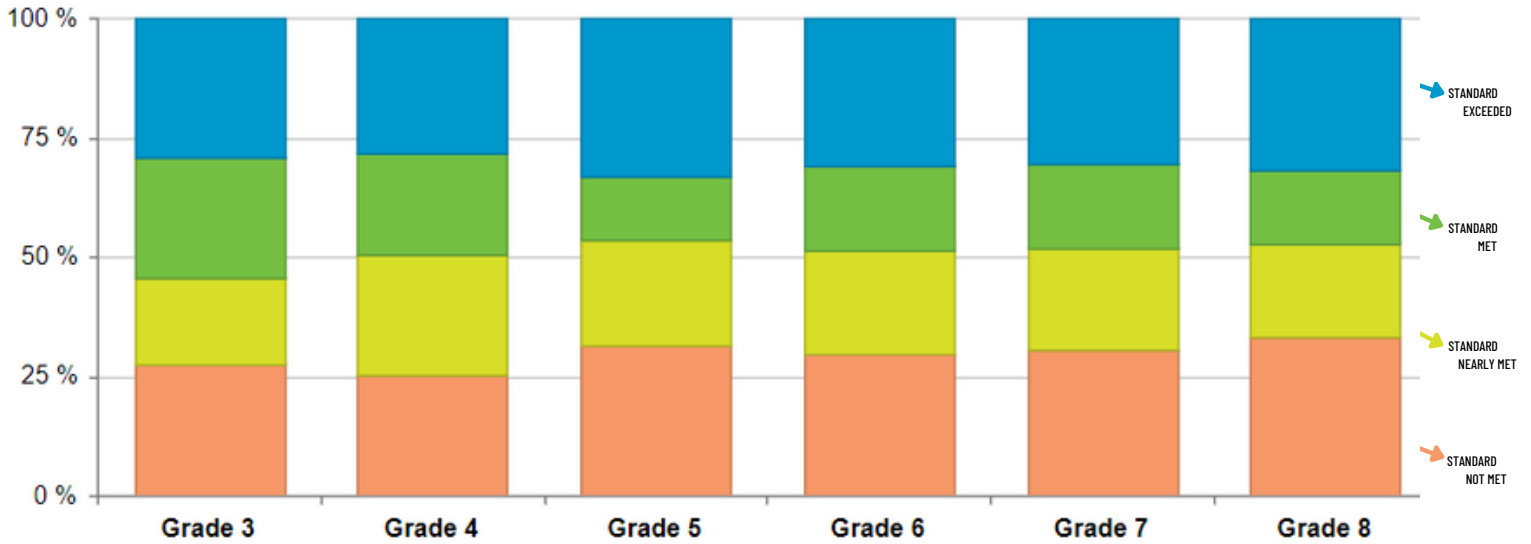


MATH ACHIEVEMENT DATA BASELINE

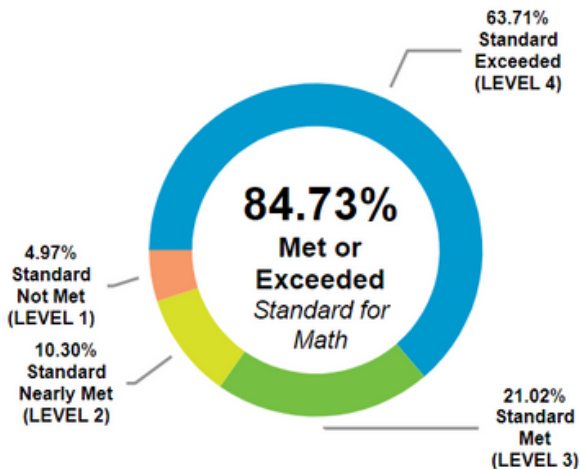


ALL SMFC STUDENTS 2020-2021

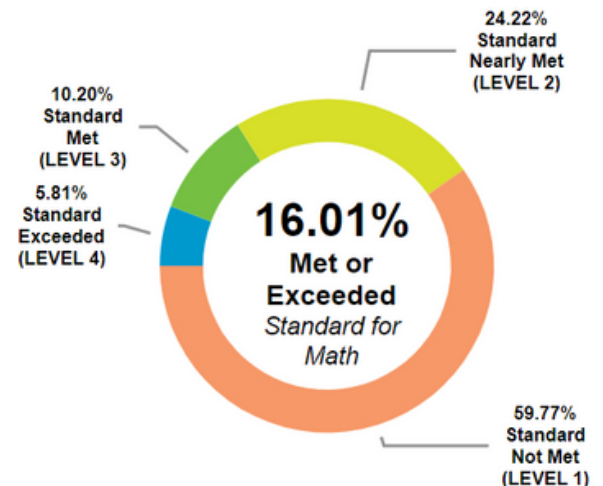
Achievement Level Distribution



ALL SMFC ASIAN STUDENTS 2020-2021



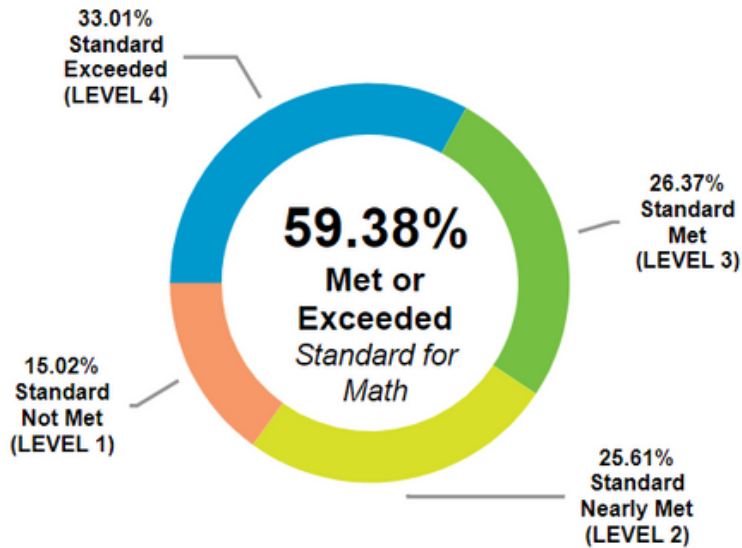
ALL SMFC LATINX STUDENTS 2020-2021



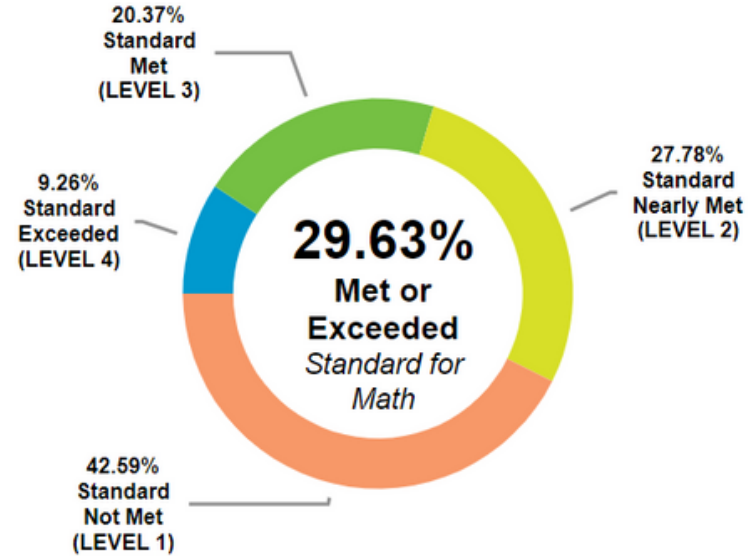
MATH ACHIEVEMENT DATA BASELINE



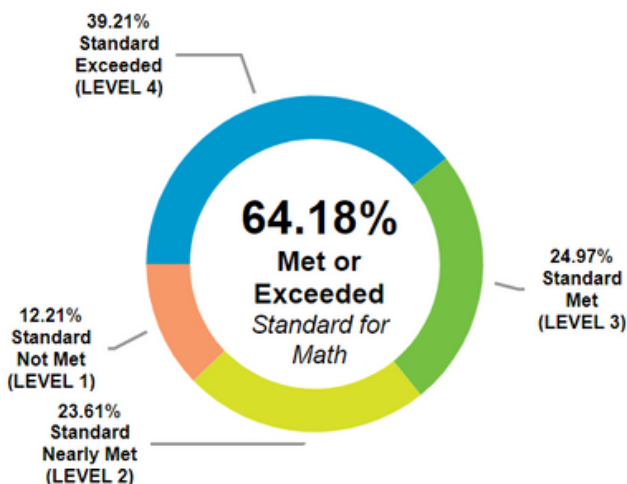
ALL SMFC WHITE STUDENTS 2020-2021



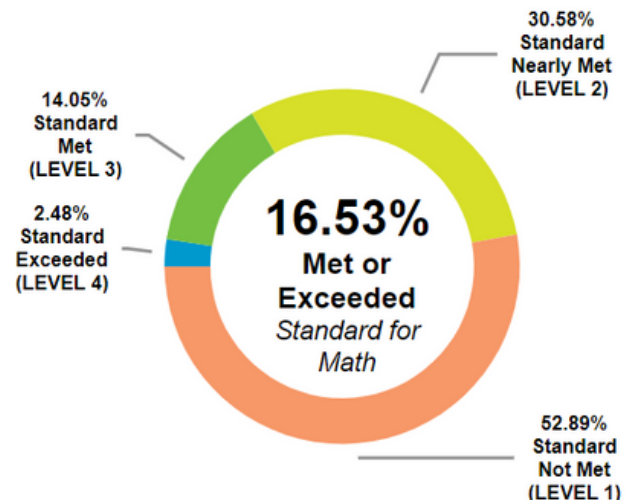
ALL SMFC AFRICAN AMERICAN STUDENTS 2020-2021



