

LCFF Budget Overview for Parents

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

CDS Code: 41690390000000

School Year: 2026-27

LEA contact information:

Diego Ochoa

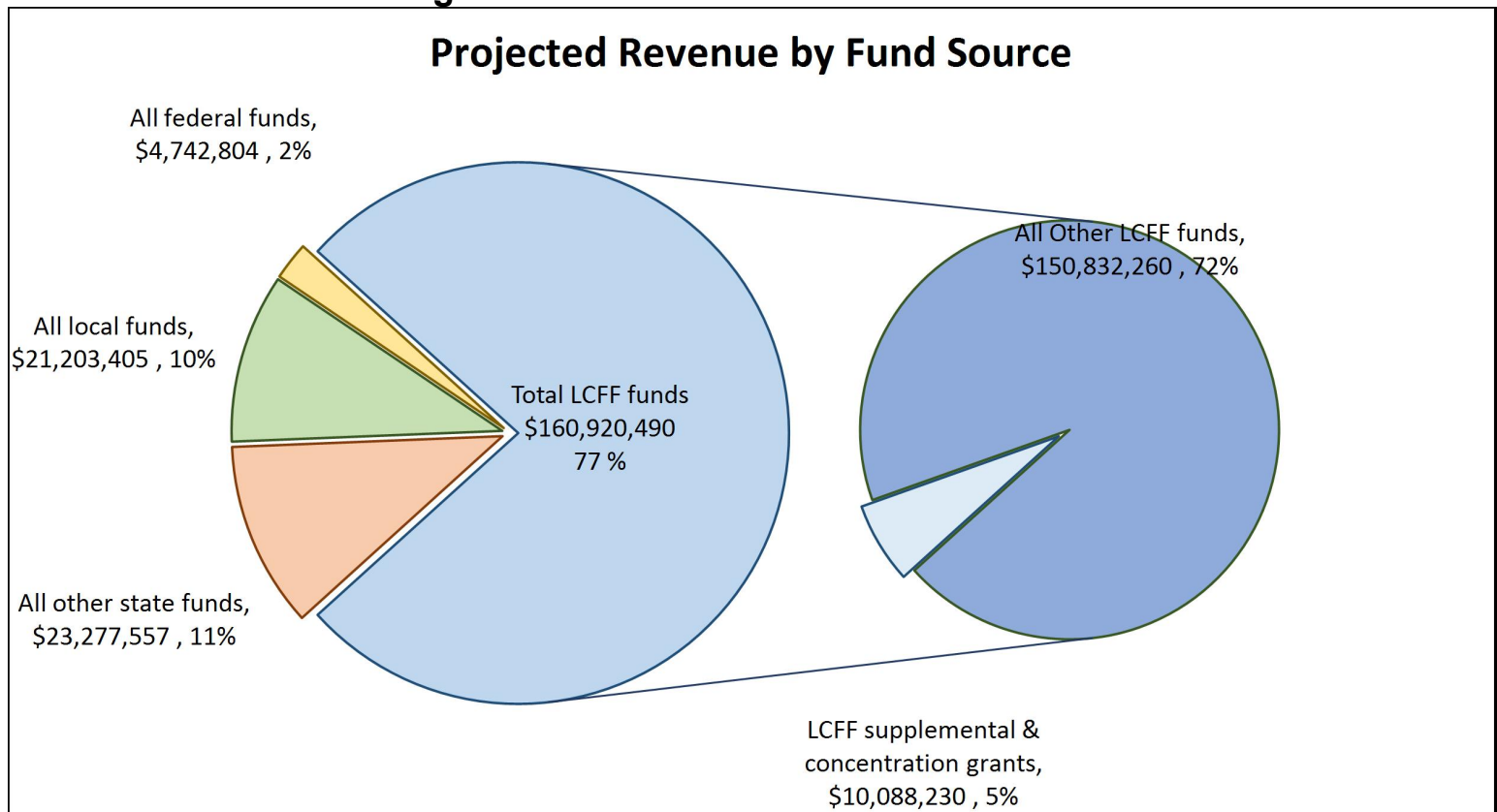
Superintendent

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 2026-27 School Year

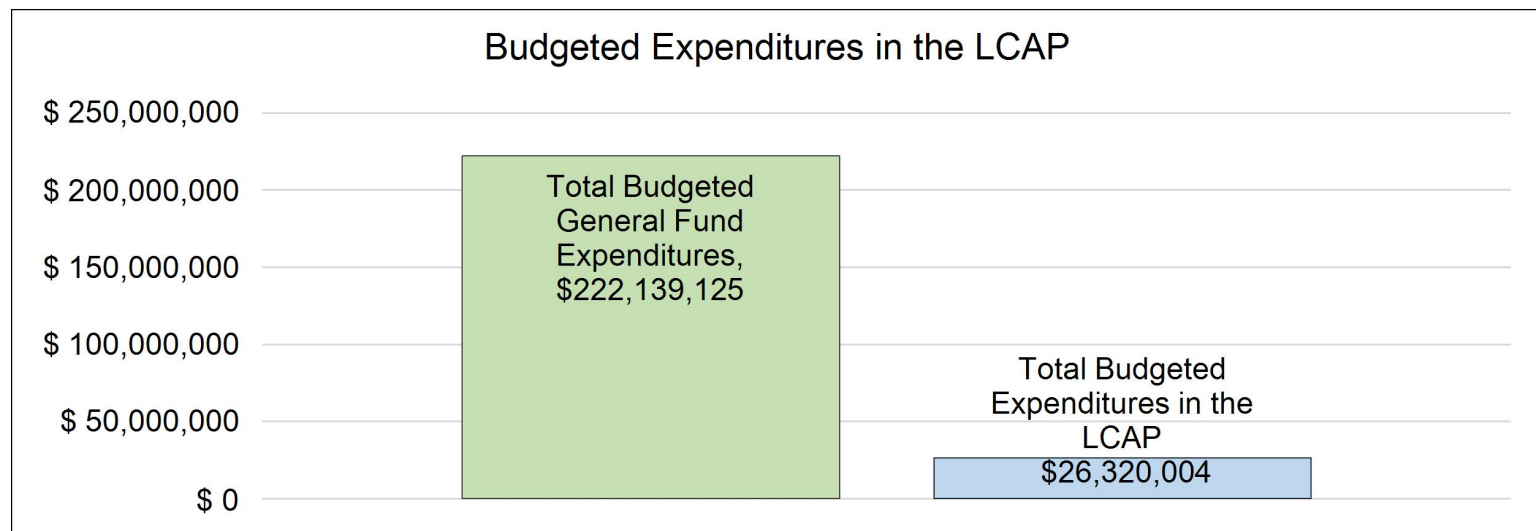


This chart shows the total general purpose revenue San Mateo-Foster City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Mateo-Foster City School District is \$210,144,256, of which \$160,920,490 is Local Control Funding Formula (LCFF), \$23,277,557 is other state funds, \$21,203,405 is local funds, and \$4,742,804 is federal funds. Of the \$160,920,490 in LCFF Funds, \$10,088,230 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 2026-27. 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 \$222,139,125 for the 2026-27 school year. Of that amount, \$26,320,004 is tied to actions/services in the LCAP and \$195,819,121 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

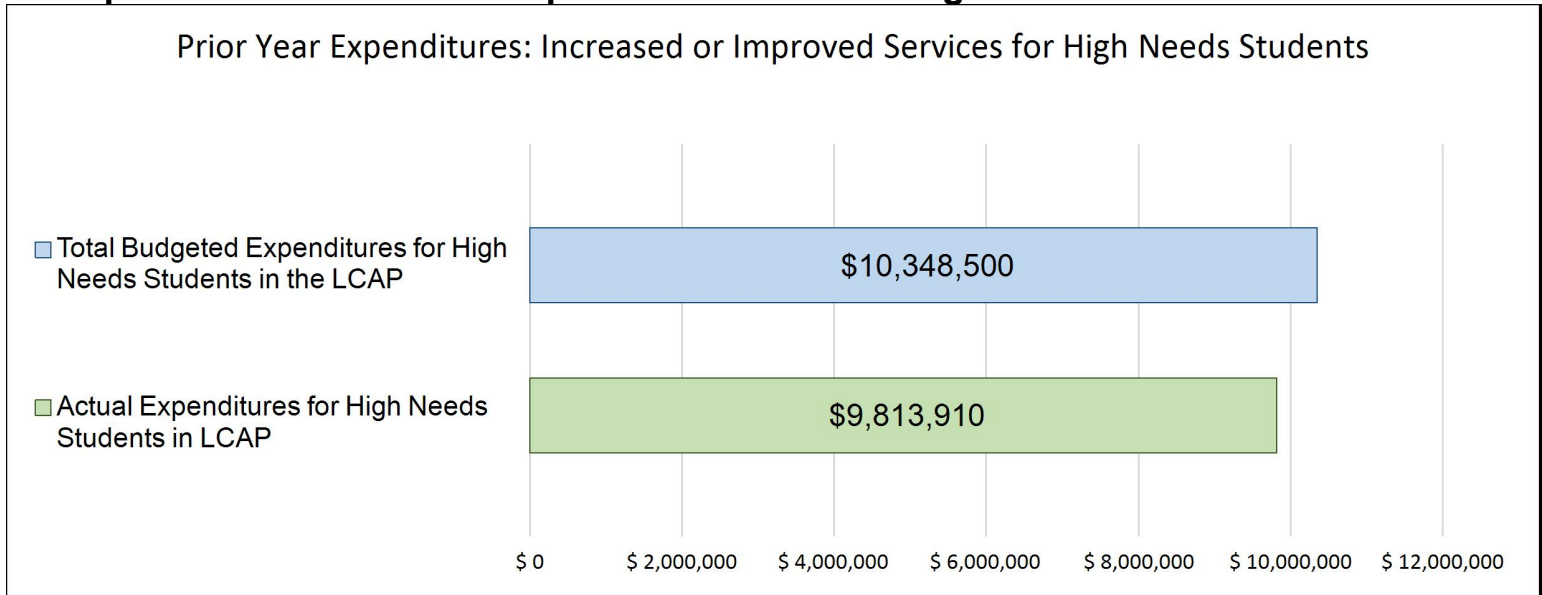
The General Expenditures not shown in the 2026-27 LCAP are basic services costs that provide the foundation for the academic, equity, and wellness improvement actions that are described in the 2026-27 LCAP. These basic services expenditures include but are not limited to: salaries and benefits for base 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 2026-27 School Year

In 2026-27, San Mateo-Foster City School District is projecting it will receive \$10,088,230 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 \$11,520,015 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 2025-26



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 2025-26, San Mateo-Foster City School District's LCAP budgeted \$10,348,500 for planned actions to increase or improve services for high needs students. San Mateo-Foster City School District actually spent \$9,813,910 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$534,590 had the following impact on San Mateo-Foster City School District's ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of \$534,590 had the following impact on San Mateo-Foster City School District's ability to increase or improve services for high needs students. The difference occurred for primarily two reasons: 1. a few positions, across different actions, were not filled due to shifts in priorities or due to the lack of qualified candidates; and 2. some budgeted expenses were over-estimated in the planning and were lower actual costs.

Regarding the first reason, it is explained, in the annual review section of each goal area, what planned actions had material differences in actual expenditures and what impact this had on the services for high needs students. In these cases, typically other staff or resources were utilized to ensure the priority need was still addressed. It therefore had no material impact on SMFCSD's ability to provide increased/improved services to targeted students and their families.

