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## Program Team Review: SMCOE 2024-25 LCAP Clarification Table

District: Pacifica Elementary School District

### ***On or Before August 15th:***

The following items need clarification in your 2024-25 LCAP. If the response you submit is determined to be sufficient, you will be notified, and a copy of this clarification table will be posted with your LCAP on the SMCOE website.

The components of the LCAP for the 2024-25 LCAP year must be posted as one document assembled in the following order:

1. The 2024-25 Budget Overview for Parents
2. The 2023-24 Annual Update
3. The 2024-25 LCAP
4. The Action Tables for the 2024-25 LCAP
5. The Instructions for the LCAP Template

SELPA					
Page # in the LCAP	Item	Clarification Needed	District Response	COE Response to District	Additional District Response (if Needed)
		No further clarification needed			

Annual Update					
Page # in the LCAP	Item	Clarification Needed	District Response	COE Response to District	Additional District Response (if Needed)
		No Clarification needed.			

### Plan Summary

Page # in the LCAP	Item	Clarification Needed	District Response	COE Response to District	Additional District Response (if Needed)
		No further clarification needed.			

### Engagement with Educational Partners

Page # in the LCAP	Item	Clarification Needed	District Response	COE Response to District	Additional District Response (if Needed)
		No Clarification needed.			

### Goals and Actions

Page # in the LCAP	Item	Clarification Needed	District Response	COE Response to District	Additional District Response (if Needed)
		No Clarification needed.			

## Increased or Improved Services

Page # in the LCAP	Item	Clarification Needed	District Response	COE Response to District	Additional District Response (if Needed)
Page 55	LEA-wide Action 2.9	<p>Identified Needs (column 2)</p> <ul style="list-style-type: none"> <li>● Provide the specific data that specifically communicates the gap or need for foster youth students.</li> </ul> <p>How the action address needs (column 3)</p> <ul style="list-style-type: none"> <li>● Describe why this action is the best use of funds.               <ul style="list-style-type: none"> <li>● What do you hope this action will help your English learners, low income, and foster youth students achieve?</li> </ul> </li> </ul>	<p>In the 23-24 School year, there were four students identified as “foster youth.” One student performed at the “near standard” level on the 2024 ELA SBAC and at “far below standard” on the 2024 Math SBAC. The remaining students identified as “foster youth” were not tested. This lack of follow-through on testing is problematic, as we need to better</p>		

			<p>serve this small population of students and we are not able to do so if we do not ensure that they are tested.</p> <p>This action is the best use of funds because additional certificated staff will run response to intervention groups that specifically target and serve English learners, low income, and foster youth students. foster youth students. In addition, English learners, low income, and foster youth students will be enrolled in academic support classes and will</p>		
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			<p>receive extra after-school tutoring opportunities.</p> <p>This action will help English learners, low income, and foster youth students to be known as individual students and to receive personalized support during and beyond the school day. It will ideally help them achieve higher scores on standardized tests and gain more social, emotional, and academic confidence.</p>		
Page 2.10	Schoolwide Action 2.10	<p>How the action address needs (column 3)</p> <ul style="list-style-type: none"> <li>• Describe why this action is the best use of funds.</li> <li>• What do you hope this action will help</li> </ul>	<p>By providing support staff to help monitor and address attendance issue, academic</p>		

		<p>your English learners, low income, and foster youth students achieve?</p>	<p>interventions and social emotional support for the unduplicated student groups at both Sunset Ridge and IBL, these students will have an extra layer of support that goes beyond the classroom. Programs to support these student groups will be available on schoolwide basis so that they can be available to these students within and outside all of the classrooms.</p> <p>The site administrators will be responsible for explicitly tracking the academic progress of our</p>		
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			<p>unduplicated students on a monthly basis and meeting regularly with teachers and parents regarding classroom instruction assessments. This action will help English learners, low income, and foster youth students achieve more social, emotional and academic success, as these administrators will serve as “student champions” who regularly check in with students and their teachers.</p>		
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