ALL SMFC TWO OR MORE RACES 2020-2021



ALL SMFC PACIFIC ISLANDER STUDENTS 2020-2021

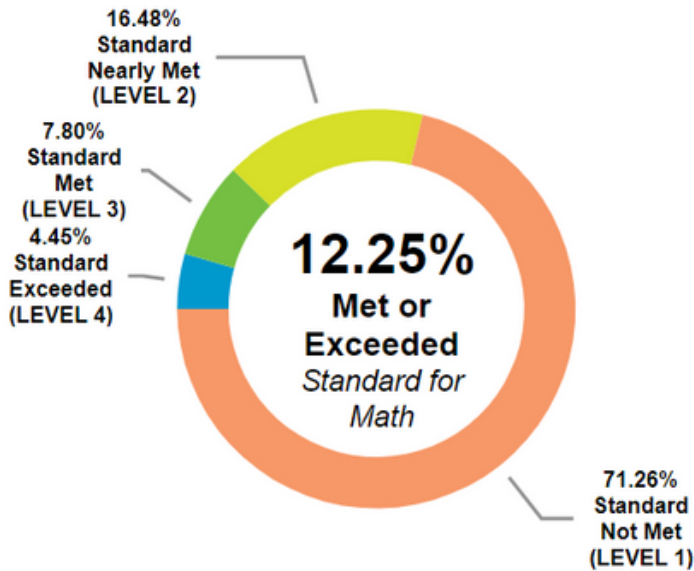




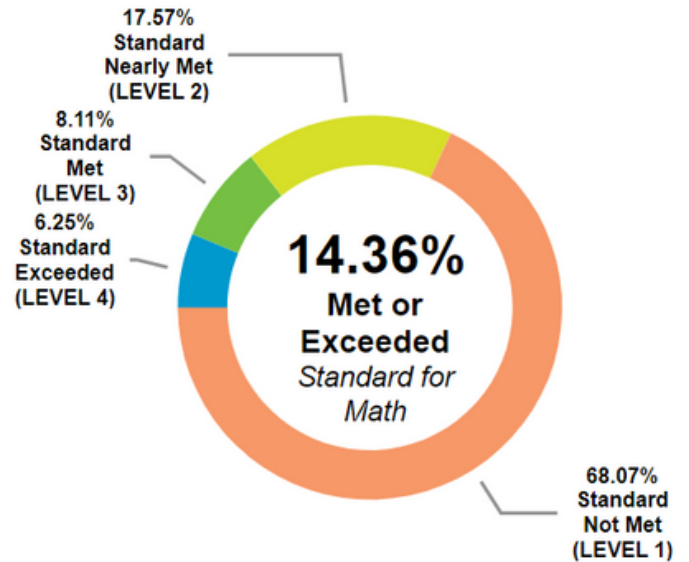
MATH ACHIEVEMENT DATA BASELINE



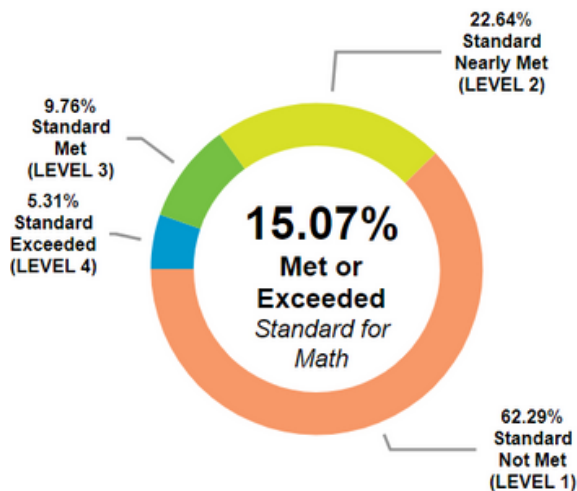
ALL SMFC ENGLISH LEARNER STUDENTS 2020-2021



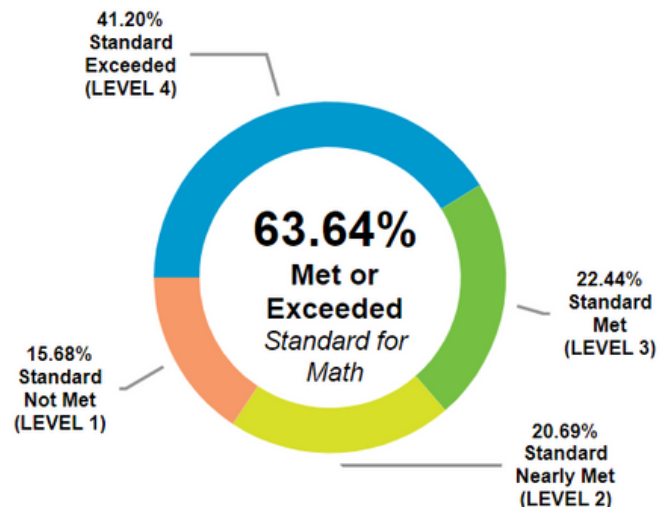
ALL SMFC STUDENTS WITH SPECIAL NEEDS 2020-2021



ALL SMFC ECONOMICALLY DISADVANTAGED STUDENTS 2020-2021



ALL SMFC NON-ECONOMICALLY DISADVANTAGED STUDENTS 2020-2021











ACHIEVEMENT GOAL



ACHIEVEMENT STRATEGIES

Math

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Funds Expended	Building Blocks
1.B.1	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.	Continue implementation of new K-8 math curricula (K-5 EngageNY/Zearn and 6-8 Illustrative Math/Desmos).	In 2025-26, continue implementation of new K-8 math curricula (K-5 EngageNY/Zearn and 6-8 Illustrative Math/Desmos). Pilot and adopt new K-8 math curricula, for implementation in 26-27.	Year 1 \$350,000	 Family & Community Engagement  Shared Leadership
1.B.2	Math Professional Development Plan	Initiate a 5-year professional development plan that supports teachers, classified staff, math ToSAs, and site leaders to implement SMFC (continued on next page)	Continue a 5-year professional development plan that supports teachers, classified staff, math ToSAs, and site leaders to implement core SMFC (continued on next page)	Continue a 5-year professional development plan that supports teachers, classified staff, math ToSAs, and site leaders to implement core SMFC (continued on next page)	Year 1 \$220,000 Year 2 \$220,000 Year 3 \$220,000 Year 4 \$220,000 Year 5 \$220,000	 Family & Community Engagement  Professional Development  Data-Informed Decision-Making  Shared Leadership







ACHIEVEMENT GOAL



ACHIEVEMENT STRATEGIES

Math

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Funds Expended	Building Blocks
1.B.2	Math Professional Development Plan	math program, including math routines, EngageNY (K-5) and Illustrative Math (6-8) curricula, and common formative assessments focused on grades 3 and 6-8.	math program, including math routines, EngageNY (K-5) and Illustrative Math (6-8) curricula focused on grades 4-5 and 6-8.	math program, including math routines, EngageNY (K-5) and Illustrative Math (6-8) curricula focused on grades K-2 and 6-8.	<p>Year 1 \$220,000</p> <p>Year 2 \$220,000</p> <p>Year 3 \$220,000</p> <p>Year 4 \$220,000</p> <p>Year 5 \$220,000</p>	 Family & Community Engagement  Professional Development  Data-Informed Decision-Making  Shared Leadership








ACHIEVEMENT GOAL



ACHIEVEMENT STRATEGIES

Math

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Funds Expended	Building Blocks
1.B.3	Elementary Math ToSAs	Provide 7 Math ToSAs to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning focused on 3rd gr. teacher teams.	Provide 8 Math ToSAs to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning focused on 4/5 gr. teacher teams.	Provide 6 Math ToSAs to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning focused on K-2 gr. teacher teams.	Year 1 \$1,050,000 Year 2 \$1,200,000 Year 3 \$1,200,000 Years 4/5 \$1,050,000	 Family & Community Engagement  Data-Informed Decision-Making  Shared Leadership
1.B.4	Middle School Math ToSAs and Teacher Leaders	Provide two middle school math ToSAs and six teacher leaders to support math pathways, continuous learning cycles, and facilitate 6th-8th grade teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	Provide two middle school math ToSAs and four teacher leaders to support math pathways, continuous learning cycles, and facilitate 7th-8th grade teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	Provide two middle school math ToSAs to support math pathways, continuous learning cycles, and facilitate 6th-8th grade teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	Year 1 \$900,000 Year 2 \$650,000 Year 3 \$650,000	 Family & Community Engagement  Professional Development







ACHIEVEMENT GOAL



ACHIEVEMENT STRATEGIES

Math

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Funds Expended	Building Blocks
1.B.5	Math Intervention & Acceleration	Implement sustainable math intervention programs (Math Boost) to support unfinished learning and develop positive math mindsets of targeted students, focused on grades 3rd/4th/5th and 6th/7th.	Implement sustainable math intervention programs (Math Boost) to support unfinished learning and develop positive math mindsets of targeted students, focused on grades 3rd/4th/5th and 7th/8th.	Implement sustainable math intervention programs (Math Boost) to support unfinished learning and develop positive math mindsets of targeted students, focused on grades K-2nd and 6-8th.	Year 1 \$75,000 Year 2 \$100,000 Year 3 \$100,000 Year 4 \$125,000 Year 5 \$125,000	 Family & Community Engagement  Professional Development
1.B.6	Math Family Support	Implement ST Math as an at-home math resource for all K-8 students. Provide two Community Outreach workers to track usage data and call families to provide support.	Implement ST Math as an at-home math resource for all K-8 students. Provide two Community Outreach workers to track usage data and call families to provide support.	Implement ST Math as an at-home math resource for all K-8 students. Provide two Community Outreach workers to track usage data and call families to provide support.	Year 1 \$15,000 Year 2 \$15,000 Year 3-5 \$15,000	 Family & Community Engagement  Data-Informed Decision-Making







ACHIEVEMENT GOAL

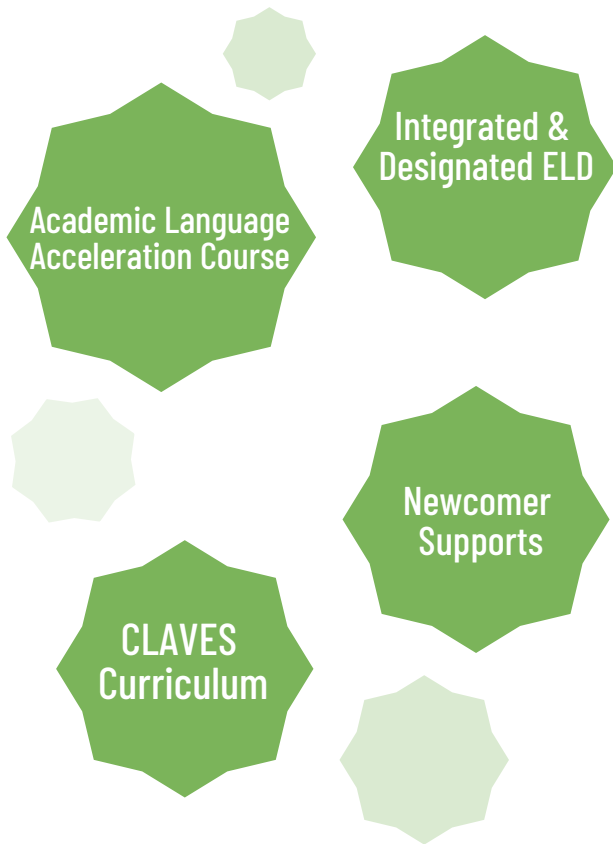


ACHIEVEMENT STRATEGIES

Math

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Funds Expended	Building Blocks
1.B.7	Math Assessment System	<p>Continue implementation and adjustment of K-8 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement; and</p> <p>Pilot computer-adaptive, interim math assessment to measure student growth and inform reteaching strategies to ensure learning opportunities for all.</p>	<p>Continue implementation and adjustment of K-8 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement; and</p> <p>Implement computer-adaptive, interim math assessment to measure student growth and inform reteaching strategies to ensure learning opportunities for all.</p>	<p>Continue implementation and adjustment of K-8 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement; and</p> <p>Continue implementation of computer-adaptive, interim math assessment to measure growth and inform reteaching strategies to ensure learning opportunities for all.</p>	<p>Year 1 \$15,000</p> <p>Year 2 \$15,000</p> <p>Year 3 \$15,000</p> <p>Year 4 \$15,000</p> <p>Year 5 \$15,000</p>	<p> Family & Community Engagement</p> <p> Professional Development</p> <p> Data-Informed Decision-Making</p> <p> Shared Leadership</p>

SYNOPSIS OF ENGLISH LANGUAGE DEVELOPMENT STRATEGIES



SMFCSD will expand and accelerate its efforts to bring a high-quality curriculum and innovative instructional practices to boost the language and literacy development of our multilingual and immigrant students. Too many of our multilingual students are still classified as English Learners in our middle schools, which can limit their future learning, extracurricular, and career options.