Regarding the second reason, actions were still implemented and provided increased/improved services, just at a lower cost than originally planned.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

The San Mateo-Foster City School District (SMFCSD) operates 21 schools (fourteen TK-5 elementary schools; four K-8 schools; and three 6-8 middle schools) and a robust preschool program, all together serving at present 10,565 students. Students are educated to be socially responsible, contributing members of society through rigorous course material grounded in the Common Core State Standards, Next Generation Science Standards, and the CA English Language Development Standards. As the largest school district in San Mateo County, SMFCSD offers a variety of program options, including Spanish Immersion, Mandarin Immersion, and Montessori programs. SMFCSD's current vision is "The San Mateo-Foster City School District educates, inspires and empowers every student in every school every day to live, lead and learn with integrity and joy." SMFCSD's Mission is "The San Mateo-Foster City School District provides rigorous, high quality and equitable education while partnering with our families and community to support all students to achieve their full academic, social and emotional potential." However, throughout this 2025-26 school year, it is notable that the district has engaged in deep and broad engagement with our educational partners to update this vision and mission for adoption and implementation in the 2026-27 school year.

This school district serves two, culturally and linguistically diverse cities, Foster City and San Mateo. More than 28 languages are spoken in Foster City, primarily Mandarin, Hindi, and Japanese. San Mateo is home to thirty languages including Spanish, Mandarin and Japanese. Districtwide, 25% of our students are English Learners, 43 percent of our students are socioeconomically disadvantaged, and 13 percent are students with disabilities. SMFCSD's unduplicated student count (for Local Control Funding Formula purposes) is approximately 46 percent.

In 2026-27, SMFCSD will be in its final year of implementing its five-year Strategic Plan, focusing on continued implementation of key Equity and Wellness actions and on maintaining or transitioning key Academic Achievement actions. The district prioritizes academic acceleration, particularly for students from historically-underperforming groups, but also focuses on the whole child, encompassing social-emotional growth, cultural confidence, and healthy lifestyles. Schools work with the district to ensure Multi-Tiered Systems of Support are in place. Restorative Practice is a companion to the other frameworks that guide our wrap-around services for children who need additional support. All schools offer a social-emotional learning program and use it throughout the day, building in self-regulation and positive reinforcement.

Reflections: Annual Performance

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

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

Achievement Progress

- Spring 2025 CAASPP English Language Arts progress (using Percent Met/Exceeded Standard): Socio-Economically Disadvantaged Students improved 4 points from Spring 2023 to 26%. Homeless Students improved 2 points from Spring 2023 to 11%.
- Spring 2025 CAASPP Mathematics progress (using Percent Met/Exceeded Standard): Socio-Economically Disadvantaged Students improved 4 points from Spring 2023 to 22%. Homeless Students improved 5 points from Spring 2023 to 11%.
- Spring 2025 CAASPP Science progress (using Percent Met/Exceeded Standard): Socio-Economically Disadvantaged Students improved 3 points from Spring 2023 to 18%.
- Foundational Literacy Assessment progress (using Percent of group meeting Grade Level Benchmark): All Students 79% (up 11 points from 2024); 2nd graders 68% (up 9 points from 2024); Native Hawaiian/Pacific Islander 78% (up 37 points from 2024); Hispanic/Latinx 63% (up 11 points from 2024); English Learners 61% (up 7 points from 2024); Students with Disabilities 55% (up 9 points from 2024); Homeless 63% (up 38 points from 2024).

Equity Progress

- In 2025-26, 75% of Students with Disabilities (SwDs) spent 80% or more of their time in general education classes, which exceeded the state target of 73% and was 5 points higher than 2023.
- 2026 Equity Survey progress: The percent of 6th/7th/8th grade students who agreed or strongly agreed has increased from the baseline year in all four areas. The percent of staff who agreed or strongly agreed has increased dramatically from the baseline year in all three areas.
- 2026 LGTBQ+ CHKS Survey progress: The percent of 7th/8th grade students who agreed or strongly agreed that their school is safe for LGTBQ+ students increased an average of 10 points from 2024. The percent of 7th/8th grade students who agreed or strongly agreed that they would tell staff if they experienced or witnessed LGTBQ+ bullying increased an average of 9 points from 2024.
- 2026 Parent CHKS Survey progress: 48% of parents report they strongly agree that the district is doing an effective job in promoting parent involvement--an increase of 8 points since 2023-24.

Wellness Progress

- 2026 Chronic Absenteeism (missing 10% or more of school days): Most key student groups have on average a 2 to 5 point drop in their chronic absenteeism rate compared to 2024. Homeless Youth have a 12 point drop.
- 2026 Suspension (percent of students suspended at least once): For all key student groups but one, the suspension rate has dropped approximately 50-66% compared to 2024.
- 2026 CHKS Student Survey Progress: For each 3rd to 8th grade level, the percentage of students who agreed/strongly agreed that they “feel connected to school” improved from 2025 to 2026 by an average of 2 points--e.g. 69% of 6th graders said this in 2026, versus 63% in 2024. Students who agreed/strongly agreed that they experienced “caring adults” in school also improved from 2024 to 2026 by an average of 2 points--e.g. 66% of 7th graders said this in 2026, versus 61% in 2024. Students who agreed/strongly agreed that they “feel safe” in school also improved from 2024 to 2026 by an average of 6 points--e.g. 65% of 8th graders said this in 2026, versus 49% in 2024.

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

- Wellness/Social-Emotional Supports: In 2025-26, SMFCSD continued to invest heavily in counselors, student support leads, and other adults to address the wellness challenges students are experiencing. In addition, the district offered substantial professional development to all district certificated staff in restorative justice, wellness, and trauma-informed strategies. This year's wellness data shows that these additional resources continue to have a positive impact. As outlined in the LCAP Goals and Actions sections that follow, the district intends to continue its support for wellness staffing and ensure the professional development in these strategies are "foundational" PD that all teachers receive. In particular, the district will continue to use its Learning Recovery Emergency Block Grant funds to lengthen the strides we have made as a district in supporting the safety and wellness of our LGBTQ+ students and staff.
- Foundational Literacy Instruction: SMFCSD overall continues to see lower reading performance by specific groups of students (e.g., English Learners, Students with Disabilities, Students from Economically-Struggling Families) and flat to modest growth on the 2024 CAASPP, but the internal 2024-25 data shows the district made important strides again this year in grades K-2, and will continue these efforts going forward, to address these equity gaps. The language & literacy teachers on special assignment (ToSAs) continued to support primary grade teachers in the implementation of PAF, an Orton-Gillingham based supplemental curriculum. As a result: students are showing strong improvements in the 2025-26 curriculum-embedded assessments. As outlined in the LCAP Goals and Actions sections that follow, the district continues to implement the comprehensive supplemental literacy curriculum and support that implementation by focusing all language & literacy ToSA work for another year on Kindergarten to 3rd grade reading instruction and intervention.
- Math Instruction: While the elementary interim math assessment data was not as strong for 2025-26, it was impacted by the fact that approximately 25 elementary teachers did not administer these assessments this year while they engaged in a year-long pilot of new elementary math curricula, with the support of district math ToSAs. This pilot process was very successful and resulted in Board adoption of a much stronger elementary math curriculum which the district will begin to implement next year.
- Middle School Math Pathways: Four years ago, the Board approved a redesign of middle school pathways. As part of that redesign, the district eliminated acceleration in 6th grade and implemented fully heterogeneous Math 6 classes. It created two stronger pathways to Algebra in 8th grade. This implementation was supported by Math ToSAs, who facilitate teacher PD and planning. The interim assessment data is strong, across key equity groups, as noted above and in the following Goal 1 Measuring and Reporting

Results. Algebra enrollment remains at much higher levels than four years ago overall and for the key watch-group of Hispanic/Latinx students. To ensure that the Middle School Math Pathways program remains focused and clear to our educational stakeholders, the district convened a committee of stakeholders this year to review the results and consider adjustments, including how the pathways operate in district K-8 schools where the staffing model is more akin to elementary (see the following section on Engaging Educational Partners). As outlined in the LCAP Goals and Actions sections that follow, the district intends to continue implementation of the adopted pathways and will consider the recommendations of the committee in the fall for possible adjustments in the 2027-28 school year.

- Special Education: Across achievement, equity and wellness indicators, Special Education students are making important progress, and accelerating their performance closer to peer groups. SMFCSD will continue to implement inclusion actions and strategies supporting dually-identified students (IEP and English Learner). Specifically, the district will continue to expand its inclusion efforts, MTSS interventions and after school programming. Furthermore, continued support will be directed to the middle schools around restorative practices and academic interventions.
- Education Partner engagement: With the current Strategic Plan entering its fifth and final year, the district began this year the turn to a new strategic vision and plan. The district continued to strengthen and diversify its methods of engagement and communication with education partners. SMFCSD's leaders facilitated new committees and working groups, additional school engagements, podcasts, and Board community meetings (where circumstances allowed formal board procedures to be set aside) to engage and communicate more effectively with the district's stakeholders. The district continues to expand the parent education and leadership work embedded in the Community Schools process by expanding the number of community schools, with state support. Taken together, all these engagement activities elicited important input from the district's education partners on district successes and challenges. In addition to calling out improved transparency, District partners were particularly positive about: the increased wellness and social-emotional supports for students (e.g., additional counselors and para educators); the strategic plan emphasis on closing achievement gaps; the early literacy focus; the instructional shifts in math; and the continuing investment in strengthening engaging teaching and learning, particularly for key groups such as English Learners and Students with Disabilities.

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

Achievement Challenges

- Spring 2025 CAASPP Literacy challenges (using Percent Met/Exceeded Standard): All Students 53% (down 3 points from 2023); Long-Term English Learners 3% (down 3 points from 2023); English Learners 7% (down 1 point from 2023); Native Hawaiian/Pacific Islander 27% (down 2 points from 2023).
- Spring 2025 CAASPP Math challenges (using Percent Met/Exceeded Standard): Long-Term English Learners 2% (down 1 point from 2023); English Learners 10% (down 1 point from 2023); Native Hawaiian/Pacific Islander 16% (down 2 points from 2023).
- Spring 2025 CAASPP Science progress (using Percent Met/Exceeded Standard): All Students 42% (down 3 points from 2023); Long-Term English Learners 0% (no change from 2023); English Learners 2% (down 1 point from 2023); Native Hawaiian/Pacific Islander 6% (down 9 points from 2023).

- Fall 2025 English Learner Progress Indicator (Percent K-8 ELs making progress toward English language proficiency on the ELPAC): declined 1 point from Fall 2023 to 44% (although this data is impacted by the higher reclassification rate over the last two years which has ensured that higher performing English Learners were properly reclassified).
- 3rd-5th Grade Math Interim Assessment challenges (using Percent of group meeting Grade Level Benchmark): all key equity sub-groups flat or decreases in percentage compared to last year.

Equity Challenges

- As noted above, the Fall 2025 English Learner Progress Indicator (Percent K-8 ELs making progress toward English language proficiency on the ELPAC): declined 1 point from Fall 2023 to 44% (although this data is impacted by the higher reclassification rate over the last two years which has ensured that higher performing English Learners were properly reclassified).
- 2026 Equity Survey progress: The percent of 6th/7th/8th grade students who agreed or strongly agreed decreased slightly from last year in all four areas.
- In 2025, there was a 0.8 percentage point decrease in Dual Identified Students scoring a 3 (moderately developed) or a 4 (well developed) on the ELPAC.

Wellness Challenges

- 2026 Chronic Absence (missing 10% or more of school days): While rates are declining across most student groups, the percentages are still too high.
- Spring 2026 CHKS Student Survey (Average percent of Students Agreeing/Strongly Agreeing): The percentages for elementary 3rd-5th grade students showed slight declines or only modest improvement across multiple indicators.

Fall 2023 "Red Dashboard" Indicators

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

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

PLEASE USE THE LINK PROVIDED HERE (<https://drive.google.com/file/d/1ol1TnPs40JDfJnZjt4H-HexPqQ2e6RKh/view?usp=sharing>) OR THE ADDENDUM AT THE END OF THE LCAP to access PDF charts that show which SMFCSD schools and student groups were identified in Fall 2023 as performing "red" for specific 2023 Dashboard indicators. The charts show, for each identified school and student group, the specific directed LCAP actions that SMFCSD will implement to address these indicators and improve school and student group performance. Use the LCAP action number provided in the charts, and find the descriptions of each action in the the three "Goals and Actions" sections in this 2026-27 LCAP.

