

**SAN MATEO FOSTER CITY SCHOOL DISTRICT
LCFF LOCAL INDICATORS 2025-26**

LCFF Priority 1

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

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

Indicator	Data Reported
Number & Percent of mis-assignments of teachers of English Learner Students	3 / 0.004%
Number & Percent of total teacher mis-assignments	1 / .002%
Number of vacant teacher positions	0
Number & Percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0 / 0%
Number of identified instances where facilities <u>do not meet</u> the “good repair” standard (including deficiencies and extreme deficiencies).	0 out of 21 schools

Date Taken to Local Governing Board: June 25, 2026

LCFF Priority 2

Implementation of State Academic Standards

Option 2: Reflection Tool

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

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

ELA- Common Core State Standards for ELA			X		
ELD (Aligned to ELA Standards)			X		
Mathematics- Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	
4. Rate the LEA's progress implementing each of the following academic standards adopted by the State Board of Education for all students.					
Academic standards and/or curriculum frameworks	1	2	3	4	5
Career Technical Education					X
Health Education Content Standards					X
Physical Education Model Content Standards					X
Visual and Performing Arts				X	
World Language				X	
5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).					
Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered				X	

Date Taken to Local Governing Board: June 25, 2026

LCFF Priority 3
Family Engagement
Self-Reflection Tool

Standard: LEA annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

SMFCSD created an educational partner survey, using the items in this self-reflection tool. The numbered ratings below are the **average of the ratings provided by respondents on each item of the survey.**

The top number is the score for 2024, next is 2025, and the bottom number is the score for 2026.

Indicator Item	Rating				
LEAs uses a stakeholder survey and this tool to reflect on its progress, successes, needs, and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.					
Building Relationships	1	2	3	4	5
1. Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.			3.3 3.6 3.9		
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.			3.44 3.68 4.03		
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.			3.25 3.54 3.76		
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.			3.34 3.64 4.0		
Dashboard Narrative: Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families. SMFCSD continues to make progress toward strong collaboration and positive relationships with our families, communities, and other key stakeholders--particularly as a result of this year’s Strategic Visioning work, the Community Schools initiative, the community school specialist positions, expanded translation services, additional engagements in Spanish, and a greater variety of translated digital communication. The survey feedback above from families attests to improvements in this work. In each					

area, family feedback improved significantly, with average ratings approaching or at Full Implementation. To improve the engagement of underrepresented families, the district’s focus will continue to be implementing the Community Schools model at our sites with the highest unduplicated student counts. Within this model, the district will continue holding more Spanish-first listening sessions, funding Community School Specialists, and providing targeted support and education events, as exemplified by the PIQE parent education work. In addition, in 2026-27, the district will engage these families in the next Strategic Plan development through a variety of community and working group sessions.

Building Partnerships for Student Outcomes	1	2	3	4	5
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.			3.33 3.49 3.9		
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.			3.17 3.5 3.93		
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.			3.14 3.56 3.9		
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			3.1 3.8 3.97		

Dashboard Narrative: Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Educational partners think that this is an important area of growth for SMFCSD, and the survey data show that these partners think the district is doing a significantly better job, with average ratings basically at Full Implementation. SMFCSD continues to implement foundational wellness, responsive classroom, and restorative justice training for staff that address many of the issues at the core of identified “partnership needs” (e.g., welcoming classrooms, addressing student trauma, improving IEP processes, learning about implicit bias). In addition, the district has maintained its expanded support staff who play key partnership roles, such as counselors, social workers, and community school specialists. The district’s focus is to continue building staff capacity for partnerships between schools and families. The primary vehicle for this is the full-service community programs at 5 schools with the highest percentages of unduplicated students. In addition to the district’s Strategic Visioning engagements described above, SMFCSD’s committees and task forces this year (Dually Identified Multilingual Student planning group, Middle School Math Pathways Committee; AI Working Group; Equity; and Sanctuary) continue to model partnerships between families and the district, focused on improvement of educational programs, wellness support services, and professional learning strategies.

Seeking Input for Decision Making	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			3.6 3.5 4.0		
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3.17 3.35 3.93		
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			3.12 3.6 3.9		
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			3.1 3.46 3.97		
<p>Dashboard Narrative: Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.</p> <p>SMFCSD continued to implement its 2022-27 Strategic Plan, developed and adjusted through continued engagement with families, community and staff. The district used its Strategic Visioning process, Board study sessions and separate community meetings, Superintendent engagements , and Community Schools events to communicate and receive feedback on strategic priorities (always with Spanish translation). The District built on this engagement through regular input and LCAP processes with the District Parent Advisory/English Language Advisory Committee, Special Education District Advisory Committee, Equity Task Force, Sanctuary Task Force, and other district planning groups. In addition SMFCSD supported sites with guidance to engage families in SSCs, PTAs, etc. The feedback from families and staff above shows that SMFCSD partners think the district is doing a significantly better job, essentially at Full Implementation. SMFCSD will continue to support sites to strengthen their engagements for site-based input in similar ways and begin to implement systems for monitoring and providing feedback to leaders on the effectiveness of their engagements.</p>					