Beginning with the K-2 foundational literacy learning described above, SMFCSD will also provide the following: 1. a more effective, research-based K-8 language curriculum (with the support of our Stanford University partners); 2. research-based and engaging language development instructional best practices; and 3. culturally and linguistically responsive middle school courses.

Our goal: To accelerate the percentage of students making progress on the English Language Proficiency Assessment (ELPAC) for CA.



Multimodality

Students read, write, and speak across a breadth of texts, including: news articles, videos, picture books, games, role-plays, and more.



Metalinguistic Awareness:

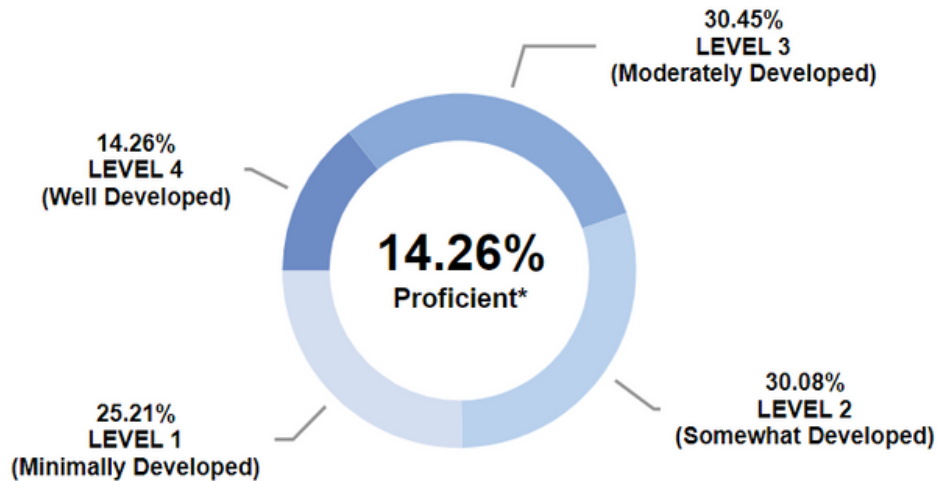
Students reflect on how they analyze semantics, syntax, and morphology during reading.

ENGLISH LANGUAGE DEVELOPMENT ACHIEVEMENT DATA BASELINE

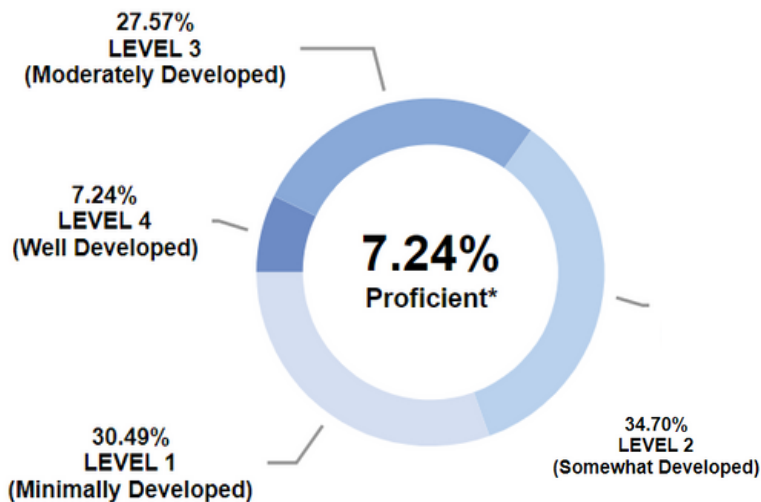


ALL SMFC ENGLISH LEARNER STUDENTS 2020-2021

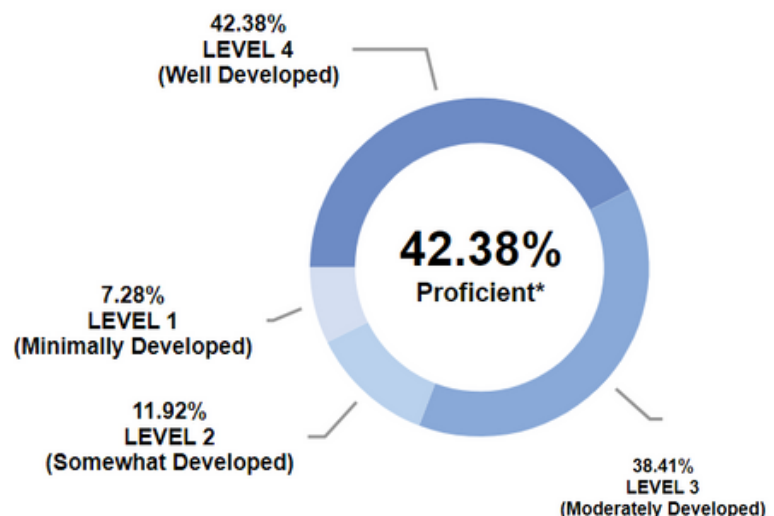
Percent of students within each performance level



ALL SPANISH-SPEAKING EL STUDENTS 2020-2021



ALL MANDARIN-SPEAKING EL STUDENTS 2020-2021

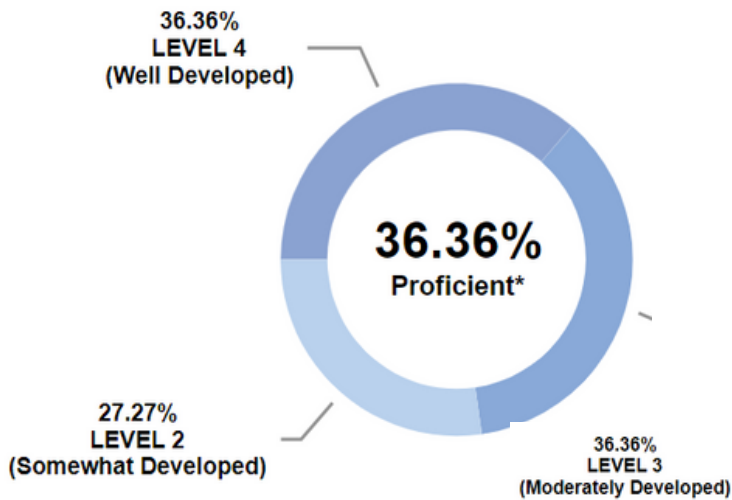




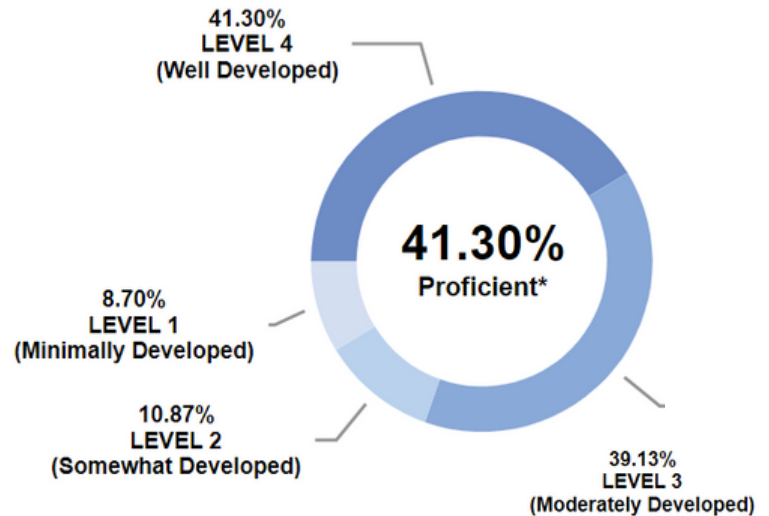
ENGLISH LANGUAGE DEVELOPMENT ACHIEVEMENT DATA BASELINE



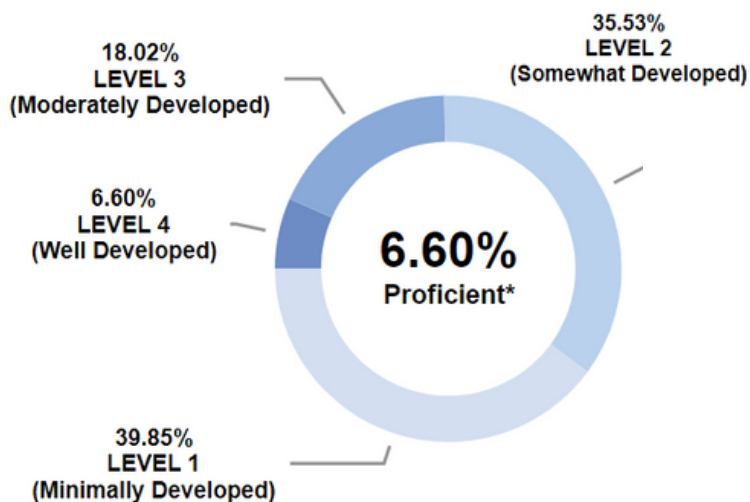
ALL TAGALOG-SPEAKING EL STUDENTS 2020-2021



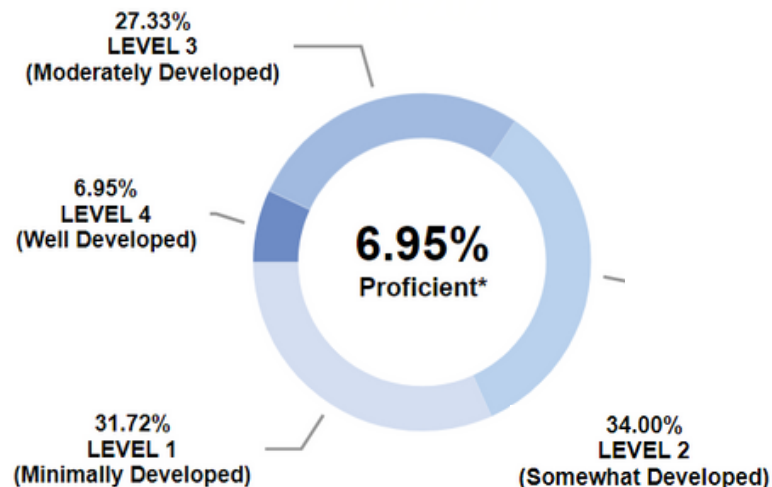
ALL RUSSIAN-SPEAKING EL STUDENTS 2020-2021