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

- **Wellness/Social-Emotional Supports:** This year's chronic absenteeism data has improved, but still remains too high. The social-emotional needs of students remain great. To address these challenges, the district will continue its expanded support of key roles such as counselors, social workers, and Student Support ToSAs. The district will continue professional development for certificated and classified staff on restorative justice, cultural responsiveness, and other wellness practices and systems the district considers "foundational".
- **Foundational Literacy Instruction:** As noted above, SMFCSD continues to see unacceptably low reading achievement by specific groups of students on both state and local assessments. The district will continue its support for structured foundational literacy instruction (professional learning, ToSAs), anticipating as these students master these skills and promote to higher grades, 3rd-8th grade performance will rapidly improve. In addition, the district will expand its literacy intervention work with all schools through implementation of programs after school for targeted students. Also, the district will continue its intensive monitoring and support for high EL-count schools and their families in the use of the at-home literacy resource called Footsteps2Brilliance.
- **Integrated and Designated English Language Development (ELD) Instruction:** The performance of English Learners and particularly Long-Term English Learners remains too low and is not accelerating quickly enough. This performance led staff to evaluate the effectiveness of its English Learner strategies, and in particular its use of Title 3 dollars to support middle school ELD strategies. For 2026-27, the district will no longer invest in additional para-educators and reduced class size in middle school ELD classes, and instead invest Title 3 dollars in direct support to ELD teachers through classroom coaching and curriculum implementation. The district will also continue its professional development and coaching strategies for high quality Integrated ELD, targeting elementary schools with high English Learner enrollment. In addition, the district will expand its literacy intervention work in these schools through implementation of programs after school for targeted students.
- **Math Instruction:** As noted above, the district must also address the low mathematics achievement by specific groups of students on state assessments. As noted in the Goal 1 Annual Review, the district adopted a new elementary math curriculum this spring; its implementation is expected to have a significant impact on student performance. With the implementation of this Amplify math curriculum, there will be a significant increase in math professional development, through increased summer PD and school year grade level planning sessions. In addition, the district will strengthen its math intervention work in targeted schools through implementation of programs after school for identified students.
- **Multi-Tiered Systems of Support (MTSS):** At the core of the District's effort to accelerate the academic performance and wellness of key groups of students is the continuing need to strengthen its MTSS systems. Strengthening tier one and tier two practices is critical. Core (tier one) literacy instruction needs improvement to then have effective targeted (tier two) and intensive (tier three) interventions. In 2026-27, the district will continue to focus on strengthening school MTSS practices, such as the Student Study Team and referral processes, and commit additional resources for staffing and professional learning to support improvements next year.

Note on the Learning Recovery Emergency Block Grant (LREBG) : SMFCSD has no unexpended LREBG funds for this year..

Reflections: Technical Assistance

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

SMFCSD qualified for the state's Differentiated Assistance program in both 2024 and 2025. In 2024, it was for the performance and engagement of one student group: Long-Term English Learners (LTELs), due to the group's Fall 2024 CA Dashboard low academic performance in literacy and math and its increased suspension rate. In 2025, it was for the performance and engagement of one student group: Native Hawaiian/Pacific Islander students (NH/PI), due to the group's Fall 2025 CA Dashboard low academic performance in literacy and math and its increased chronic absenteeism rate. SMFCSD is receiving technical assistance to improve the performance of these two groups from the San Mateo County Office of Education.

In this 2026-27 LCAP, in the three following "Goals and Actions" sections, the district identifies the specific actions that are being implemented to address the performance of LTEL and NH/PI students.

- For example, the descriptions of Goal 1 Actions 1.1 and 1.2 identify that the district's implementation of its literacy curriculum and professional development will support these students--who have disproportionately lower reading performance--to accelerate their literacy development.
- In another example, the descriptions of Goal 1, Actions 1.13 and 1.15 identify that the district's support for innovative math instruction will support LTEL and NH/PI students--who have disproportionately lower math performance--to accelerate their math skill development.
- Finally, the descriptions of Goal 3, Actions 3.2 and 3.3 identify that the district's counseling staffing and professional learning and coaching supports for Restorative Justice will help LTEL and NH/PI students who have a disproportionately higher rate of suspension (LTELs) and higher rate of chronic absenteeism (NH/PI) by addressing their social-emotional needs and helping them to feel safe, supported, and engaged in school.

These actions outlined in the "Goals and Actions" sections to support Long-Term English Learner and Native Hawaiian/Pacific Islander students are focused in two ways.

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

One additional summary point: it is critical that school and district leaders monitor the impact of LCAP actions by specifically attending to their impact on these two student groups. The district is improving its data tools and reports to ensure that analysis of all district measures includes LTEL and NH/PI students. The district has been implementing data platforms, which enable sites to monitor on a daily basis how

these two student groups are performing on achievement and wellness measures that are reported together. Teacher data inquiry teams and site care teams can more quickly access information on LTEL and NH/PI students that brings different indicators together (e.g. literacy assessment data alongside chronic absenteeism data), which enables them to more effectively diagnose needs and provide supports.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable: SMFCSD has no schools in CSI for 2026-27.

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, Principals, Administrators, Other School Personnel, Local Bargaining Units, Parents, Students: Strategic Vision and Plan Engagements	In September 2025, the district launched a two-year process of engaging with students, families, community partners, staff, and administrators to develop a new strategic vision and five-year plan. This work has involved several different kinds of engagement to identify needed improvements, to solicit feedback, and to collect input on a new district vision and recommended strategic actions going forward: 1. three large, district-wide stakeholder meetings averaging 200 participants; 2. two surveys of students, families, staff, and administrators with approximately 2300 respondents (see following); 3. four family engagements in specific areas of the district for extended family feedback; 4. two trips to visit model schools in Sacramento and Lindsay CA for students, families and staff; 5. two trips to visit model schools in the Bay Area for students; 6. three middle school student focus groups; 7. an "Imagine School Project" where 200 students submitted designs for innovative schools; 8. four teacher listening sessions with over 550 participants (including bargaining unit representatives); 9. one classified staff listening session with xx participants; and 10. nine meetings of the District Advisory Design Team with a combined 50 students, families, community partners, staff, and administrators. These engagements provided critical information for the 2025-26 LCAP review and for the 2026-27 LCAP planning. On May 22, 2026, the District sent to all families, staff, teachers, school and district administrators its written response to the feedback and suggestions received through these engagements.

Educational Partner(s)	Process for Engagement
Teachers, Principals, Administrators, Other School Personnel, Local Bargaining Units, Parents, Students: District Advisory Design Team	As noted above, the district formed a District Advisory Design Team composed of 50 students, families, community partners, staff (including bargaining unit representatives), and administrators. In nine meetings this year, it has been the responsibility of this group to analyze all the feedback and input on the district's current actions provided by the engagements described above, to distill this into a set of priorities, to recommend a new district vision, and to draft an initial set of recommended actions for the district's next five-year strategic plan and the 2026-27 LCAP.
Teachers, Principals, Administrators, Other School Personnel, Local Bargaining Units, Parents, Students: Strategic Vision and Plan Surveys	As noted above, the district surveyed students, families, staff, and administrators with approximately 2300 respondents to identify needed improvements, to solicit feedback, and to collect input on a new district vision and recommended strategic actions going forward. This survey data filled in and expanded on the feedback and input used by the District Advisory Team to make its recommendations for the district's next five-year strategic plan and the 2026-27 LCAP.
Parents, Teachers, Principals, Administrators: District English Language Advisory Committee LCAP Engagement Meetings	At the November 13, 2025, families, teachers and administrators on the DELAC reviewed the 2025-26 LCAP, focusing on key actions and funding sources and providing feedback particularly on actions impacting English Learners. At the March 19, 2026 meeting, the group reviewed 2025-26 LCAP actions and provided input on what actions should be continued and what should be adjusted. At the May 21, 2026 meeting, the District shared its written response to the feedback and suggestions and presented the 2026-27 LCAP for their review. The DELAC gave final input and approved the 2026-27 LCAP.
Parents, Teachers, Principals, Administrators: Special Education District Advisory Committee's LCAP Engagement Meeting	At the April 14, 2026, families, teachers and administrators on the SEDAC reviewed 2025-26 LCAP actions and provided input on what actions should be continued and what should be adjusted in the 2026-27 LCAP.
Students: "Empowering Student Voices" Superintendent's Student Council	The Superintendent convened a group of student leaders monthly to listen, to get feedback on district actions, and to hear recommendations for priorities and adjustments going forward. Rather than engage students through the DAC/DELAC (see following), this student group functioned to meet the district's obligation to engage students about the LCAP. In meetings through the year, students reflected on the Strategic Plan and 2025-26 LCAP

Educational Partner(s)	Process for Engagement
	actions and gave suggestions for improvement that were incorporated into the 2026-27 LCAP planning. At the June meeting, the District shared its written response to this feedback and these suggestions and presented the 2026-27 LCAP for their review.
Parents, Teachers, Principals, Administrators: Monthly Board Study Sessions	The SMFCSD Board of Trustees held monthly study sessions for extended feedback and input on a single priority of the Strategic Plan/LCAP (e.g., Foundational Literacy, Mathematics, Community Schools, School Climate, Special Education). Each two-hour session included a staff update on the actions implemented for each priority; questions and comments from families, community, teachers, staff about those actions; and Board discussion.
Teachers, Principals, Administrators, Other School Personnel, Local Bargaining Units, Parents: Board Community Workshops	The SMFCSD Board of Trustees also held four community workshops at school sites, focused on Strategic Plan/LCAP priorities and how they are being implemented at schools. Two Board members and staff facilitated the meetings, which enabled more in-depth discussion with families, community, teachers, and staff--outside the formal constraints of Board meetings. These sessions provided more substantive feedback and input on the Strategic Plan/LCAP actions.
Teachers, Principals, Administrators, Other School Personnel, Local Bargaining Units, Parents, Students: 1st Cohort Community Schools implementation meetings at five schools (LEAD, Sunnybrae, Fiesta Gardens, Laurel, and San Mateo Park)	In implementing the Community Schools state planning grants, the district collaborated monthly with each school's Site-based Community School Steering Committee, which includes leaders from all school stakeholder groups--families, community, teachers, and staff, including school bargaining unit leads. These educational partners provided in-depth feedback on the particular needs of each school community and on the effectiveness of the strategic actions by the school (in their SPSAs) and by the district (in the Strategic Plan/LCAP).
Teachers, Principals, Administrators, Other School Personnel, Local Bargaining Units, Parents, Students: Equity Task Force	Each month the Equity Task Force (composed of parents, community members, teachers, classified staff, school administrators, and two Board members) met to hear updates on the implementation efforts of key task force groups and district departments. These updates focused on Strategic Plan/LCAP priorities and actions, and Task Force feedback was used for the 2025-26 LCAP review and for the 2026-27 LCAP planning.
Teachers, Principals, Administrators, Other School Personnel, Local Bargaining Units, Parents, Students: Sanctuary Task Force	Each month the Sanctuary Task Force (composed of parents, community members, teachers, classified staff, and administrators)