Date Taken to Local Governing Board: June 26, 2025

LCFF Priority 6

School Climate Student Survey

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

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

Students in grades 3rd through 8th grade participated in the California Healthy Kids Survey (CHKS), and the results were reported to site leadership and schools. In order to focus efforts and align priorities with the district’s Local Control Accountability Plan, key findings are as follows:

Feel Connected to School: average percent of students rating Strongly Agree/Agree

Grade	2022	2023	2024	2025	2026
3rd	78	76	75	78	74
4th	79	77	76	78	73
5th	79	75	76	78	76
6th	60	60	63	66	69
7th	51	51	56	56	62
8th	51	51	52	53	60

Caring Adults in School: average percent of students rating Strongly Agree/Agree

Grade	2022	2023	2024	2025	2026
3rd	74	76	74	76	75
4th	76	75	70	74	70
5th	73	73	72	74	72
6th	72	69	72	74	71
7th	57	64	61	65	66
8th	65	58	63	64	66

Chronic sadness/Considered suicide: percent of students saying “yes”

	Experience Chronic Sadness					Considered Suicide				
Grade	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
6th	20	20	21	15	16	9	9	9	9	11
7th	37	25	22	21	20	17	13	10	11	10
8th	32	29	26	24	24	16	13	11	10	12

Key Learnings:

- Elementary students (Grades 3–5) continue to report strong levels of school connectedness and access to caring adults. School connectedness remains high, ranging from approximately **73% to 76%**, while reports of having a caring adult at school range from **70% to 75%**, demonstrating that most elementary students feel supported, valued, and connected to their school community.
- Middle school students continue to report lower levels of connectedness than their elementary peers; however, several indicators show good improvement. Connectedness reported at each grade level has increased by **9-11 points from 2022–23 to 2025-26**.
- The presence of caring adults remains a significant protective factor for students. Seventh-grade students reporting a caring adult increased from **57% in 2021–22 to 66% in 2025-26**, reflecting continued growth in trusted adult relationships across middle schools.
- Student wellness indicators show encouraging signs. Chronic sadness continues to decrease from 2022, suggesting that expanded mental health and wellness supports may be positively influencing student well-being.
- Rates of suicidal ideation remained relatively stable across grade levels, maintaining good declines from 2022. The persistence of these indicators however reinforces the importance of maintaining comprehensive prevention, intervention, and mental health support systems for students.
- A gap remains between elementary and middle school student experiences. While nearly **three-quarters of elementary students** report feeling connected to school, connectedness drops in middle school grades. This transition point remains a focus for the District's school climate, wellness, and belonging efforts.
- Student groups that have historically reported lower levels of connectedness, including LGBTQ+ students and other vulnerable student populations, continue to benefit from targeted supports aimed at fostering inclusive, affirming, and emotionally safe learning environments.

2. MEANING: What do the results of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, or barriers?

The survey results indicate that students generally experience positive school climates across the District, particularly at the elementary level. Between **73% and 76% of elementary students** report feeling connected to their school, and **72% to 75%** report having a caring adult on campus. These consistently strong results suggest that elementary schools are successfully fostering

environments where students feel supported, valued, and engaged.

The data also highlights a notable shift as students transition to middle school. While sixth-grade connectedness improved over the past two survey cycles, overall middle school connectedness remains lower. Similarly, while **66% to 71% of middle school students** report having a caring adult at school, this remains below the elementary school level and indicates continued opportunities to strengthen student-adult relationships during the adolescent years.

Student wellness indicators show encouraging progress. Chronic sadness declined across all middle school grade levels, suggesting that investments in counseling, social work services, restorative practices, and social-emotional supports may be contributing to improved student well-being. At the same time, the persistence of chronic sadness and stable rates of suicidal ideation indicate that mental health remains an area requiring sustained attention and support.

Overall, the data reflects both strengths and opportunities. While approximately **three out of every four elementary students** report strong feelings of connection and support, only about **one out of every two to three middle school students** report the same experience. The findings reinforce the importance of continuing to strengthen belonging, trusted adult relationships, and wellness supports, particularly during the transition into and throughout middle school. The data also underscores the need to maintain targeted support for vulnerable student populations to ensure all students experience safe, inclusive, and affirming learning environments.

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

In response to these findings, the District will continue implementing and refining the multi-year strategies outlined in Goal 3 of the 2022–2027 Strategic Plan and LCAP to strengthen school climate, student wellness, and belonging. Particular attention will remain focused on middle school students.