ALL STUDENTS WITH DISABILITIES WHO ARE ALSO EL STUDENTS 2020-2021



ALL ECONOMICALLY DISADVANTAGED STUDENTS WHO ARE ALSO EL STUDENTS








ACHIEVEMENT GOAL



ACHIEVEMENT STRATEGIES

ELD

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Funds Expended	Building Blocks
1.C.1	Academic Language Acceleration Course for Long-Term English Learners (LTELs) in 6th-8th grades	Strengthen implementation of the Academic Language Acceleration Course to support LTELs in accelerating their literacy and language development through class-size reduction, ELD teacher professional development and collaboration, and continued materials development.	Continue implementation of the Academic Language Acceleration Course to support LTELs in accelerating their literacy and language development through class-size reduction, ELD teacher professional development, and collaboration.	Continue implementation of the Academic Language Acceleration Course to support LTELs in accelerating their literacy and language development through class-size reduction and ELD teacher collaboration.	Year 1 \$150,000 Year 2 \$150,000 Year 3 \$150,000 Year 4 \$150,000 Year 5 \$150,000	 2 Professional Development  3 Data-Informed Decision-Making  4 Shared Leadership






ACHIEVEMENT GOAL



ACHIEVEMENT STRATEGIES

ELD

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Funds Expended	Building Blocks
1.C.2	CLAVES supplementary curriculum for potential LTEL students in 4th and 5th grades	Implement CLAVES supplementary curriculum to strengthen language skills of potential LTEL students in grades 4 and 5 (students who may be at risk of becoming Long-Term English Learners), through professional development, teacher collaboration, and materials purchase for 9 of 17 elementary schools (CLAVES Cohort 1).	Continue to implement CLAVES supplemental curriculum for students in grades 4-5 who are at risk of becoming Long-Term English Learners as part of our district's Instructional Framework for Multilingual Learners for participating teachers in Cohort B. Support CLAVES Cohort 1 implementation through facilitated teacher collaboration.	Support CLAVES Cohorts 1 & 2 implementation through facilitated teacher collaboration.	Year 1 \$30,000 Year 2 \$30,000 Year 3 \$30,000	  







ACHIEVEMENT GOAL



ACHIEVEMENT STRATEGIES

ELD

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Funds Expended	Building Blocks
1.C.3	Elementary Integrated/ Designated ELD Professional Development Plan	Initiate a 5-year professional development plan that supports elementary teachers and site leaders to deepen implementation of I-ELD/D-ELD strategies and structures to ensure access and engagement with grade level aligned texts and tasks for multilingual students focused on 4th-5th grades.	Implement an SMFC Instructional Framework for multilingual students to guide the professional development for teachers and site leaders around integrated/designated ELD and access to core instruction, with a focus on the five target elementary schools with the highest number of multilingual students.	Implement an SMFC Instructional Framework for multilingual students to guide the professional development for teachers and site leaders around integrated/designated ELD and access to core instruction, with a focus on the second group of target schools.	Staffing costs	 Family & Community Engagement  Professional Development  Shared Leadership
1.C.4	Newcomer Support Strategies	Implement Newcomer Intake and Support Services to ensure that newcomer students and families have the wrap-around services (social, medical, mental) needed to be successful in US schools--focused on CLAVES Cohort 1 (9 of 17 elementary schools).	Implement Newcomer Intake and Support Services to ensure that newcomer students and families have the wrap-around services (social, medical, mental) needed to be successful in US schools--focused on CLAVES Cohort 2 (other 8 elementary schools).	Implement Newcomer Intake and Support Services to ensure that newcomer students and families have the wrap-around services (social, medical, mental) needed to be successful in US schools--focused on CLAVES Cohort 2 (other 8 elementary schools).	Prior ongoing costs	 Family & Community Engagement



SYNOPSIS OF CULTURALLY RESPONSIVE CURRICULUM & PRACTICES STRATEGIES



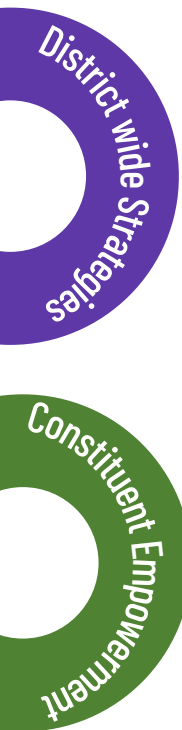
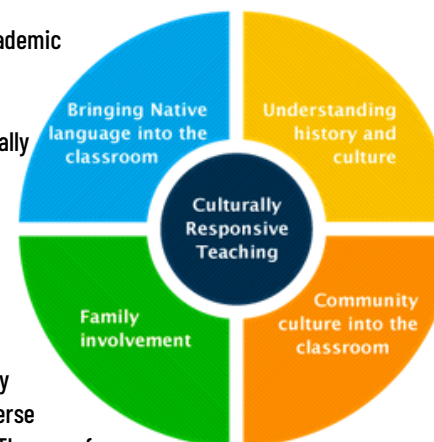
The San Mateo-Foster City School District prioritizes the implementation of culturally responsive curricula and practices, in alignment with the equity goal outlined in our Strategic Plan to “reduce inequitable outcomes for ALL students and staff by prioritizing equity, access, & inclusion.” Culturally Responsive Curriculum and Practices are a crucial component of this commitment to equity that will allow us to actualize our academic and wellness goals outlined in the Strategic Plan.

In SMFC, we believe that through dialogue, openness, and vulnerability, we can create conditions that lead to greater cross-cultural awareness and substantially better outcomes for students. To demonstrate that commitment, we have placed a high priority on the implementation of culturally responsive curricula and practices.

For year 1 of the Strategic Plan, we put together a task force for the purpose of reviewing, creating, and recommending districtwide strategies that directly propel us toward making this a reality in our district. The task force was passionate about bringing these practices to life, not only in SMFC, but developing a model for others to draw from. Within the established group, there was a firm commitment to uplifting student voices and their experiences.

Data shows that students of color, particularly Black and Latinx students, consistently perform lower on academic assessments in comparison to their peers who belong to the dominant culture. By implementing culturally responsive curricula and practices, our district can begin to address these inequalities and provide a more equitable learning environment for all students, in alignment with our equity principles. Furthermore, culturally responsive curricula and practices can promote a sense of belonging and connection for students from diverse cultural backgrounds, leading to increased engagement, motivation, and academic success. This aligns with the district's goal of creating a “positive and inclusive school culture” where all students feel valued and supported.

The Strategic Plan emphasizes the importance of providing “a safe, caring, nurturing, and culturally responsive environment for all students to meet the needs of the whole child” in our wellness goal. Culturally responsive curricula and practices provide students with the opportunity to learn about and appreciate diverse perspectives, promoting empathy, understanding, and a more inclusive society in alignment with this goal. The use of a culturally responsive curriculum addresses our equity and wellness goal with the intention of increasing academic outcomes so that we can “create learning opportunities for ALL Pre-K through 8 students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond.” By prioritizing equity and inclusion, the district can create learning environments that celebrate the diverse experiences of our most marginalized students, ultimately leading to greater academic success for all students and expanding these principles beyond the district to create a more just and inclusive society.








EQUITY GOAL



EQUITY STRATEGIES

CULTURALLY RESPONSIVE CURRICULUM & PRACTICES

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Funds Expended	Building Blocks
2.A.1	Culturally Responsive Curriculum & Practices; Districtwide Strategies	<p>Create a District Culturally Responsive Curriculum & Practices (CRCP) Task Force.</p> <p>Establish a series of meetings from August 2022 through May 2023 to elevate educational partner voices (especially including students and families) to arrive at clear definitions of CRCP. Create a presentation for the Board of Trustees indicating a set of recommended focus areas for the remainder of the Strategic Plan timeline. Acquire services of a professional facilitator focused on CRCP work for consultative and facilitation services.</p>	<p>Implement recommendations made by the CRCP Task Force.</p> <p>Prioritize Title 1 schools when hiring through monthly Title 1 staffing meetings.</p> <p>Provide CRCP training to certificated and classified staff.</p>	<p>Year 4: Convene multi-departmental group focused on analyzing district assessments. Analyze current resources, including how they are accessed and by whom, to create an aligned framework that uses consistent, data-informed processes and culturally responsive practices to maximize support for marginalized students and their families.</p> <p>Year 5: Establish Family Resource Center within Community Schools pillar to provide access for all families districtwide. Improve our access and equity to opportunities and resources for marginalized students as measured by survey results, process fidelity, and data reporting. Creation of school-based implicit bias analysis and reflection tool.</p>	<p>Year 1 \$40,000</p> <p>Year 2 \$40,000</p> <p>Year 3 \$10,000</p>	<p> 1 Family & Community Engagement</p> <p> 3 Data-Informed Decision-Making</p> <p> 4 Shared Leadership</p>






EQUITY GOAL



EQUITY STRATEGIES

CULTURALLY RESPONSIVE CURRICULUM & PRACTICES

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Funds Expended	Building Blocks
2.A.2	Culturally Responsive Curriculum & Practices ToSA Support	Consult with Culturally Responsive Curriculum & Practices (CRCP) Task Force to determine role and scope of CRCP ToSA work.	<p>Year 2: Hire two FTE District Culturally Responsive Curriculum & Practices (CRCP) ToSAs and one Coordinator to support implementation of the district's equity initiatives. Develop short and long-term equity strategies, asset driven and strength based.</p> <p>Year 3: Hire four FTE additional District Culturally Responsive Curriculum & Practices (CRCP) ToSAs to support implementation of the district's equity initiatives. Development of school site PBIS and SEL plans through the lens of cultural responsiveness. Creation and Pilot of Equity Walk Through tool.</p>	<p>Year 4: Hire two FTE additional District Culturally Responsive Curriculum & Practices (CRCP) ToSAs to support implementation of the District's initiatives. Implementation of Equity Walk Through tool at all school sites.</p> <p>Year 5: Convene the District Equity Task Force in September 2025 to discuss initial implementation of districtwide strategies/action.</p>	<p>Year 1 \$40,000</p> <p>Year 2 \$40,000</p> <p>Year 3 \$10,000</p>	 <p>Family & Community Engagement</p>  <p>Data-Informed Decision-Making</p>  <p>Shared Leadership</p>