Educational Partner(s)	Process for Engagement
	met to work on district and school procedures and activities that would support Newcomer students and their families. This work surfaced successes and challenges in meeting the learning and wellness needs of Newcomers, which served as important feedback on LCAP actions related to Newcomers specifically and to English Learners and students from economically struggling families more generally.
Teachers, Principals, Administrators, Other School Personnel, Local Bargaining Units: LCAP-funded ToSA and Counselor Survey	In April 2026, the district distributed separate surveys to three educational partner groups--the teachers on special assignment and counselors implementing strategic actions funded in the 2025-26 LCAP; the certificated staff supported by those actions; and the site administrators who oversee those actions. The surveys asked respondents to reply to questions about the implementation, impact and effectiveness of these actions--as a way to get feedback on the 2025-26 LCAP and to give input on the 2026-27 LCAP. On May 22, 2026, the District sent to all staff its written response to the feedback and suggestions received through this survey.
Students, Teachers, Principals, Administrators, Other School Personnel, Local Bargaining Units: Equity Surveys	In May 2025, the district distributed surveys to two educational partner groups--middle school students and certificated staff. The surveys asked respondents to reply to questions about equity, such as their experiences with different cultural groups; their opportunities to learn and discuss cultural issues; and their sense of being valued as a member of their school or professional community. These survey items were designed to collect feedback on the implementation, impact and effectiveness of district and site equity-focused actions--as a way to get feedback on the 2025-26 LCAP and to give input on the 2026-27 LCAP.
Student, Parents, Teachers, Principals, Administrators: Middle School Math Pathways Committee Engagements and Survey	The district formed a committee of students, parents, teachers, site and district leaders to review the district's math strategies, collect and analyze feedback on the middle school math pathways specifically, and to make recommendations to the superintendent and Board. The committee met six times over the course of the year, including holding two community listening sessions, and surveyed middle school students, teachers, and families. The work of this committee provided important feedback on the district's math strategies generally and the middle school math pathways, as documented in the 2025-26 LCAP. It also provided input that was incorporated into the 2026-27 LCAP. On May 22, 2026, the District sent to all students, families, staff,

Educational Partner(s)	Process for Engagement
	teachers, school and district administrators its written response to the feedback and suggestions received through the work of this committee.
San Mateo County Special Education Local Plan Area (SELPA)	The district also consulted with the San Mateo County Special Education Local Plan Area (SELPA) for feedback on the 2025-26 LCAP, in three meetings held on February 27, March 27, and April 24, 2026. The consultations focused on incorporating data from the Annual Determination letter in the LCAP process; reviewing disproportionality data and identifying areas of improvement; and developing strategies to reduce over-identification through effective pre-referral interventions.
Teachers, Principals, Administrators, Other School Personnel, Local Bargaining Units, Parents: Regular Board Sessions on May 22 and June 26, 2025	The Board of Trustees conducted a public hearing and discussion of the 2026-27 LCAP at its regular meeting on May 28, 2026. The Board then approved the 2026-27 LCAP at its regular meeting on June 25, 2026.

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

Based on the educational partner feedback from the meetings and surveys described above, the District has prioritized the following issues to address in the 2026-27 LCAP:

--Wellness and safety on campus: Families and staff continue to see the social-emotional challenges that students are bringing to campus, are excited about the ToSA and other wellness supports, particularly at the middle schools, and want the district to maintain if not grow these supports. Survey and meeting feedback was strongly in favor of continuing the strategic priority in this area, particularly restorative practices and support for LGBTQ+ students and families. Partners noted that the progress evident in the CHKS survey data, especially at the middle schools, suggests continued investment is necessary. In the family engagements, parents of elementary students wanted to see the restorative justice work expanded to more elementary schools as soon as possible. Families of Special Education students were also wanted to see more teacher professional development in "neuro-diverse affirming" practices to complement the behavioral practices currently being taught. In engagements, district staff shared how 2026-27 planned budget cuts in these areas would have limited impact on site resources as central positions were reduced and formerly central staff would be placed in vacancies at sites.

--Counseling, mental health clinician, BCBA, and social work supports: Related to the above feedback, families and staff called out the continued need for the expanded staffing for mental and social-emotional support. Parents also noted that, from their point of view, some schools had more students with need, and they recommended that supports should be greater at these schools. Teachers, who have experienced the increased staffing support, provided feedback on how these staff could have their roles and responsibilities implemented more effectively. As noted above, district staff shared how 2026-27 planned budget cuts in these areas would have limited impact on site resources as central positions were reduced and formerly central staff would be placed in vacancies at sites. In addition, 2026-27 planned

actions would take the same "equity" approach where schools with the greatest social-emotional need for support would have additional resources assigned to them.

--Multilingual and culturally responsive curriculum and practices: Educational partners recommended the implementation of more academic supports for English Learners and Long-Term English Learners and expanded implementation of culturally responsive curriculum and instructional practices, to help students particularly from key student groups to engage and accelerate their learning. Teachers and families were also strongly supportive of actions to continue to increase the diversity of district teachers and support staff. In engagements, district staff shared how 2026-27 planned actions would include improved supports for ELD instruction, continued implementation of instructional practices that supported student voice and agency (e.g., project-based learning), and expanded classroom and library culturally responsive materials.

--Literacy instruction: Families shared that they remain pleased with the district's implementation of foundational literacy strategies. Teachers gave strong endorsement to the district's work on foundational literacy, and they provided important feedback about the effectiveness of this implementation and adjustments that should be made. Teachers agreed with the focus on the primary grades, but many continued to express concern that there should be additional actions to support literacy development of older students who were behind. In engagements, district staff shared how 2026-27 planned actions would include continued support for primary foundational literacy and a focus on 3rd-5th grade language and literacy curriculum and interventions through the district's collaboration with Leading Educators.

--Academic intervention: Partners were pleased about the expanding after-school and inter-session intervention programs, but remained concerned that these intervention efforts were not reaching enough students, that the needs were much greater than the strategies addressing them. In engagements, district staff shared how 2026-27 planned actions would include, as noted above, a focus on language and literacy interventions for elementary schools and increased supports for middle school LTELs.

--Inclusion actions: As noted above, families of Special Education students wanted to see more teacher professional development in "neuro-diverse affirming" practices to complement the behavioral practices currently being taught. In addition, different educational partners encouraged the district to continue and expand its work with schools implementing inclusion practices. In engagements, district staff shared how 2026-27 planned actions would support sites' work in implementing inclusion practices and identify resources that could provide teacher professional development in "neuro-diverse affirming" practices.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This Strategic Plan goal emerged from extensive engagement with the district's educational partners and Board of Trustees, as described in the "Engaging Educational Partners" section of the LCAP. The consensus from these engagements was that the district needed to move forward with most actions (exceptions noted below), as the district adjusts to reductions in state funding and also works next year to develop its next 5-year Strategic Plan. Also, given the significant gaps in student academic performance, the consensus of the Strategic Planning group was that the many actions targeting these academic gaps should continue to be consolidated in a single Achievement goal, to build shared understanding and consistent implementation.