Key actions include:

- Continuing to strategically deploy counselors, social workers, mental health clinicians, and wellness staff to schools with the greatest identified need, particularly at the middle school level, where students report lower levels of connectedness and adult support.
- Expanding restorative practices implementation through site-based coaching, professional learning, peer mediation programs, and restorative leadership development to strengthen relationships and improve school climate.
- Utilizing California Healthy Kids Survey (CHKS) and local climate survey results with site leadership teams to inform school improvement planning, wellness goals, and targeted interventions. Schools will focus on strengthening connectedness, particularly during the transition from elementary to middle school, where survey data shows the largest decline in student belonging.
- Continuing implementation of evidence-based social-emotional learning programs, trauma-informed practices, and wellness initiatives that support positive student outcomes. These efforts are intended to build upon recent improvements.

- Strengthening transition supports for students entering middle school through orientation activities, peer leadership opportunities, mentoring, and relationship-building experiences designed to increase students' sense of belonging and connection.
- Sustaining efforts to create inclusive learning environments through LGBTQ+ supports, Welcoming Schools professional development, bias-based bullying prevention, and ongoing stakeholder engagement through the District's LGBTQ+ and Equity Task Force.
- The District will continue to support the role and impact of the Restorative Practices Teacher on Special Assignment (ToSA) model, ensuring that every middle school campus has a trained adult fostering connection, resolving conflict, and promoting inclusivity.
- Leveraging the work of the District's Community Schools initiative to provide wraparound services, family engagement opportunities, enrichment programs, and connections to community resources that support student success both inside and outside the classroom.

The District will continue to monitor school climate data annually and use stakeholder feedback to refine services, strengthen protective factors, and increase the percentage of students who report feeling connected, supported by caring adults, and safe at school. By focusing on the identified gap between elementary and middle school experiences, the District aims to ensure all students experience a strong sense of belonging throughout their educational journey.

Date Taken to Local Governing Board: June 25, 2026

LCFF Priority 7

Pupil Access

Self-Reflection Tool Approach

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

Indicator Item
<p>1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.</p>
<p>Our district utilized a tool from the San Mateo County Office of Education to assess student access to various elements of a comprehensive curriculum. This rubric examined different student groups, including English Language Learners (ELLs), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students, through a range of quantitative and qualitative measures. This helped pinpoint areas where certain students might face challenges in accessing certain courses. The tool provided insights into the specific causes of unequal access. Additionally, Educational Services ensures that no student is withdrawn from core content classes to receive extra social or academic support.</p>
<p>2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.</p>
<p>Overall, our students typically enjoy strong access to a wide variety of courses. However, two key challenges have emerged. First, the district’s broad range of schools, many of which feature specialized instructional models such as dual language immersion, Montessori, and K-8 configurations, can affect access to a full curriculum. These unique educational approaches often involve trade-offs, resulting in reduced or unavailable course offerings at specific campuses. As a result, students at one site may have access to 8th grade Algebra and elective courses that are not offered at others. Second, tier 2 and tier 3 interventions are often prioritized over elective classes, especially impacting English Learners/Multilingual Learners and students with IEPs. Although these students retain access to electives in elementary school, those in middle school enrolled in ELD or RSP classes may have fewer elective options, as intervention courses occupy one of their class periods.</p>
<p>3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.</p>

Barrier 1: At the middle school level, multilingual students and students with IEPs who receive RSP services have less instructional time available during the school day to enroll in a full range of elective courses.

Barrier 2: At the elementary level, Transitional kindergarten and kindergarten students do not have the same instructional time as students in other grade levels, which limits their access to some instructional content.

Barrier 3: At the elementary level, instructional minutes vary from school to school, which impacts access to the same amount of content-based instruction.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

We are in the final year of the district's five-year strategic plan (2022–2027) and in the process of developing a new strategic plan to address students' access to a broad course of study. The district's new strategic visioning process was a year-long effort that included all education stakeholders, parents, teachers, students & staff that resulted in a new Community Vision Statement that will be used to write our new strategic plan Fall 2026.

Key actions for 2026-27 include:

- Project-based learning pilot at five elementary schools
- New math curriculum adoption in elementary schools
- Dual-language school alignment between our two dual-language programs
- Guidance for schools with dually-identified multilingual students to accelerate their reclassification
- New district interim assessments in elementary and middle schools
- NGSS content knowledge and enrichment through programs like LEGO Education
- Project-Career Map activities and CCE courses in middle schools
- Empowering Student Council program to include student voice in district decision making
- Expanding Community Schools Initiatives
- Continuing to increase access to preschool programs districtwide to increase access to early education, particularly for historically underserved student groups

Date Taken to Local Governing Board: June 25, 2026