EQUITY GOAL



EQUITY STRATEGIES

CULTURALLY RESPONSIVE CURRICULUM & PRACTICES

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Funds Expended	Building Blocks
2.A.3	Culturally Responsive Curriculum & Practices Professional Development	<p>Implicit bias professional development offerings for certificated, classified, and management staff.</p> <p>New Leaders Community of Practice Professional Development for all cabinet members and site principals centered on instructional equity.</p>	<p>Year 2: Arrange and facilitate Anti-Bias Anti-Racist training in alignment with the Culturally Responsive Curriculum & Practices (CRCP) goals at Title 1 schools and our middle schools.</p> <p>Year 3: Launch Anti-Bias, Anti-Racist, and Cultural Humility training for all certificated and classified staff. Incorporation of culturally responsive practices to enhance student learning and differentiate instruction as needed to promote agency for marginalized students.</p>	<p>Year 4-5: Design an onboarding program for new staff and those going through induction to foster engagement in culturally responsive PBIS practices (CRCPBIS) with facilitated training on how to create anti-racist classrooms and other campus spaces.</p>	<p>Year 3: \$70,000</p> <p>Year 4: \$25,000</p> <p>Year 5: \$25,000</p>	  






EQUITY GOAL



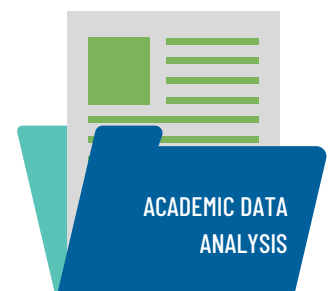
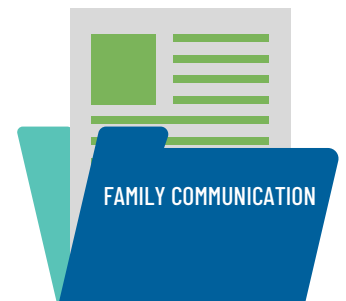
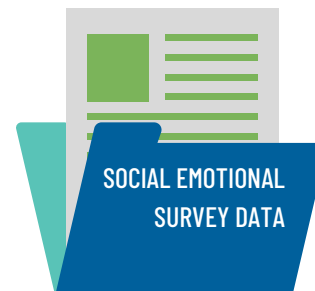
EQUITY STRATEGIES

CULTURALLY RESPONSIVE CURRICULUM & PRACTICES

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Funds Expended	Building Blocks
2.A.4	Constituent Empowerment	Create a District Culturally Responsive Curriculum & Practices (CRCP) Task Force to elicit strategies for constituent empowerment.	<p>Review Funds of Knowledge research with parent empowerment team. Analyze and critique the "adultification" of BIPOC students. Collaborate with Equity Task Force to ensure alignment of equity goals as stated in the Strategic Plan. Empower Community Schools and their steering committees.</p>	<p>Year 4: Embrace vulnerability and cultural humility, encourage risk-taking, and examine implicit bias. Creation of school site equity instructional learning teams to engage stakeholders to understand and implement culturally responsive sustaining practices.</p> <p>Year 5: Promote and cultivate a culture that recognizes and celebrates assets and strengths. With CRCP ToSA support, school-based equity teams to collaborate across schools to conduct equity walk-throughs and share best practices at districtwide PD days.</p>	<p>Year 3: \$70,000</p> <p>Year 4: \$25,000</p> <p>Year 5: \$25,000</p>	  



SYNOPSIS OF EQUITY ANALYSIS & ACCOUNTABILITY FOR OUTCOMES STRATEGIES




Ensuring equity in education is an essential component in narrowing the achievement and opportunity gaps in SMFCSD and beyond. School staff, district office leaders, and principals ensure equity by recognizing, respecting, and attending to the diverse strengths of the students they serve. As a data-driven school district, we intend to analyze academic assessments to determine equity indicators in relation to the CAASPP standards. There will be a concerted and systematic effort to develop K-8 wellness analysis in the areas of chronic absenteeism, suspension, behavior referral, and student survey data. The resulting analysis will provide snapshots of progress as well as provide us with a direction on leveraging and maximizing all the supports we will be implementing.




EQUITY ANALYSIS & ACCOUNTABILITY FOR OUTCOMES BASELINES




The first step to driving equity in schools is to have the correct data at your fingertips, and each key data source plays an important role in our unified efforts as a school district. Explore the examples below to learn how different types of data can be used to advance equity.


SMFC MATH 

DATA SOURCES



SMFC ELA 

DATA SOURCES



PAF
READING PROGRAM

Accuracy
Fluency
Comprehension
Handwriting
Spelling

Benchmark
ADVANCE


SOCIAL EMOTIONAL 

DATA SOURCES




CALIFORNIA
healthy kids
SURVEY

Second Step®

EQUITY 

DATA SOURCES



PRESCHOOL

Afterschool

EQUITY AT WORK





EQUITY GOAL



EQUITY STRATEGIES

EQUITY ANALYSIS & ACCOUNTABILITY FOR OUTCOMES

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Funds Expended	Building Blocks
2.B.1	Family Communication for Attendance: "EveryDay Labs" Software	Evaluate "EveryDay Labs" software for its effectiveness in providing timely information to families regarding their students' attendance to decide implementation of the software in Year 2.	Potentially utilize "EveryDay Labs" to provide timely information to families regarding their students' attendance based on experience in Year 1.	Potentially utilize "EveryDay Labs" to provide timely information to families regarding their students' attendance based on experience in Year 1.	Year 2: \$50,000 Year 3: \$50,000 Year 4: \$50,000 Year 5: \$50,000	 





EQUITY GOAL



EQUITY STRATEGIES

EQUITY ANALYSIS & ACCOUNTABILITY FOR OUTCOMES

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Funds Expended	Building Blocks
2.B.2	Equity Measures for Academic Learning	<p>Convene meetings of district Ed Services and Student Services Directors in September 2022 and February 2023 to analyze K-8 academic assessment results with a focus on equity.</p> <p>Measure student and school progress in relation to CCSS/NGSS standards. Create equity indicators of student growth and school improvement.</p>	<p>Convene meetings of district Ed Services and Student Services Directors in September and February of each year to analyze K-8 academic assessment results with a focus on equity.</p> <p>Measure student and school progress in relation to CCSS/NGSS standards. Provide equity indicators of student growth and school improvement.</p>	<p>Convene meetings of district Ed Services and Student Services Directors in September and February to analyze K-8 academic assessment results with a focus on equity.</p> <p>Measure student and school progress in relation to CCSS/NGSS standards. Provide equity indicators of student growth and school improvement.</p>	<p>Year 1 \$10,000</p> <p>Year 2 \$10,000</p> <p>Year 3 \$10,000</p> <p>Year 4 \$10,000</p> <p>Year 5 \$10,000</p>	<p> 3 Data-Informed Decision-Making</p> <p> 4 Shared Leadership</p>




EQUITY GOAL



EQUITY STRATEGIES

EQUITY ANALYSIS & ACCOUNTABILITY FOR OUTCOMES

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Funds Expended	Building Blocks
2.B.3	Equity Measures for Social Emotional Learning	Assign Student Services administration with the task of developing K-8 wellness analyses based on data points such as chronic absenteeism, suspension, behavior referral, and student survey data, to measure student/school progress in wellness standards and to provide equitable indicators of student improvement.	Convene team of stakeholders to adjust and/or develop K-8 wellness analyses based on data points such as chronic absenteeism, suspension, and behavior referral data, to measure student/school progress in wellness standards and to provide equitable indicators of student improvement.	Convene stakeholders to adjust and/or develop K-8 wellness analyses, based on data points such as chronic absenteeism, suspension, and behavior referral data, to measure progress in wellness standards and to provide equitable indicators of student improvement.	Year 1 \$10,000 Year 2 \$10,000 Year 3 \$10,000 Year 4 \$10,000 Year 5 \$10,000	 Data-Informed Decision-Making






EQUITY GOAL



EQUITY STRATEGIES

EQUITY ANALYSIS & ACCOUNTABILITY FOR OUTCOMES

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Funds Expended	Building Blocks
2.B.4	Acquisition of ELlevation Suite of Tools for Data Analysis, Progress Monitoring		<p>Year 2: Implement a districtwide system for progress monitoring and using data to inform instruction for multilingual students through the ELlevation Platform (reports, profiles, monitoring, strategies for ELPAC levels) with a focus on the five target elementary schools with the most multilingual students.</p> <p>Year 3: Implement a districtwide system for progress monitoring and using data to inform instruction for multilingual students through the ELlevation Platform (reports, profiles, monitoring, strategies for ELPAC levels) with a focus on the second group of target schools.</p>	<p>Implement a districtwide system for progress monitoring and using data to inform instruction for multilingual students through the ELlevation Platform (reports, profiles, monitoring, strategies for ELPAC levels) with a focus on the third group of target schools.</p>	<p>Year 2: \$82,500</p> <p>Year 3: \$82,500</p> <p>Year 4: \$82,500</p> <p>Year 5: \$82,500</p>	<p> 2 Professional Development</p> <p> 3 Data-Informed Decision-Making</p> <p> 5 Responsible Fiscal Support</p>



SYNOPSIS OF INCLUSION STRATEGIES



Inclusion is the practice of providing equal access to opportunities and resources in the general education setting to students who might otherwise be excluded due to their individual needs. A strategic planning team composed of general education teachers, special education teachers, administration, SMETA leadership, and SEDAC leadership will meet monthly to study the effective implementation of inclusion and to make a recommendation for this implementation beginning in Fall 2024. Tools for consideration in the plan include an in-depth study of the CDE's 2021 publication of *Inclusion Works! 2e*, examination of successful implementation in other similar districts, and analysis of the financial and professional development implications.

Current inclusion practices in SMFCSD include frequent collaboration between general and special education teachers for lesson planning and curricular accommodations and modifications to support student success across all learning environments. Additionally, our staff's inclusion practice fosters meaningful student relationships between students of all abilities. All students have the opportunity to engage across a variety of learning environments and are counted in enrollment and staffing ratios in the general education classroom. Successful implementation requires analysis of current student data to determine supportive inclusion schedules as well as consistent professional development for both general and special education teachers. In order to expand our inclusion practices, we need further analysis of current barriers that prevent students with special needs from being successful in general education. The expectation for all special education programs is for all students to participate with their general education peers for academic, social, and enrichment periods—because, in this school district, *All Means All*.