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

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

Several actions in this Goal One (1.1, 1.2, 1.3, 1.4, 1.5, 1.9, 1.12, 1.13, 1.15, 1.17, 1.18, 1.23) address the requirement to include one or more specific "Directed Actions" within the LCAP that address the Red Dashboard Indicators and improve school and student performance. PLEASE USE THE LINK PROVIDED HERE (<https://drive.google.com/file/d/1ol1TnPs40JDfJnZjt4H-HexPgQ2e6RKh/view?usp=sharing>) OR THE ADDENDUM AT THE END OF THE LCAP to access PDF charts that show which SMFCSD schools and student groups were identified in Fall 2023 as performing "red" for specific 2023 Dashboard indicators. The charts show, for each identified school and student group, the specific directed LCAP actions that SMFCSD will implement to address these indicators and improve school and student group performance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP LITERACY (3-8th) Percent Met/Exceeded Standard (for the group)	<p>Spring 2023 Administration</p> <p>All Students: 56%</p> <p>Socioeconomically Disadvantaged: 22%</p> <p>English Learners: 8%</p> <p>LTEs: 6%</p> <p>Students with Disabilities: 18%</p> <p>Hispanic/Latinx: 25%</p> <p>Native Hawaiian/Pacific Islander: 29%</p> <p>Homeless: 9%</p> <p>Foster Youth (not statistically significant at the time)</p>	<p>Spring 2024 Administration</p> <p>All Students: 55%</p> <p>Socioeconomically Disadvantaged: 31%</p> <p>English Learners: 8%</p> <p>LTEs: 3%</p> <p>Students with Disabilities: 17%</p> <p>Hispanic/Latinx: 25%</p> <p>Native Hawaiian/Pacific Islander: 28%</p> <p>Homeless: 13%</p> <p>Foster Youth (not statistically significant at the time)</p>	<p>Spring 2025 Administration</p> <p>All Students: 53%</p> <p>Socioeconomically Disadvantaged: 26%</p> <p>English Learners: 7%</p> <p>LTEs: 3%</p> <p>Students with Disabilities: 15%</p> <p>Hispanic/Latinx: 24%</p> <p>Native Hawaiian/Pacific Islander: 27%</p> <p>Homeless: 11%</p> <p>Foster Youth (not statistically significant at the time)</p>	<p>Spring 2026 Administration</p> <p>All Students: 71% (5 points per year from Baseline)</p> <p>Socioeconomically Disadvantaged: 52% (10 points per year from Baseline)</p> <p>English Learners: 38% (10 points per year from Baseline)</p> <p>LTEs: 36% (10 points per year from Baseline)</p> <p>Students with Disabilities: 48% (10 points per year from Baseline)</p> <p>Hispanic/Latinx: 55% (10 points per year from Baseline)</p>	<p>Difference from Baseline</p> <p>All Students: -3 point</p> <p>Socioeconomically Disadvantaged: +4 points</p> <p>English Learners: -1 points</p> <p>LTEs: -3 points</p> <p>Students with Disabilities: -3 point</p> <p>Hispanic/Latinx: -1 points</p> <p>Native Hawaiian/Pacific Islander: -2 points</p> <p>Homeless: +2 points</p> <p>Foster Youth (not statistically significant at the time)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Native Hawaiian/Pacific Islander: 59% (10 points per year from Baseline) Homeless: 39% (10 points per year from Baseline) Foster Youth (not statistically significant at this time)	
1.2	CAASPP MATH (3-8th) Percent Met/Exceeded Standard (for the group)	Spring 2023 Administration All Students: 51% Socioeconomically Disadvantaged: 18% English Learners: 11% LTELs: 3% Students with Disabilities: 18% Hispanic/Latinx: 20% Native Hawaiian/Pacific Islander: 18% Homeless: 6%	Spring 2024 Administration All Students: 51% Socioeconomically Disadvantaged: 26% English Learners: 11% LTELs: 1% Students with Disabilities: 15% Hispanic/Latinx: 20% Native Hawaiian/Pacific Islander: 18%	Spring 2025 Administration All Students: 50% Socioeconomically Disadvantaged: 22% English Learners: 10% LTELs: 2% Students with Disabilities: 14% Hispanic/Latinx: 18% Native Hawaiian/Pacific Islander: 16%	Spring 2026 Administration All Students: 66% (5 points per year from Baseline) Socioeconomically Disadvantaged: 48% (10 points per year from Baseline) English Learners: 41% (10 points per year from Baseline) LTELs: 33% (10 points per year from Baseline)	Difference from Baseline All Students: -1 points Socioeconomically Disadvantaged: +4 points English Learners: -1 points LTELs: -1 points Students with Disabilities: -4 point Hispanic/Latinx: -2 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth (not statistically significant at the time)	Homeless: 12% Foster Youth (not statistically significant at the time)	Homeless: 11% Foster Youth (not statistically significant at the time)	Students with Disabilities: 48% (10 points per year from Baseline) Hispanic/Latinx: 50% (10 points per year from Baseline) Native Hawaiian/Pacific Islander: 48% (10 points per year from Baseline) Homeless: 36% (10 points per year from Baseline) Foster Youth (not statistically significant at the time)	Native Hawaiian/Pacific Islander: -2 points Homeless: +5 points Foster Youth (not statistically significant at the time)
1.3	English Learner Progress Percent K-8 ELs making progress toward English language proficiency on the ELPAC Progress = progressed at least one ELPI level or maintained ELPI level 4	2023 Fall CDE Dashboard 45% ELs making progress toward English language proficiency on the ELPAC	2024 Fall CDE Dashboard 48% ELs making progress toward English language proficiency on the ELPAC	2025 Fall CDE Dashboard 44% ELs making progress toward English language proficiency on the ELPAC	2026 Fall CDE Dashboard 75% ELs making progress toward English language proficiency on the ELPAC (5 points per year from Baseline)	Difference from Baseline -1 points ELs making progress toward English language proficiency on the ELPAC
1.4	PAF Interim Assessment	2023-24 3rd Interim	2024-25 3rd Interim	2025-26 3rd Interim	2026-27	Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	K-2nd: Percent of Each Grade Level meeting grade level benchmark (at 3rd Interim)	K: 86% 1st: 75% 2nd: 59%	K: 86% 1st: 76% 2nd: 71%	K: 83% 1st: 83% 2nd: 68%	K-2nd: 80% meeting grade level benchmark (at 3rd Interim)	K: -3 points 1st: +8 point 2nd: +9 points
1.5	PAF Interim Assessment K-2nd: Percent of Key Student Groups meeting grade level benchmark (at 3rd Interim)	2023-24 at 3rd Interim All Students: 68% Socioeconomically Disadvantaged: 63% English Learners: 54% Students with IEPs: 46% Hispanic/Latinx: 52% Native Hawaiian/Pacific Islander: 41% Homeless: 25%	2024-25 at 3rd Interim All Students: 77% Socioeconomically Disadvantaged: 60% English Learners: 57% Students with IEPs: 54% Hispanic/Latinx: 57% Native Hawaiian/Pacific Islander: 68% Homeless: 51%	2025-26 at 3rd Interim All Students: 79% Socioeconomically Disadvantaged: 65% English Learners: 61% Students with IEPs: 55% Hispanic/Latinx: 63% Native Hawaiian/Pacific Islander: 78% Homeless: 63%	2026-27 K-2: 80% percent of each Student Groups meeting grade level benchmark (at end of year)	Difference from Baseline All Students: +11 points Socioeconomically Disadvantaged: +2 points English Learners: + 7 points Students with IEPs: +9 points Hispanic/Latinx: +11 points Native Hawaiian/Pacific Islander: +37 points Homeless: +38 points
1.6	NWEA MAP Growth Reading Interim Assessment (New starting Fall 2024) 3rd-8th: Percent of each Grade Level meeting grade level benchmark (at end of year)	2023-24 End of the Year, using previous Reading Inventory interim assessment (Lexile level only) 3rd: 55.15% 4th: 66.04% 5th: 67.16% 6th: 60.37% 7th: 60.84% 8th: 70.74%	2024-25 End of the Year, using new NWEA MAP Growth Reading Interim Assessment 3rd: 44.1% 4th: 52.6% 5th: 51.1% 6th: 57% 7th: 56.8% 8th: 55.2%	2025-26 End of the Year, NWEA MAP Growth Reading Interim Assessment 3rd: 52.7% 4th: 51.1% 5th: 52.6% 6th: 56.9% 7th: 59.7% 8th: 58.6%	2026-27 End of the Year NOTE: Baseline year for NWEA is 2024-25. 3rd: 54% (5 points per year from Baseline) 4th: 63% (5 points per year from Baseline)	Difference from Baseline NOTE: Baseline year for NWEA is 2024-25. 3rd: +8.6 points 4th: -1.5 points 5th: +1.5 points 6th: -0.1 points 7th: +2.9 points 8th: +3.4 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					5th: 61% (5 points per year from Baseline) 6th: 67% (5 points per year from Baseline) 7th: 67% (5 points per year from Baseline) 8th: 65% (5 points per year from Baseline)	
1.7	NWEA MAP Growth Reading Interim Assessment (New starting Fall 2024) 3rd-8th: Percent of Key Student Groups meeting grade level benchmark (at end of year)	2023-24 End of the Year, using previous Reading Inventory interim assessment (Lexile level only) Socioeconomically Disadvantaged: 46.76% English Learners: 12.80% LTELs: 15.36% Students with IEPs: 24.58% Hispanic/Latinx: 34.54% Homeless: 36.35%	2024-25 End of the Year, using new NWEA MAP Growth Reading Interim Assessment Socioeconomically Disadvantaged: 27.3% English Learners: 7.4% LTELs: 6% Students with IEPs: 17.6% Hispanic/Latinx: 25.1% Native Hawaiian/Pacific Islander: 24% Homeless: 16.5%	2025-26 End of the Year, NWEA MAP Growth Reading Interim Assessment Socioeconomically Disadvantaged: 28.7% English Learners: 6.3% LTELs: 5.6% Students with IEPs: 23.5% Hispanic/Latinx: 26.1% Native Hawaiian/Pacific Islander: 27.1% Homeless: 18.1%	2026-27 End of the Year NOTE: Baseline year for NWEA is 2024-25. Socioeconomically Disadvantaged: 47% (10 points per year from Baseline) English Learners: 27% (10 points per year from Baseline) LTELs: 26% (10 points per year from Baseline)	Difference from Baseline NOTE: Baseline year for NWEA is 2024-25. Socioeconomically Disadvantaged: +1.4 points English Learners: -1.1 points LTELs: -0.4 points Students with IEPs: +5.9 points Hispanic/Latinx: +1.0 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>Students with IEPs: 38% (10 points per year from Baseline)</p> <p>Hispanic/Latinx: 45% (10 points per year from Baseline)</p> <p>Native Hawaiian/Pacific Islander: 44% (10 points per year from Baseline)</p> <p>Homeless: 37% (10 points per year from Baseline)</p>	Homeless: +1.6 points
1.8	Mathematics Interim Assessments	2023-24 Mid-Year	2024-25 Mid-Year	2025-26 Mid-Year	2026-27 Mid-Year	Difference from Baseline
	K-5th: Percent of each Grade meeting grade level benchmark (Mid-Year)	K: 93% 1st: 81% 2nd: 79% 3rd: 79% 4th: 82% 5th: 59%	K: 82% 1st: 87% 2nd: 85% 3rd: 71% 4th: 65% 5th: 72%	K: 81% 1st: 79% 2nd: 77% 3rd: 52% 4th: 69% 5th: 69%	K: 80% 1st: 80% 2nd: 80% 3rd: 80% 4th: 80% 5th: 80%	K: -12 points 1st: -2 points 2nd: -2 points 3rd: -27 points 4th: -13 points 5th: +10 points
	K-5th: Percent of Key Student Groups meeting grade level benchmark (Mid-Year)	Overall: 78% Socioeconomically Disadvantaged: 63% English Learners: 59% Students with IEPs: 57% Hispanic/Latinx: 62%	Overall: 76% Socioeconomically Disadvantaged: 59% English Learners: 55% Students with IEPs: 54%	Overall: 71% Socioeconomically Disadvantaged: 59% English Learners: 55% Students with IEPs: 59%	Overall: 80% Socioeconomically Disadvantaged: 80% English Learners: 80% Students with IEPs: 80%	Overall: -7 points Socioeconomically Disadvantaged: -4 points English Learners: -4 points Students with IEPs: +2 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Native Hawaiian/Pacific Islander: 65% Homeless: 50%	Hispanic/Latinx: 57% Native Hawaiian/Pacific Islander: 70% Homeless: 49%	Hispanic/Latinx: 58% Native Hawaiian/Pacific Islander: 67% Homeless: 48%	Hispanic/Latinx: 80% Native Hawaiian/Pacific Islander: 80% Homeless: 80%	Hispanic/Latinx: -4 points Native Hawaiian/Pacific Islander: +2 Homeless: -2 point
1.9	Mathematics Interim Assessments	2023-24 Mid-Year	2024-25 Mid-Year	2025-26 Mid-Year	2026-27 Mid-Year	Difference from Baseline
	6th-8th: Percent of each Grade Level meeting grade level benchmark (Mid-Year)	6th grade: 75% 7th grade: 87% 8th grade: 81%	6th grade: 81% 7th grade: 74% 8th grade: 94%	6th grade: 82% 7th grade: 80% 8th grade: 80%	6th grade: 80% 7th grade: 80% 8th grade: 80%	6th grade: +7 points 7th grade: -7 points 8th grade: -1 points
	6th-8th: Percent of each Key Student Group meeting grade level benchmark (Mid-Year)	Overall: 80% Socioeconomically Disadvantaged: 66% English Learners: 48% Long Term English Learners: 47% Students with IEPs: 63% Hispanic/Latinx: 66% Native Hawaiian/Pacific Islander: 61% Homeless: 60%	Overall: 82% Socioeconomically Disadvantaged: 64% English Learners: 44% Long Term English Learners: 43% Students with IEPs: 63% Hispanic/Latinx: 61% Native Hawaiian/Pacific Islander: 66% Homeless: 49%	Overall: 79% Socioeconomically Disadvantaged: 61% English Learners: 38% Long Term English Learners: 36% Students with IEPs: 56% Hispanic/Latinx: 58% Native Hawaiian/Pacific Islander: 75% Homeless: 51%	Overall: 80% Socioeconomically Disadvantaged: 80% English Learners: 80% Long Term English Learners: 80% Students with IEPs: 80% Hispanic/Latinx: 80% Native Hawaiian/Pacific Islander: 80% Homeless: 80%	Socioeconomically Disadvantaged: -5 points English Learners: -10 points Long Term English Learners: -11 points Students with IEPs: -7 points Hispanic/Latinx: -8 points Native Hawaiian/Pacific Islander: +14 points Homeless: -9 points
1.10	Algebra 1 Enrollment	2023-24	2024-25	2025-26	2026-27	Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1. Percent of 8th graders enrolled in Algebra 2. Percent of 8th grade Latinx students enrolled in Algebra	1. 26% of 8th graders enrolled in Algebra 1 2. 12% of 8th grade Latinx students enrolled in Algebra 1	1. 35% of 8th graders enrolled in Algebra 1 2. 15% of 8th grade Latinx students enrolled in Algebra 1	1. 36% of 8th graders enrolled in Algebra 1 2. 11% of 8th grade Latinx students enrolled in Algebra 1	1. 45% of 8th graders enrolled in Algebra 1 3. 35% of 8th grade Latinx students enrolled in Algebra 1	1. +19 points of 8th graders enrolled in Algebra 1 3. +23 points of 8th grade Latinx students enrolled in Algebra 1
1.11	RECLASSIFICATION Rate (K-8) Overall Reclassification rate	2022-23 End of Year (June 15, 2022 to June 14, 2023) Percentage Reclassifying each Year Overall: 15%	2023-24 End of Year (June 15, 2023 to June 14, 2024) Percentage Reclassifying each Year Overall: 14%	2024-25 End of Year (June 15, 2024 to June 14, 2025) Percentage Reclassifying each Year Overall: 16%	2025-26 End of Year (June 15, 2025 to June 14, 2026) Percentage Reclassifying each Year Overall: 12.1% (5 points per year from baseline)	Difference from Baseline -2.9 point Reclassifying each Year Overall
1.12	LTEL ENROLLMENT in Middle School % of LTELs enrolled, as part of the Total MS enrollment, at end of year (after June reclassification)	2023-24 End of Year (after June reclassification) 7.3% of LTELs enrolled, as part of the Total MS enrollment	2024-25 End of Year (after June reclassification) 10% of LTELs enrolled, as part of the Total MS enrollment	2025-26 End of Year (after June reclassification) 8.5% of LTELs enrolled, as part of the Total MS enrollment	2026-27 End of Year (after June reclassification) 4.3% of LTELs enrolled, as part of the Total MS enrollment (1 point less per year from baseline)	Difference from Baseline 1.2 points increase in the percentage of LTELs enrolled, as part of the Total MS enrollment
1.13	CAASPP Science Test 3rd-8th Percent Met/Exceeded Standard (for the group)	Spring 2023 Administration All Students: 45% 5th: 46% 8th: 44%	Spring 2024 Administration All Students: 45% 5th: 43% 8th: 48%	Spring 2025 Administration All Students: 42% 5th: 43% 8th: 42%	Spring 2026 Administration All Students: 61% 5th: 61% 8th: 59%	Difference from Baseline All Students: -3 points 5th: -3 points 8th: -2 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Note: This metric is also used to monitor specifically the LREBG-funded STEM actions in Action 1.19.	Socioeconomically Disadvantaged: 15% English Learners: 3% LTELs: 0% Students with Disabilities: 13% Hispanic/Latinx: 16% Native Hawaiian/Pacific Islander: 15% Homeless: 9%	Socioeconomically Disadvantaged: 20% English Learners: 2% LTELs: 0% Students with Disabilities: 12% Hispanic/Latinx: 15% Native Hawaiian/Pacific Islander: 18% Homeless: 7%	Socioeconomically Disadvantaged: 18% English Learners: 2% LTELs: 0% Students with Disabilities: 13% Hispanic/Latinx: 16% Native Hawaiian/Pacific Islander: 6% Homeless: 6%	(5 points per year from Baseline) Socioeconomically Disadvantaged: 44% (10 points per year from Baseline) English Learners: 32% (10 points per year from Baseline) LTELs: 30% (10 points per year from Baseline) Students with Disabilities: 38% (10 points per year from Baseline) Hispanic/Latinx: 49% (10 points per year from Baseline) Native Hawaiian/Pacific Islander: 45% (10 points per year from Baseline) Homeless: 43% (10 points per year from Baseline)	Socioeconomically Disadvantaged: +3 points English Learners: -1 point LTELs: 0 points Students with Disabilities: 0 point Hispanic/Latinx: 0 point Native Hawaiian/Pacific Islander: -9 points Homeless: -3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Student Access to standards-aligned instructional materials Percent of students with access to their own copies of standards-aligned instructional materials for use at school and at home	2023-24 100% of students had access	2024-25 100% of students had access	2025-26 100% of students had access	2026-27 100% of students had access	Difference from Baseline No change

Goal Analysis [2025-26]

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

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

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

1.1 Implemented as planned: PAF is implemented in Grades K-2 in our general education classrooms & Aprendo Leyendo at Fiesta Gardens Dual Immersion School. This program supplements our core program to ensure all students receive strong foundational literacy instruction with a research-based curriculum. For 3rd - 5th grade, the implementation of a foundational literacy intervention curriculum called Phonics for Reading, continued.

1.2 Implemented as planned: Sessions of teacher PD for foundational literacy were implemented in August and September for approximately 50 new teachers and staff supporting the foundational literacy program and another 45 teachers and staff new to the K-3 grade levels. In addition, approximately 55 new and returning teachers received PD in the Benchmark curriculum and LETRS training through SMCOE. Additionally, foundational literacy PD was provided through coaching and grade level meetings by site Language & Literacy ToSAs, in collaboration with the Multilingual Services team.

1.3 Implemented as planned: 21 assigned L&L ToSAs supporting literacy in grades K-3. 11 para educators employed at select sites to provide additional support. 4 Multilingual ToSAs (of 5 planned) supported instruction for multilingual (EL) students in grades K-5. Title 1 schools and schools with a higher percent of struggling readers had additional ToSAs assigned.

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

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

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

1.7 Implemented as planned: The new ELD pathways continue to be implemented at all the middle school: ELD 1, ELD 2, ELD 3, ELD 4. Sites employed additional para-educators to provide support to newcomer students and ELs still at early stages of English language development. ELD Teacher professional development has been provided to all ELD teachers at the middle school level in Summer 2025, Fall 2025 and Winter 2026 to support the implementation of the new ELD curriculum and pathways. Two Multilingual Learner Tosas were assigned to the middle school to support teacher professional development and ongoing coaching cycles with the ELD teachers. Tosas meet with the ELD teacher on a regular basis to reflect on instructional practices.

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

1.9 Implemented as planned: 71 professional development sessions have been provided to K-8 teachers since August 2025 to May 2026. New teachers were provided with an introduction to the ELD signature strategies in August 2025. All K-5 teachers received professional development on the designated ELD elements during the three district professional development days (Fall/Winter/Spring). Multilingual Tosas provided professional development to Title 1 schools during several staff meeting dates, which included designated ELD and integrated ELD strategies. Additionally, 46 coaching cycles have been completed by the Multilingual Learner Tosas in support of K-5 teachers.

1.10 Implemented as planned: K-2 assessment is fully in place. We continue to assess students in K-2 using the curriculum embedded assessments 4x per year with an average completion rate of 96%. 3-8th grade teachers were provided with NWEA PD in the summer and attended 3 more PD sessions during staff meetings. The district assessment calendar was implemented, with an average assessment completion of 96%. District interim assessment reports were improved through the use of Tableau dashboards. Middle school teachers are planning to pilot a district interim writing assessment; the assessments are still in development.

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

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

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

1.13 Implemented as planned: August sessions were focused primarily on newly hired 4-8 teachers. Additionally, the TK-5 Math Adoption Committee of 40 teachers, met and received PD in summer 2025 focused on the new CA Math Framework to inform their practice and decisions regarding a new math materials adoption coming in 2026-27. The elementary math adoption committee met throughout the year to receive PD from the publishers and ToSAs to support implementation of the piloting programs. Middle School teachers engaged in the same days of PD focused on "sense of Belonging & Academic Discourse" using math instructional routines. Attendance averaged 92% on the PD Days. In addition, elementary and middle school staff meetings focused once a month on curriculum implementation and assessment data inquiry.

1.14 Implemented as planned: 6.5 assigned Math ToSAs (of 8 planned) worked at the elementary schools to support continuous learning cycles and teacher collaboration around math curriculum implementation and data-informed planning; to update the pacing guide for K-5; and to develop Common Formative Benchmark Assessments & scoring practices; as well as supporting the math adoption process.

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

1.16 Not implemented for 2025-26: While ST Math remained available as an at-home resource for all K-8 students and optionally used by teachers in classrooms and in the after-school program, it was removed as an LCAP strategic action funded by LCAP funds.

1.17 Implemented as planned: Approximately 1200 students were served in the district's after-school programs, supported by 5 community partner organizations, across 12 school sites. 356 students were served in the district's site-based academic intervention program, across all 21 school sites. These after-school programs specifically target lower-income students who are struggling academically.

1.18 Implemented as planned: Approximately 530 students have been served by the district providing 89 additional days of academic and enrichment programming. These extra-days programs specifically target lower-income students who are struggling academically.

1.19 Implemented as planned: K-5 LEGO instruction was implemented across all elementary schools. 6-8 College and Career Exploration electives, with Paxton Patterson modules, were offered at all 4 middle schools and 3 K-8 schools.

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

1.21 Action Dropped: SMFCSD does not have a school supported by CSI any longer.

1.22 Implemented as planned: A district-wide Summit K12 ELOP program was implemented at 19 schools targeting multilingual learners in grades 4th-8th, with an enrollment of approximately 356 across the schools. Three professional development sessions were provided to the

approximately 56 educators supporting the Summit K12 program. After implementation of district after school programs at selected schools and the districtwide after-school academic intervention (see 1.17 above), sites implemented additional SPSA-funded extended day activities.

1.23 Implemented as planned: In addition to district-wide and district-funded PD actions (see Goal 1, Actions 1.2, 1.5, 1.9, 1.13), sites implemented their own SPSA-funded professional development and planning activities.

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

1.25 Implemented as planned: With the support of a Montessori teacher on special assignment and additional program resources, Parkside solidified its expansion to a K-8 school and helped several teachers work toward their Montessori certification. The National Center on Montessori in the Public Sector continued to provide technical support. Bayside continued to implement its STEM electives, including the Paxton Patterson CCE class. Fiesta Gardens continued expansion of its middle school grades with the support of an Immersion teacher on special assignment.

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

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

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

See below in the "Actions" section for the specific details on the actions analyzed here. Explanations provided here refer to the expenditure data provided further down in the "2025-26 Annual Update Table". Note that an explanation is provided only for those actions where the Estimated Budgeted Expenditures were more or less than 10% of the Budgeted Expenditures--which would be a "material difference" as required in the above prompt.

1.1 Expenditures to date, indicated in the 2025-26 Annual Update Table, reflect only print shop expenses and additional Phonics for Reading materials. The balance of unspent funds will be used in May-June 2026 for the purchase of PAF materials for the 2026-27 school year.

1.2 No material difference.

1.3 No material difference.

- 1.4 The shift of centrally-assigned Community Service Specialists to sites resulted in a slight decrease in the number of CSSs, where sites already had an existing CSS. Consequently, estimated actual expenditures were slightly lower than planned.
- 1.5 No material difference.
- 1.6 Expenditure exceeded what was planned because middle school History Social Studies teachers do not have a release period and attend meetings during their preparation period, resulting in additional costs for three teachers.
- 1.7 Estimated actual expenditures were substantially lower than budgeted due to 4 unfilled positions.
- 1.8 This action was not implemented due to insufficient quality candidates for elementary multilingual ToSA positions. The decision was made not to hire for this position in order to have sufficient Multilingual ToSAs at identified sites (see Action 1.3).
- 1.9 No material difference.
- 1.10 No material difference.
- 1.11 No material difference.
- 1.12 Higher than planned expenditures reflect additional print shop expenses for the 2025-26 school year that were not originally anticipated.
- 1.13 Estimated actual expenditures were lower than planned due to the fact that fewer new teachers were hired and so Summer PD did not serve as many new teachers as originally planned. Also, in this third year of implementing Amplify/Desmos curriculum, teachers are well prepared for instruction and therefore not spending as much extra time collaborating to develop instructional plans.
- 1.14 10.5 fte of Math ToSAs were actually employed, rather than the planned 12 fte, which resulted in lower estimated actual expenditures than originally planned.
- 1.15 Estimated actual expenditures were lower than planned due to the fact that there were 4 total fte of ToSAs and Teacher Leads, of 5 fte planned, assigned at the 4 comprehensive middle schools.
- 1.16 Not implemented for 2025-26.
- 1.17 Estimated actual expenditures exceeded the funds originally budgeted for two reasons: 1. In implementation, the programs have expanded beyond what was originally planned and are serving more students; and 2. The contracts with community partner organizations actually provide services under both Actions 1.17 and 1.18, but the total expenditure of these contracts is identified only in Action 1.17. This partially explains why the expenditure for Action 1.17 is much greater than the funds budgeted and the expenditure for Action 1.18 is much less than the funds budgeted.

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

1.19 Estimated actuals was lower than budgeted, because the \$1 million funding from the K-12 Strong Workforce grant is applied over 2025-26 and 2026-27. Also, a significant portion of that funding was technically spent in the 2024-25 year when the curriculum modules were purchased and additional labs were built at the three K-8 schools and 2 middle schools.

1.20 No material difference.

1.21 Not implemented for 2025-26, due to no CSI schools.

1.22 No material difference.

1.23 No material difference.

1.24 Estimated actual expenditures were slightly lower than planned due to tutoring costs being lower than anticipated.

1.25 Estimated actual expenditures were higher than planned due a change in a staff funding source in the fall after the LCAP was approved.

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

1.27 No material difference.

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

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

1.1 District interim assessments at K-2 are showing evidence of significant improvements in student reading, as implementation of PAF deepens, with mid-year performance already exceeding end of year desired outcomes, including key student groups. Evidence of the impact of this action on 3rd to 5th grade student performance is pending the spring 2026 CAASPP and the June 2026 NWEA assessment data.

1.2 District interim assessments at K-2 are showing evidence of significant improvements in student reading, as implementation of PAF deepens, with mid-year performance already exceeding end of year desired outcomes, K, 1st and 2nd grades and for key student groups (see K-2 literacy student performance data in Goal 1). Also teacher feedback on their foundational literacy professional development was strongly positive: across PD sessions, an average of 96% of participants agreed/strongly agreed that they had opportunities to practice content, and 95% of participants agreed/strongly agreed that they developed new ideas that will support students.

1.3 District interim assessments at K-2 are showing evidence of significant improvements in student reading, as implementation of PAF deepens, with mid-year performance already exceeding end of year desired outcomes, K, 1st and 2nd grades and for key student groups (see K-2 literacy student performance data in Goal 1). Also teacher feedback on their foundational literacy professional development was strongly positive: across PD sessions, an average of 96% of participants agreed/strongly agreed that they had opportunities to practice content, and 95% of participants agreed/strongly agreed that they developed new ideas that will support students.