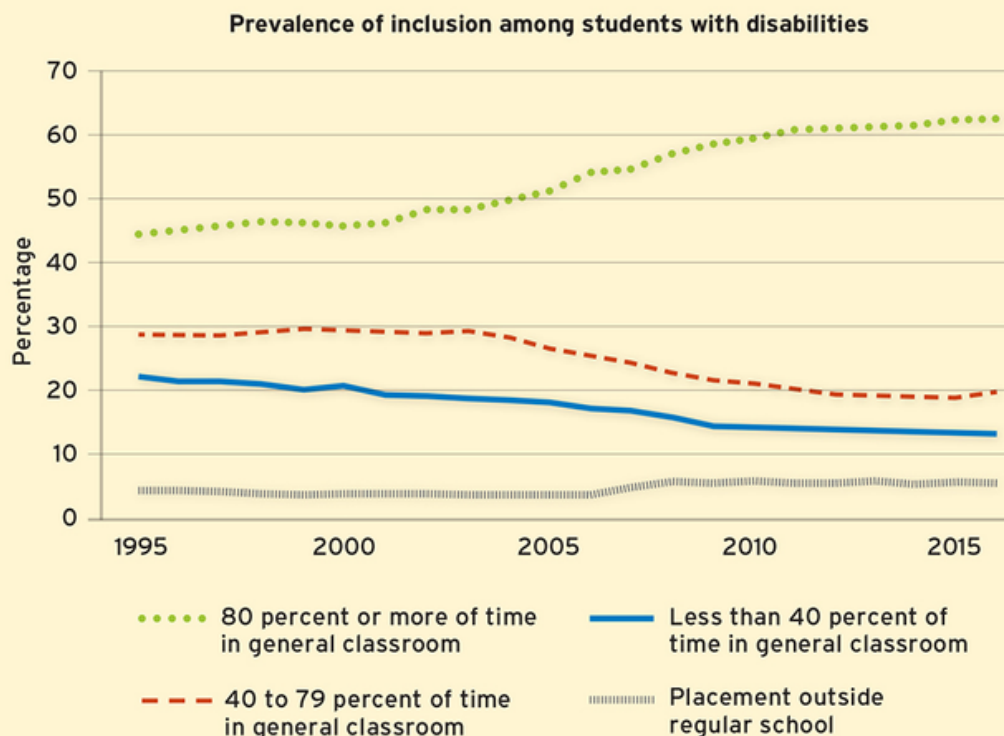
INCLUSION DATA BASELINE



THE SAN MATEO-FOSTER CITY SCHOOL DISTRICT WILL CREATE DATA REPORTS IN THE FALL OF 2022 THAT REPORT THE PERCENTAGES SHOWN BELOW. DOING SO WILL HELP THE DISTRICT MAINTAIN A PUBLIC, TRANSPARENT ACCOUNT OF INCLUSION STRATEGIES FOR THE EDUCATIONAL COMMUNITY AND THE COMMUNITY AT LARGE THAT WE SERVE.

Growing Prevalence of Inclusion (Figure 1)

The inclusion of special-education students in general-education classrooms has become increasingly common, particularly in the last decade. In 2016, more than 60 percent of all students with disabilities spent 80 percent or more of their school day in regular classrooms, alongside their non-disabled peers.



NOTE: Data presented by calendar year in which the school year ends.

SOURCE: National Center for Education Statistics, Digest of Education Statistics

SAMPLE









EQUITY GOAL



EQUITY STRATEGIES

Inclusion

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Funds Expended	Building Blocks
2.C.1	Inclusion Leadership	<p>Create a District Special Education Inclusion Task Force. Establish a series of six meetings focusing on the state of California Inclusion Recommended Practices.</p> <p>These meetings will include evaluating data, reviewing research, considering districtwide strategies, and elevating voices of special education staff, students, and parents. Produce SMFC Inclusion Actions/Services to include in years 2-5 of this Strategic Plan.</p>	<p>Years 2 & 3: Establish 1 Fall and 1 Spring Special Education Inclusion Task Force meeting focusing on analyzing staff/parent survey data, service minute data, goal achievement data, and student achievement data.</p> <p>Evaluate districtwide inclusion strategies in light of the data analysis.</p>	<p>Years 4 & 5: Establish annual Special Education Inclusion Task Force meeting focusing on analyzing survey data, service minute data, goal achievement data, and student achievement data.</p> <p>Evaluate districtwide strategies in light of the data analysis.</p> <p>Provide leadership and support to sites with special education inclusion work.</p>	<p>Year 1 \$50,000</p> <p>Year 2 \$50,000</p> <p>Year 3 \$10,000</p> <p>Year 4 \$10,000</p> <p>Year 5 \$10,000</p>	 Family & Community Engagement  Data-Informed Decision-Making  Shared Leadership
2.C.2	District Inclusion ToSA	<p>One District Inclusion ToSA position focusing on providing support to schools implementing inclusive practices in 2022-2023.</p>	<p>Year 2: Fund two district inclusion ToSA positions focusing on providing support to all pre-K, K, and 6th grade teachers in 2023-24 and beyond.</p> <p>Year 3: Fund three district inclusion ToSA positions focusing on providing support to pre-K, K, 1st-grade, and grade 6/7 teachers in 2024-2025 and beyond.</p>	<p>Year 4-5: Fund three district inclusion ToSA positions focusing on providing support to all teachers in all grades. ToSAs will be assigned to support inclusion in PK-1, 2-5, or 6-8 settings.</p>	<p>Year 1 \$150,000</p> <p>Year 2 \$300,000</p> <p>Year 3 \$450,000</p> <p>Year 4 \$450,000</p> <p>Year 5 \$450,000</p>	 Family & Community Engagement  Professional Development  Shared Leadership











EQUITY GOAL



EQUITY STRATEGIES

Staffing Equity

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Funds Expended	Building Blocks
2.D.1	District Office and Site-Based Leadership Equity Engagement	Provide all Cabinet-level administrators and school principals with a 1-day training focusing on cultural humility and staffing diversity.	<p>Years 2 & 3: Provide all new Cabinet-level administrators and school principals with a 1-day training on allyship, racial equity, language diversity, etc.</p> <p>Establish presenters for equity-focused professional development from within the school system to create a shared model of best hiring practices.</p>	<p>Years 4 & 5: Provide all new Cabinet-level administrators and school principals with a 1-day training on allyship, racial equity, language diversity, etc.</p> <p>Establish presenters for equity-focused professional development from within the school system to create a shared model of best hiring practices.</p>	<p>Year 1 \$10,000</p> <p>Year 2 \$5,000</p> <p>Year 3 \$5,000</p> <p>Year 4 \$5,000</p> <p>Year 5 \$5,000</p>	<p> 1 Family & Community Engagement</p> <p> 2 Professional Development</p> <p> 3 Data-Informed Decision-Making</p> <p> 4 Shared Leadership</p>
2.D.2	Parent, Classified, and Certificated Equity Engagement	Provide all parents, classified staff, and certificated staff the opportunity for a 1-day training focusing on cultural humility.	Years 2 & 3: Provide all parents, classified staff, and certificated staff the opportunity for a 1-day training focusing on cultural humility and staffing diversity.	Years 2 & 3: Provide all parents, classified staff, and certificated staff the opportunity for a 1-day training focusing on cultural humility. Data of past engagement practices provided.	<p>Year 1 \$10,000</p> <p>Year 2 \$5,000</p> <p>Year 3 \$5,000</p> <p>Year 4 \$5,000</p> <p>Year 5 \$5,000</p>	<p> 1 Family & Community Engagement</p> <p> 2 Professional Development</p> <p> 3 Data-Informed Decision-Making</p> <p> 4 Shared Leadership</p>







EQUITY GOAL



EQUITY STRATEGIES

Staffing Equity

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Funds Expended	Building Blocks
2.D.3	Hiring Panel	<p>Establish baseline from the hiring panel composition for the 2021-2022 school year.</p> <p>Give principals, directors, and assistant superintendents high-level EdJoin access to engage them in the applicant screening process.</p> <p>Assign subcommittee of classified, certificated, and administrative staff to create new district hiring profile on EdJoin, LinkedIn, Facebook, and Instagram. Ensure utilization of visual and photographs of BIPOC students that represent our district.</p>	<p>Years 2 & 3: Empower principals to convene hiring panels for site-based positions from EdJoin vetting through an equity lens.</p> <p>Recruit BIPOC candidates through a multi-tiered process of engaging with professional organizations (AASA, Black Teacher Project, National Latino Educator Network, CALSA).</p> <p>Engage in outreach to teacher education programs (USF, CSUEB, SJSU, Monterey Bay, Santa Clara, Stanford). Broadcast postings internally. Website/social media. Job fairs (SMFC and county).</p>	<p>Years 4 & 5: Empower principals to convene hiring panels for site based positions from EdJoin vetting through an equity lens.</p> <p>Recruit BIPOC candidates through a multi-tiered process of engaging with professional organizations (AASA, Black Teacher Project, National Latino Educator Network, CALSA).</p> <p>Engage in outreach to teacher education programs (USF, CSUEB, SJSU, Monterey Bay, Santa Clara, Stanford). Broadcast postings internally. Website/social media. Job fairs (SMFC and county).</p>	<p>Year 1 \$10,000</p> <p>Year 2 \$5,000</p> <p>Year 3 \$5,000</p> <p>Year 4 \$5,000</p> <p>Year 5 \$5,000</p>	<p> 1 Family & Community Engagement</p> <p> 2 Professional Development</p> <p> 3 Data-Informed Decision-Making</p> <p> 4 Shared Leadership</p>
2.D.4	Establish survey instruments	<p>Develop Exit and Stay survey—3 month, 6 month, and EOY (End of Year) survey.</p> <p>Focus groups with current BIPOC: what was/is challenging, how were you retained, how do we retain other BIPOC?</p> <p>Development of Administrator BIPOC Committee</p> <p>Engagement with existing Teacher BIPOC Committee.</p>				



EQUITY GOAL



EQUITY STRATEGIES

Staffing Equity

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Funds Expended	Building Blocks
2.D.5	Teacher Residency/ Credential Program financial assistance	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).	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).		Year 1 \$150,000 Year 2 \$150,000	









EQUITY GOAL



EQUITY STRATEGIES

LGBTQ+ inclusion, safety, & empowerment

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Funds Expended	Building Blocks
2.E.1	Gay/Straight Alliance (GSA) student groups	Provide training for school staff and establish access to support/affinity groups, to ensure middle schools can provide high-quality support for LGBTQ+ student groups. Identified staff will participate in this implementation across Years 1-3.	Continue to provide training for school staff and maintain access to support/affinity groups, to ensure middle schools can provide high-quality support for LGBTQ+ student groups. Identified staff will participate in this implementation across Years 1-3.	Maintain access to support/affinity groups, to ensure middle schools can provide high-quality support for LGBTQ+ student groups.	Year 1 \$5,000 Year 2 \$5,000	 
2.E.2	Sexual Orientation and Gender Identity Professional Development	Engage with organizations (Gender Spectrum, Outlet, etc.) to provide targeted professional development for staff on sexual orientation and gender equity and awareness. All staff will participate in this implementation in stages across Years 1 and 2.	Engage with organizations (Gender Spectrum, Outlet, etc.) to provide targeted professional development for staff on sexual orientation and gender equity and awareness. All staff will participate in this implementation in stages across Years 1 and 2.		Year 1 \$50,000 Year 2 \$50,000	   