Staff surveys asking for feedback on the impact of the ToSA positions found the following: 71% of teachers agreed/strongly agreed that they had benefited from Foundational Literacy ToSA support, and 52% of teachers from schools who are assigned an MLL ToSA agreed/strongly agreed that they had benefited from Multilingual Learner ToSA support. Also, 78% of teachers agreed/strongly agreed that Foundational Literacy ToSAs had an important impact on student learning, and 58% of teachers from schools who are assigned an ML ToSA agreed/strongly agreed that Multilingual Learner ToSAs had an important impact on student learning.

1.4 At this stage in the year, SMFCSD top 10 “usage” schools range from 8000 hours of usage to 26,000 hours. Four of the five districtTitle 1 schools are in the Top 10 in usage.

1.5 District interim math assessments are showing evidence of improvements in student math learning, implementation deepens, with mid-year performance already exceeding end-of-year desired outcomes in 6th and 8th (see 6-8 math student performance data in Goal 1). District interim literacy assessments show evidence of modest improvement in 6th and 7th,: 57% of grade 6, 61% of grade 7, and 58% of grade 8 students meeting/exceeding the standard. Teacher feedback on the PD was strong. The Oct., Jan., and March PD averages: 88% of participants agreed/strongly agreed that they had opportunities to practice content, and 92% agreed/strongly agreed that they had opportunities to interact with colleagues.

1.6 District ELA CAASPP scores for 6th-8th are fairly flat over the last 3 years; however the performance of particular student groups such as English Learners and SED students have shown progress. District interim literacy assessments show a similar pattern. The need for a higher-quality middle school ELA curriculum to accelerate these outcomes was addressed through the ELA team’s selection and the Board's adoption of a new literacy curriculum that is going into its third year of implementation in 2026-2027.

1.7 Currently, about 18% or 471 of our multilingual learners are LTELs. This is about 4% of our total student population. During the summer 2025 reclassification season, we saw more LTEL student reclassify than in prior years, with a total of 98 LTELs bring reclassified.

1.8 No impact analysis due to canceling this action.

1.9 District interim literacy assessments at K-2 (where district literacy improvement resources are focused) are showing evidence of significant improvements in EL student reading, currently 61% of ELs are meeting or exceeding on the Winter assessment compared to 40% of EL students meeting or exceeding on the Fall assessment period. District interim literacy assessments at 3-8 show flat growth for EL students. Currently, 5.5% of EL students are meeting or exceeding on the Fall NWEA assessment (2025) compared to 5.5% of EL students meeting or exceeding on the Spring NWEA assessment (2025). Also teacher feedback on the PD was strong: 98% of participants agreed/strongly agreed that they had opportunities to practice content, and 95% of participants agreed/strongly agreed that they developed new ideas that will support students. Teacher feedback from the January ML PD Day is largely positive and affirming. Teachers felt welcomed, supported, and engaged, and many reported increased clarity around Designated ELD, Integrated ELD, and the district’s

Signature Strategies. At the same time, the feedback points to clear opportunities to strengthen implementation support, especially around pacing, modeling, and sustained follow-up.

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

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

1.12 While Math CAASPP assessments have stayed flat over the last few years, a key student group--students from SED backgrounds--has shown improvement. District interim assessments K-8 show evidence of improvements in math learning. Overall student performance mid-year is near to the 80% meeting-benchmark goal. Most of the district's key student groups improved from Fall to Winter on the interim assessments--notably 6th and 7th grade students improved 5-15 points.

1.13 While Math CAASPP assessments have stayed flat over the last few years, a key student group--students from SED backgrounds--has shown improvement. District interim assessments K-8 show evidence of improvements in math learning. Overall student performance mid-year is near to the 80% meeting-benchmark goal. Most of the district's key student groups improved from Fall to Winter on the interim assessments--notably 6th and 7th grade students improved 5-15 points.

1.14 District interim assessments K-8 show evidence of significant improvements in math learning. Grade level performance mid-year is near to the 80% meeting-benchmark goal. Staff surveys asking for feedback on the impact of the ToSA positions showed the following data compared to last school year: 54% of teachers agreed/strongly agreed that they had benefited from Math ToSA support versus 55% last school year, and 54% of teachers agreed/strongly agreed that Math ToSAs had an important impact on student learning versus 59% last school year.

1.15 Student math performance gaps persist for unduplicated middle school students. Meet/Exceed performance on CAASPP Math shows: All Students 48%; Socioeconomically Disadvantaged 21%; English Learners 7%; LTELs 2%; Native Hawaiian/Pacific Islander 11%; Homeless 14%; Foster Youth (not statistically significant at the time). Analysis of CAASPP data and district interim assessment data over the three years of implementing the math ToSA/teacher leader positions suggests that these roles in supporting the math professional development plan (coaching teachers, supporting the implementation of the adopted math curriculum, providing intervention supports) is strengthening skills and beginning to shrink the performance gap of some unduplicated students (SED) but not every key equity group (ELs, LTELs, Homeless, and NH/PI).

1.16 Not implemented for 2025-26.

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

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

1.19 Approximately 90% of all elementary students are regularly accessing the LEGO program. 745 students enrolled in the 6-8 CCE Paxton Patterson electives are offered at all 4 middle schools and the 3 K-8 schools.

1.20 5th graders across all elementary schools have full access to participate in Outdoor Ed. To date, approximately 1500 students participated.

1.21 Not implemented for 2025-26, due to no CSI schools.

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

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

1.24 101 students enrolled in AVID electives in 2025-26. 84% of students enrolled are Latinx, which is higher than the overall percentage of Latinx students in the two schools (57%). 0.9% of students enrolled are African American, which is higher than the overall percentage of African American students in the two schools (0.4%). AVID students' attendance rate exceeds the overall students' attendance rates by 1.4 percentage points.

1.25 Four Montessori teachers completed their certification. Their training was supervised by the Montessori ToSA. In addition, the ToSA facilitated professional learning with grade level teams, supported teachers in the adolescent (middle school) grades and new teachers to develop curriculum, and provided observation and feedback on Montessori practices. Middle school CCE courses were expanded with the support of magnet funds.

1.26 Ten staff participated in this support in 2025-26.

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

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

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

1.1 No change in this action for 2026-27.

1.2 No change in this action for 2026-27.

1.3 Adjustment for 2026-27: As the foundational literacy work enters its 4th year of implementation, and the curriculum and teacher practice are well-established, the district plans a small reduction in the number of ToSAs needed to support the program. All sites will continue to have ToSA support, but schools that have multiple ToSAs will see a reduction.

1.4 Adjustment for 2026-27: As the district's support for Footsteps2Brilliance enters its third year, in-class and at-home use is well-established, and support for it is integrated into school site practice. No additional expenditures for centrally-assigned community services specialists are planned, as necessary for effective implementation going forward.

1.5 Adjustment for 2026-27: As the district enters its fourth year working to establish strong teacher leaders and effective instructional leadership teams driving improvements in site goals, the district will have more intensive focus on the development of the middle school writing curriculum in ELA and History and planning writing interim assessments.

1.6 No change in this action for 2026-27.

1.7 Action dropped for 2026-27: The persistence of vacancies and preparation challenges for para-educators led to an evaluation of the strategy overall, as to the effectiveness of hiring para-educators in accelerating student English language development. The decision was made to shift these Title 3 resources to provide more instructional coaching and professional development across K-8 classrooms.

1.8 This action was dropped for 2025-26 and 2026-27.

1.9 No change in this action for 2026-27.

1.10 Adjustment for 2026-27: With the implementation of the Dibels Reading Difficulties screener this year (as required by the CDE), the K-5 interim ELA assessment will be the K-5 mCLASS Dibels, to ensure consistency across all elementary grades. Teachers will receive professional development in this assessment to drive Tier 1 instruction and support Tier 2 intervention. At the middle school level, the district will drop use of the NWEA as the ELA interim assessment, in favor of 6-8 SAVVAS curriculum-based assessments. This will ensure better alignment in support of the Tier 1 instruction and Tier 2 intervention using the SAVVAS curriculum. Middle school teachers will also receive professional development in the use of 6-8 SAVVAS curriculum-based assessments to drive Tier 1 and Tier 2 work.

1.11 Adjustment for 2026-27: With the implementation of the newly adopted elementary Amplify math curriculum, the K-5 interim math assessment will be the K-5 mCLASS Amplify Math. Teachers will receive professional development in this assessment to drive Tier 1 instruction and support Tier 2 intervention. At the middle school level, the district will also drop use of the CFAs as the math interim assessment, in favor of the 6-8 mCLASS Amplify Math curriculum-based assessments. This will ensure better alignment in support of the Tier 1 instruction and Tier 2 intervention using the Amplify/Desmos curriculum. Middle school teachers will also receive professional development in the use of 6-8 Amplify curriculum-based assessments to drive Tier 1 and Tier 2 work.