EQUITY GOAL



EQUITY STRATEGIES

LGBTQ+ inclusion, safety, & empowerment

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Funds Expended	Building Blocks
2.E.3	Inclusive Library Collections	Audit current school library titles at each school in Year 1.	Years 2 & 3: Increase and update libraries to ensure students have access to literature that represents all families, orientations, genders, languages, and ethnic groups.	Years 4 & 5: Increase and update libraries to ensure students have access to literature that represents all families, orientations, genders, languages, and ethnic groups.	Year 1 \$5,000 Year 2 \$75,000 Year 3 \$75,000 Year 4 \$50,000 Year 5 \$50,000	   
2.E.4	Awareness/ Access Strategies	Implement opportunities for schools to engage in special awareness/access events (Solidarity Week, No Name-Calling Week, Allyship in Action, Solidarity Week) to support all students to counteract the prevalence of biased language, name-calling, and bullying. Support and encourage staff to place rainbow flags, etc., in classrooms and throughout the school to show support and affinity. By Year 2, identify opportunities for a Board Resolution to support LGBTQ+ initiatives.	Implement opportunities for schools to engage in special awareness/access events (Solidarity Week, No Name-Calling Week, Allyship in Action, Solidarity Week) to support all students to counteract the prevalence of biased language, name-calling, and bullying. Support and encourage staff to place rainbow flags, etc., in classrooms and throughout the school to show support and affinity. Complete Board Resolution to support LGBTQ+ initiatives.	Implement opportunities for schools to engage in special awareness/access events (Solidarity Week, No Name-Calling Week, Allyship in Action, Solidarity Week) to support all students to counteract the prevalence of biased language, name-calling, and bullying. Support and encourage staff to place rainbow flags, etc., in classrooms and throughout the school to show support and affinity.	Year 1 \$20,000 Year 2 \$20,000 Year 3 \$20,000 Year 4 \$20,000 Year 5 \$20,000	   










EQUITY GOAL



EQUITY STRATEGIES

LGBTQ+ inclusion, safety, & empowerment

Action #	Action Title	Year 1(22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Funds Expended	Building Blocks
2.E.5	LGBTQ+ Inclusion Task Force	<p>Create a District LGBTQ+ Inclusion Task Force. Establish a series of six meetings focusing on considering districtwide strategies and elevating voices of LGBTQ+ staff, students, and parents.</p> <p>LGBTQ+ Inclusion Task Force will create SMFC LGBTQ+ Core Strategies.</p> <p>Provide leadership and support to sites with LGBTQ+ inclusion work.</p>	<p>Establish 1 fall and 1 spring LGBTQ+ Task Force meeting focusing on analyzing survey data and student achievement data.</p> <p>Evaluate districtwide strategies in light of the data analysis.</p> <p>Create a venue to elevate voices of LGBTQ+ staff, students, and parents.</p> <p>Provide leadership and support to sites with LGBTQ+ inclusion work.</p>	<p>Establish 1 fall and 1 spring LGBTQ+ Task Force meeting focusing on analyzing survey data and student achievement data.</p> <p>Evaluate districtwide strategies in light of the data analysis.</p> <p>Create a venue to elevate voices of LGBTQ+ staff, students, and parents.</p> <p>Provide leadership and support to sites with LGBTQ+ inclusion work.</p>	<p>Year 1 \$30,000</p> <p>Year 2 \$5,000</p> <p>Year 3 \$5,000</p> <p>Year 4 \$5,000</p> <p>Year 5 \$5,000</p>	<p> 1 Family & Community Engagement</p> <p> 2 Professional Development</p> <p> 3 Data-Informed Decision-Making</p> <p> 4 Shared Leadership</p>
2.E.6	LGBTQ+ ToSA		<p>Devote 1 District Inclusion ToSA position focusing on providing support to schools implementing inclusive practices in 2022-2023.</p>	<p>Devote 1 District Inclusion ToSA position focusing on providing support to schools implementing inclusive practices in 2022-2023.</p>	<p>Year 2 \$150,000</p> <p>Year 3 \$150,000</p> <p>Year 4 \$150,000</p> <p>Year 5 \$150,000</p>	<p> 1 Family & Community Engagement</p> <p> 2 Professional Development</p> <p> 4 Shared Leadership</p>









EQUITY GOAL



EQUITY STRATEGIES

Multilingual Learners

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Funds Expended	Building Blocks
2.F.1	Multilingual Learner ToSAs		<p>Year 2: Hire five Multilingual Learner ToSAs to support the implementation of the SMFC Instructional Framework for Multilingual Learners (integrated/ designated ELD, access to core instruction) with a focus on the five target elementary schools with the most multilingual learners.</p> <p>Year 3: Hire three additional Multilingual Learner ToSAs to support the implementation of the SMFC Instructional Framework for Multilingual Learners (integrated/ designated ELD, access to core instruction) with a focus on the second group of target schools, including support for middle schools.</p>	Hire two additional Multilingual Learner ToSAs to support the implementation of the SMFC Instructional Framework for Multilingual Learners (integrated/ designated ELD, access to core instruction) with a focus on the third group of target schools, including middle schools.	<p>Year 2: \$750,000</p> <p>Year 3: \$1,050,000</p> <p>Year 4: \$1,500,000</p> <p>Year 5: \$1,500,000</p>	 2 Professional Development  3 Data-Informed Decision-Making  4 Shared Leadership
2.F.2	English Together (Community Partnership for Spanish- speaking Immigrant Families)		<p>Year 2: Implement the English Together program for supporting Spanish-speaking immigrant families to acquire job-related English skills at the three elementary schools with the most multilingual students.</p> <p>Year 3: Expand the English Together program for supporting Spanish-speaking immigrant families to acquire job-related English skills at the four elementary schools with the most multilingual students.</p>	Expand the English Together program for supporting Spanish-speaking immigrant families to acquire job-related English skills at the five elementary schools with the most multilingual students.	<p>Year 2: \$15,000</p> <p>Year 3: \$20,000</p> <p>Year 4: \$25,000</p> <p>Year 5: \$25,000</p>	 1 Family & Community Engagement  4 Shared Leadership  5 Responsible Fiscal Support



Student & Staff Mental Health

The 7 goals to address the safety, belonging, climate, culture, and overall wellness of our students and staff in the SMFCSD include:

- 1). Hiring social workers to address social-emotional issues that may affect the well-being of the student;
- 2). Convening an SEL task force to evaluate programs and progress;
- 3). Guiding and directing professional development and programs;
- 4.) Creating Wellness Centers at schools to develop safe and nurturing environments;
- 5). Evaluating the middle school SEL curriculum;
- 6). Fully implementing the Second Step SEL curriculum at the elementary grades; and
- 7). Providing Newcomer Intake and Support Services to ensure that English Learner students and families have wrap-around services.





WELLNESS GOAL



WELLNESS STRATEGIES

Student & Staff Mental Health/SEL

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description
1.	Principal on Special Assignment - MTSS	Maintain District Principal on Special Assignment - MTSS position. The principal will identify barriers to learning and make recommendations related to addressing the success of the students.	Maintain District Principal on Special Assignment - MTSS position to remove barriers to learning and address issues that may affect the success of the student, both in and out of the school environment.	Maintain District Principal on Special Assignment - MTSS position to remove barriers to learning and address issues that may affect the success of the student, both in and out of the school environment.
2.	MTSS Professional Development Plan	All schools will establish an MTSS team (Care Team) that meets every two weeks between September and May to discuss student data, identify students in need of support, and discuss activities/supports meant to improve student success.	All schools will establish an MTSS team (Care Team) that meets every two weeks between September and May to discuss student data, identify students in need of support, and discuss activities/supports meant to improve student success.	All schools will establish an MTSS team (Care Team) that meets every two weeks between September and May to discuss student data, identify students in need of support, and discuss activities/supports meant to improve student success.
3.	MTSS - Ongoing evaluations and assessment of system	Integrated assessment system for academic, social emotional learning, and behavioral that includes all elements of assessment; universal screening; diagnostic assessments; progress monitoring; and outcome data for academics, social emotional learning, and behavioral.	Integrated assessment system for academic, social emotional learning, and behavioral learning that include all elements of assessment; universal screening; diagnostic assessments; progress monitoring; and outcome data for academics, social emotional learning, and behavioral.	Integrated assessment system for academic, social emotional learning, and behavioral learning that include all elements of assessment; universal screening; diagnostic assessments; progress monitoring; and outcome data for academics, social emotional learning, and behavioral.



WELLNESS GOAL



WELLNESS STRATEGIES

Student & Staff Mental Health/SEL

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description
4.	MTSS District Normed SST Protocol Process	Annually evaluate site SST process through the calibration and development of an SMFCSD Normed SST Protocol Process. Monitor and review data of SST recommendations and their outcomes. Communication about the data is shared at least quarterly between the MTSS site team and district MTSS team.	Monitor the full implementation and evaluation of site SST process through the calibration and development of an SMFCSD Normed SST Protocol Process. Monitor and review data of SST recommendations and their outcomes. Communication about the data is shared at least quarterly between the MTSS site team and district MTSS team.	Monitor the full implementation and evaluation of site SST process through the calibration and development of an SMFCSD Normed SST Protocol Process. Monitor and review data of SST recommendations and their outcomes. Communication about the data is shared at least quarterly between the MTSS site team and district MTSS team.
5.	MTSS District SST data-based decision- making	Initial implementation of SST data generated for site teams to align with site and district reporting and teacher data reviews. Monitor and review data of SST recommendations and their outcomes. Communication about the data is shared at least quarterly between the MTSS site team and district MTSS team.	Monitor the implementation of SST data generated for site teams to align with site and district reporting and teacher data reviews. Monitor and review data of SST recommendations and their outcomes. Communication about the data is shared at least quarterly between the MTSS site team and district MTSS team.	Monitor the implementation of SST data generated for site teams to align with site and district reporting and teacher data reviews. Monitor and review data of SST recommendations and their outcomes. Communication about the data is shared at least quarterly between the MTSS site team and district MTSS team.



WELLNESS GOAL



WELLNESS STRATEGIES

Student & Staff Mental Health/SEL

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description
6.	MTSS District Normed CARE Team Protocol Process	Strengthen the implementation and evaluation of site CARE team process through the calibration and development of an SMFCSD Normed CARE Team Protocol Process. Monitor and review data of CARE team recommendations and their outcomes. Communication about the data is shared at least quarterly between the MTSS site team and district MTSS team.	Monitor the implementation and evaluation of site CARE team process through the calibration and development of an SMFCSD Normed CARE Team Protocol Process. Monitor and review data of CARE team recommendations and their outcomes. Communication about the data is shared at least quarterly between the MTSS site team and district MTSS team.	Monitor the implementation and evaluation of site CARE team process through the calibration and development of an SMFCSD Normed CARE Team Protocol Process. Monitor and review data of CARE team recommendations and their outcomes. Communication about the data is shared at least quarterly between the MTSS site team and district MTSS team.
7.	Progressive Discipline and Intervention Matrix to Address Unequal Discipline	Initial implementation of the Progressive Discipline and Intervention Matrix. Review of data generated for site teams to align with site and district reporting and teacher data reviews. Monitor and review data of outcomes for ongoing recommendations. Communication about the data is shared widely.	Monitor and strengthen the implementation of the Progressive Discipline and Intervention Matrix. Review of data generated for site teams to align with site and district reporting and teacher data reviews. Monitor and review data of outcomes for ongoing recommendations. Communication about the data is shared widely.	Monitor and strengthen the implementation of the Progressive Discipline and Intervention Matrix. Review of data generated for site teams to align with site and district reporting and teacher data reviews. Monitor and review data of outcomes for ongoing recommendations. Communication about the data is shared widely.

STRATEGIC PLAN & LCAP CONNECTION

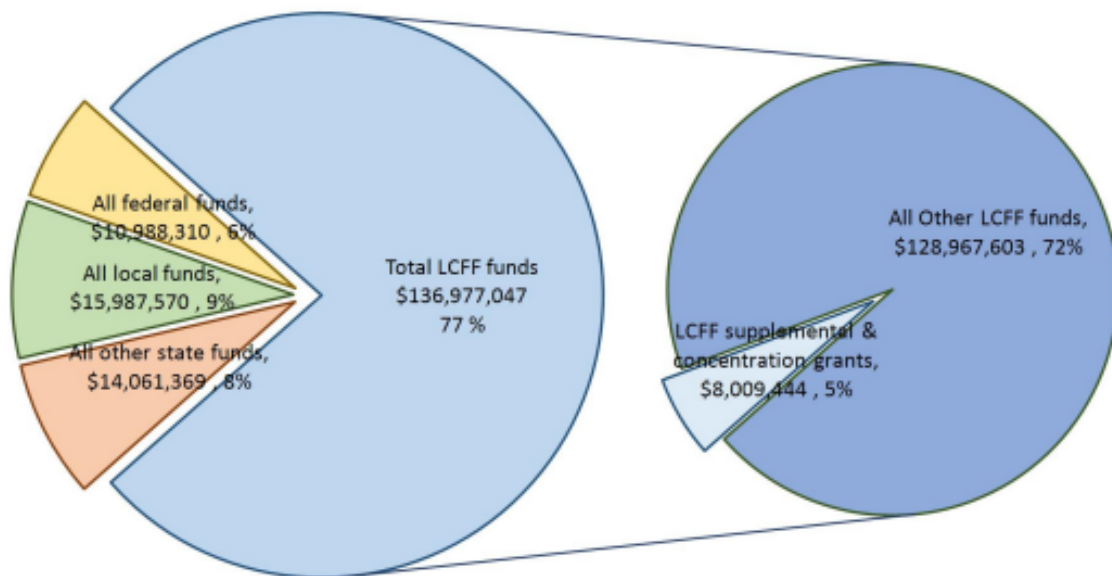
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Mateo-Foster City School District
CDS Code: 416903900000000
School Year: 2022-23
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 2022-23 School Year

Projected Revenue by Fund Source



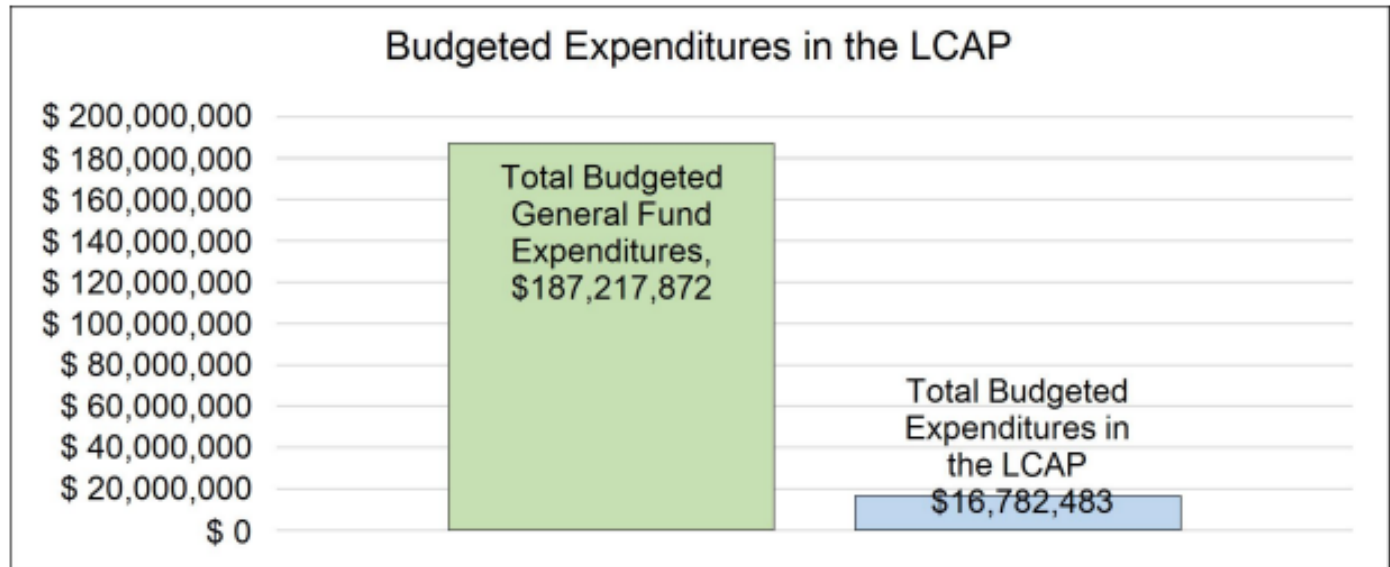
This chart shows the total general purpose revenue San Mateo-Foster City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Mateo-Foster City School District is \$178,014,296, of which \$136,977,047 is Local Control Funding Formula (LCFF). \$14,061,369 is other state funds, \$15,987,570 is local funds, and \$10,988,310 is federal funds. Of the \$136,977,047 in LCFF Funds, \$8,009,444 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 2022-23. 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 \$187,217,872 for the 2022-23 school year. Of that amount, \$16,782,483 is tied to actions/services in the LCAP and \$170,435,389 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

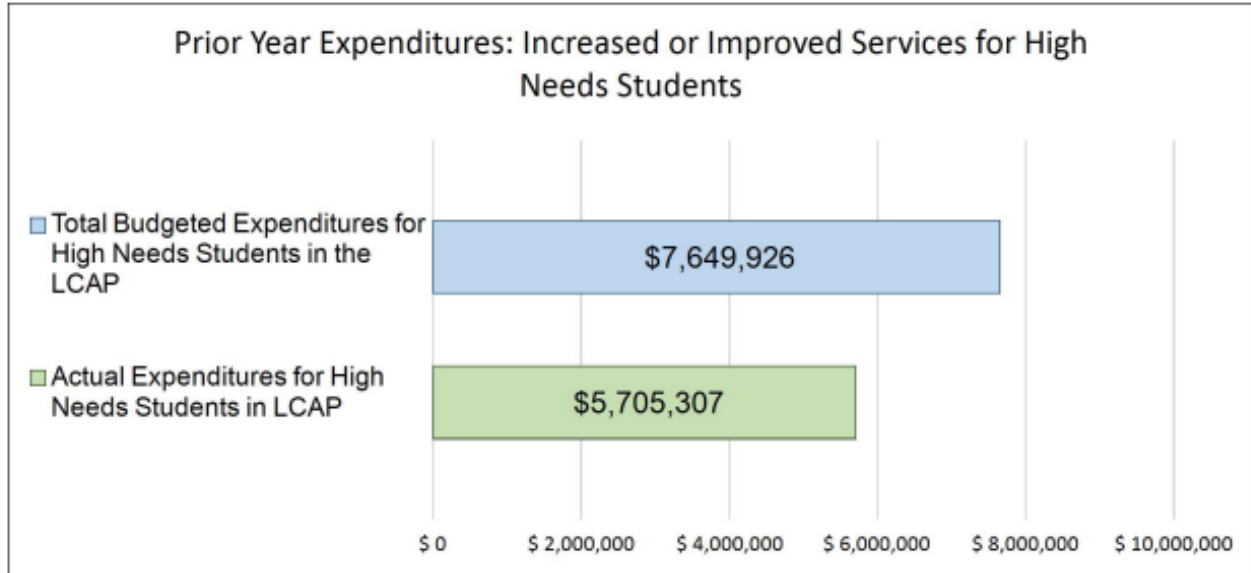
The General Expenditures not shown in the 2022 LCAP are basic services costs that provide the foundation for the academic, equity, and wellness improvement actions that are described in the 2022 LCAP. These basic services expenditures include but are not limited to: salaries and benefits for base program 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 2022-23 School Year

In 2022-23, San Mateo-Foster City School District is projecting it will receive \$8,009,444 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 \$10,289,000 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 2021-22



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 2021-22, San Mateo-Foster City School District's LCAP budgeted \$7,649,926.00 for planned actions to increase or improve services for high needs students. San Mateo-Foster City School District actually spent \$5,705,307.00 for actions to increase or improve services for high needs students in 2021-22.

Actual estimated 2021-22 LCAP expenditures that contribute to increasing/improving services for high needs students were \$2,084,619 less than planned. There are several reasons for this difference, only one of which was evaluated to have impacted SMFCSD's ability to provide increased/improved services to targeted students and their families:

- Almost 85% of the estimated actual expenditures difference can be attributed to a reduction in teachers on special assignment (ToSAs) because, as described in following sections, due to the pandemic, several ToSAs resigned or were asked to take on classroom assignments for teachers who resigned or were absent for significant time. Because of the priority of placing and hiring additional teachers to ensure qualified teachers in every classroom, these ToSAs were not replaced. Approximately a third of district ToSAs were impacted this way, which certainly impacted the district's increased/improved services for high needs students. Student intervention services and classroom support services to be provided by ToSAs were affected. However, with the support of the available ToSAs and dedicated classroom teachers, efforts to increase/improve services were shifted to differentiated classroom instruction and after school interventions.
- The balance of the estimated actual expenditures difference can be attributed to budgeted expenses that did not have to occur. Teacher professional learning, data inquiry and planning to increase/improve services to targeted students did not require the budget planned. The district anticipated needing extra time for teachers, when in fact much of this additional professional learning, data inquiry and planning was accomplished during the regular duty day and during scheduled district PD days. Similarly, the district anticipated needing extra time for teachers and staff to reach out and engage students and families, and so budgeted LCAP funds. However, due to the systems and processes developed during distance learning, this outreach and engagement to provide increased/improved services were delivered mostly during the regular duty day and did not require the planned extra time funding.