- 1.12 Adjustment for 2026-27: The district will implement the newly adopted elementary Amplify math curriculum and continue implementation of 6-8 Amplify Desmos curriculum.
- 1.13 Adjustment for 2026-27: With the implementation of the newly adopted elementary Amplify math curriculum, there will be a significant increase in math professional development, through increased summer PD and school year grade level planning sessions.
- 1.14 Adjustment for 2026-27: As elementary implements a new curriculum, the district plans a slight reduction in the number of ToSAs and a focus on district-wide professional development alongside Amplify trainers.
- 1.15 No change in this action for 2026-27.
- 1.16 This action was dropped in 2025-26.
- 1.17 No change in this action for 2026-27.
- 1.18 No change in this action for 2026-27.
- 1.19 No change in this action for 2026-27.
- 1.20 No change in this action for 2026-27.
- 1.21 Adjustment made in 2025-26: This action was dropped because the district does not have any CSI schools and will not in 2026-27.
- 1.22 No change in this action for 2026-27.
- 1.23 No change in this action for 2026-27.
- 1.24 No change in this action for 2026-27.
- 1.25 No change in this action for 2026-27.
- 1.26 No change in this action for 2026-27.
- 1.27 No change in this action for 2026-27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Foundational Reading & Writing Supplemental Curricula	Implement reading and writing supplemental curricula for core instruction in grades K-3 and for targeted and intensive instruction in grades 4-8--so that unduplicated students accelerate their learning of grade-level ELA standards. This action will support all students, but especially Unduplicated student groups, plus student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.	\$290,000.00	Yes
1.2	Literacy Professional Development Plan	Continuing the work begun two years ago, this professional development plan will support teachers to implement Tier 1 and Tier 2 reading and writing supplemental curricula. The PD will offer additional opportunities (during summer and school year PD for all teachers to reinforce their reading and writing strategies, coordinated by the Executive Director of Elementary Curriculum & Instruction. This PD will give teachers opportunities to deepen their learning to develop strategies to support all students, but especially Unduplicated student groups, plus student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.	\$256,000.00	Yes
1.3	Language & Literacy and MultiLingual Teachers on Special Assignment (ToSAs)	Provide 19 Language & Literacy ToSAs, 2 Multilingual ToSAs, 2 Multilingual Program Specialists and site-selected para-educators to support in-class instruction and pull-out supports for structured foundational literacy instruction with comprehensive ELD literacy practices--so that Unduplicated students accelerate their learning of grade-level ELA/ELD standards. The assignment of ToSAs per school will be based on student assessment data and "red dashboard" indicators, assuring that schools with higher enrollment of these key student groups have additional staffing to accelerate student literacy development. These roles will give all teachers opportunities to deepen their learning in Tier 1 and Tier 2 ELA/ELD strategies to support all students, but especially Unduplicated student groups, plus student groups targeted under the district's	\$3,626,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Differentiated Assistance (DA) and under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.		
1.4	Foundational Literacy Family Support	<p>Action dropped for 2026-27</p> <p>2025-26 Action: Continue to implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students and provide Community Service Specialists to track usage data and call families to support--so that unduplicated students accelerate their learning of grade-level reading standards. This resource will support all students, but especially Unduplicated student groups, plus student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Intervention (TSI) status.</p>	\$0.00	No
1.5	Middle School Professional Development Plan	<p>This professional development plan will support middle school teachers and site leaders to plan and implement site instructional goals that accelerate student literacy and math performance. The Summer PD activities will provide: 1. school Instructional Leadership Teams time to learn and plan each school's 2026-27 improvement work; and 2. ELA and History teachers time learn and plan writing curriculum for the year--both coordinated by the Executive Director of Middle School Curriculum & Instruction, with outside expertise. Teacher release days during the year will support the same two PD activities. These actions will support all students, but especially Unduplicated student groups, plus Long-Term English Learner and Native Hawaiian/Pacific Islander student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.</p>	\$351,865.00	Yes
1.6	Middle School Curriculum Teacher Leaders	<p>Provide four middle school ELA Teacher Leaders (one from each comprehensive middle school) who facilitate teacher inquiry and planning to develop district writing curriculum and assessments and to design student intervention strategies targeting struggling students--in support of the PD work described above in action 1.5. This work will give all middle</p>	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school ELA teachers, and their History colleagues, opportunities to deepen their learning and to develop strategies to support all students, but especially Unduplicated student groups, plus Long-Term English Learner and Native Hawaiian/Pacific Islander student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.		
1.7	Middle School ELD Supports	<p>Action dropped for 2026-27</p> <p>2025-26 Action: Continue to invest in smaller class sizes and additional teacher leader and para-educator supports for middle school Long Term English Learners (LTELs), coordinated by the Multilingual Services team, and implement redesigned ELD pathways and a new ELD curriculum. These actions will support middle school LTEL students to accelerate their learning, as part of the district's strategy to target Unduplicated student groups, plus Long Term English Learner student group targeted under the district's Differentiated Assistance (DA).</p>	\$0.00	No
1.8	Elementary Newcomer Supports	<p>Action dropped for 2025-26</p> <p>2024-25 Action: Hire a Newcomer Teacher on Special Assignment (ToSA) to better support (through modeling, coaching, and monitoring) the continued implementation of Newcomer supplemental curriculum and other academic supports at three non-Title 1 schools with higher enrollment of newcomer students. These actions will support Newcomers to accelerate their learning, as part of the district's strategy to target Unduplicated student groups, and target English Learners as part of the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.</p>	\$0.00	No
1.9	Elementary Integrated/ Designated ELD	Continue the 5 year professional development plan that supports elementary teachers and site leaders to deepen implementation of I-ELD/D-ELD strategies and structures. Summer PD will offer opportunities	\$561,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Professional Development Plan	for teachers to reinforce their learning, supported by members of the Multilingual Services team. School-year PD will give access to coaching and additional learning opportunities (e.g., BeGLAD) to deepen their language instructional practices and continue to develop strategies to support English Learners and other targeted student sub-groups more effectively. As part of this action, the district will continue to purchase the ELLevation data platform as a resource teachers and site leaders can use to develop data-based instructional supports and interventions for English Learners. These actions will support English Learners to accelerate their learning, as part of the district's strategy to target Unduplicated student groups, plus student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.		
1.10	MTSS Literacy Assessment System	Strengthen the district's literacy assessment system, to accelerate student literacy learning through re-engagement and intervention: 1. Elementary teacher professional development to use K-5 mCLASS Dibels data to drive Tier 1 instruction and support Tier 2 intervention; 2. Middle school teacher professional development to use 6-8 SAVVAS curriculum-based assessments to drive Tier 1 instruction and support Tier 2 intervention. These actions will support all students, but especially Unduplicated student groups, plus Long-Term English Learner and Native Hawaiian/Pacific Islander student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.	\$173,250.00	Yes
1.11	MTSS Math Assessment System	Strengthen the district's literacy assessment system, to accelerate student math learning through re-engagement and intervention: 1. Elementary teacher professional development to use K-5 mCLASS Amplify Math data to drive Tier 1 instruction and support Tier 2 intervention; 2. Middle school teacher professional development to use 6-8 mCLASS Amplify Math curriculum-based assessments to drive Tier 1 instruction and support Tier 2 intervention. These actions will support all students, but especially Unduplicated student groups, plus Long-Term English Learner and Native Hawaiian/Pacific Islander student groups targeted under the district's	\$131,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Differentiated Assistance (DA) and under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.		
1.12	Core Math Curricula	Implement new K-5 math curricula (Amplify) and continue implementation of 6-8 Amplify Desmos curriculum.	\$2,200,000.00	No
1.13	Math Professional Development Plan	Provide a professional development plan that supports K-5 teachers and site leaders to implement the newly adopted math curriculum. Summer PD will offer teachers opportunities to be trained in the new curriculum on one day and have an additional day of continued learning and planning. School-year PD days and additional release days will give all K-5 teachers opportunities to deepen their learning in the new math curriculum and to implement innovative math strategies in their classrooms that provide differentiated and engaging learning to targeted students. These actions will support all students, but especially Unduplicated student groups, plus student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.	\$460,000.00	Yes
1.14	Elementary Math ToSAs	Provide 5 elementary Math ToSAs to support continuous learning cycles and teacher collaboration for the new curriculum implementation and use of innovative math strategies in classrooms that provide differentiated and engaging learning to targeted students--to accelerate the learning of all students, but especially Unduplicated student groups, plus student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.	\$781,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	Middle School Math ToSA and Teacher Leaders	Provide one middle school Math ToSA and 4 teacher leaders (0.5 fte at each middle school) to support math pathways, continuous learning cycles and 6th-8th grade teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning--to accelerate the learning of all students, but especially Unduplicated student groups, plus Long Term English Learner student group targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.	\$510,000.00	Yes
1.16	Math Family Support	Action dropped for 2025-26 2024-25 Action: Continue to implement ST Math as an after-school math intervention and an at-home math resource for all K-8 students--to accelerate the learning of all students, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.		
1.17	ELO-P Initiative #1: Extended Day Programs (Before/After School)	Implement additional before and after-school extended day programs to ensure all unduplicated students have access to a total of 9 hours of academic and enrichment programming. These actions will support Unduplicated student groups, plus student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.	\$4,900,000.00	No
1.18	ELO-P Initiative #2: 30+ Extra Days Programs (in addition to the 180 day school year)	Implement an additional 30+ days of academic and enrichment programming during vacation periods (fall, Thanksgiving, winter, spring, summer breaks) to ensure all unduplicated students have access to thirty or more additional nine hour days of learning. These actions will support Unduplicated student groups, plus student groups targeted under the	\$1,400,000.00	No

Action #	Title	Description	Total Funds	Contributing
		district's Differentiated Assistance (DA) and under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.		
1.19	College & Career Exploration Program	Provide the College & Career Exploration (CCE) Paxton Patterson program in district middle schools and provide teacher extra time to continue collaborative planning for the curriculum implementation. With the support of the district's K12 Strong Workforce Grant, CCE labs and classes will continue at the three K-8 schools and with the additional CCE labs at Borel and Bayside. Also, the district will continue to support the LEGO Labs in K-5 Elementary schools.	\$205,000.00	No
1.20	Outdoor Education	Provide fully-funded Outdoor Education to ensure that all 5th graders have access to this Science/STEM enrichment experience. This action will support all students to accelerate their science learning and build their engagement, but it will particularly ensure full access for Unduplicated student groups, plus student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.	\$550,000.00	No
1.21	Comprehensive Support and Improvement (CSI) program at LEAD Elementary School	<p>Action dropped for 2025-26: SMFCSD does not have a school supported by CSI any longer.</p> <p>2024-25 Action: Provide materials, resources, and support for LEAD Elementary to implement its CSI Plan. This CSI Plan includes the actions above and in Goals 2 and 3, which are specifically described as district-wide actions targeted to improve student engagement and learning at this CSI school. These actions will support all students at LEAD, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the schools's CSI status.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.22	Site-based Extended School Day Targeted Student Support	Sites will provide staffing and resource support for extended day programming--homework help, tutoring, enrichment, etc. These programs will ensure full access for Unduplicated student groups and for student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.	\$270,000.00	Yes
1.23	Site-based Professional Learning, Data Inquiry, and Planning	Sites will provide teacher extra time and resources o implement professional learning, collaborative inquiry and planning activities to address the specific needs of their students and families. These actions will support all students, but especially Unduplicated student groups, plus student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.	\$105,000.00	Yes
1.24	Middle School AVID program	Provide Advancement Via Individual Determination (AVID) electives and Tier 2 targeted supports to identified middle school students who are primarily from Unduplicated student groups, plus Long Term English Learner and Native Hawaiian/Pacific Islander student groups targeted under the district's Differentiated Assistance (DA).	\$160,000.00	No
1.25	Magnet Program Supports	Provide materials and resources to support Fiesta Gardens' expansion of its Spanish immersion program. The district will continue to provide support for Montessori teacher certification and for Bayside's STEM program.	\$222,000.00	No
1.26	New Teacher Residency/Credential / Certification Support	Strengthen teacher recruitment by providing teacher residency/credential/certification tuition and program assistance to candidates for hard to fill positions (Special Ed, Bilingual, Montessori, etc.) that address the social-emotional and academic learning needs of the district's neediest, unduplicated students.	\$247,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.27	Elementary Visual and Performing Arts (VAPA) Programs	Provide Visual and Performing Arts programs for every student at all elementary schools. This action will build school engagement and support arts learning for all students, but the commitment to provide visual and musical arts programming in every school is targeting especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual school's Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.	\$1,375,989.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This Strategic Plan goal emerged from extensive engagement with the district's educational partners and Board of Trustees, as described in the "Engaging Educational Partners" section of the LCAP. The consensus from these engagements was that the district needed to move forward with most actions (exceptions noted below), as the district adjusts to reductions in state funding and also works next year to develop its next 5-year Strategic Plan. Also, given the significant gaps in student access and performance, the consensus of the Strategic Planning group was that the many actions targeting these gaps needed to be consolidated in a single Equity goal, again to build shared understanding and consistent implementation.

A Reminder Note about the CA "Red Dashboard" Indicators and the Directed Actions in this Goal Two:

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

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

Several actions in this Goal Two (2.1, 2.4, 2.10, 2.12, 2.13, 2.14) address the requirement to include one or more specific "Directed Actions" within the LCAP that address the Red Dashboard Indicators and improve school and student performance.

PLEASE USE THE LINK PROVIDED HERE (<https://drive.google.com/file/d/1ol1TnPs40JDfJnZjt4H-HexPqQ2e6RKh/view?usp=sharing>) OR THE ADDENDUM AT THE END OF THE LCAP to access PDF charts that show which SMFCSD schools and student groups were identified

in Fall 2023 as performing "red" for specific 2023 Dashboard indicators. The charts show, for each identified school and student group, the specific directed LCAP actions that SMFCSD will implement to address these indicators and improve school and student group performance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	English Learner Progress Percent K-8 ELs making progress toward English language proficiency on the ELPAC Progress = progressed at least one ELPI level or maintained ELPI level 4	2023 Fall CDE Dashboard 45.1% ELs making progress toward English language proficiency on the ELPAC	2024 Fall CDE Dashboard 48.1% ELs making progress toward English language proficiency on the ELPAC	2025 Fall CDE Dashboard 43.9% ELs made progress toward English language proficiency on the ELPAC	2026 Fall CDE Dashboard 75% ELs making progress toward English language proficiency on the ELPAC (5 points per year from Baseline)	Difference from Baseline 1.2 percentage point decline in ELs making progress toward English language proficiency on the ELPAC
2.2	Inclusion Minutes The percent of Students with Disabilities (SwDs) who spend 80% or more of their time in general education classes.	2022-23 69% of SwDs spend eighty percent or more of their time in general ed classes State Target: 62% for 2022-23	2023-24 65% of SwDs spend eighty percent or more of their time in general ed classes State Target: 64% for 2023-24	2024-25 73.6% of SwDs spent eighty percent or more of their time in general ed classes State Target: 67% for 2024-25	2025-26 75% of SwDs spend eighty percent or more of their time in general ed classes State Target: 73% for 2025-26	Difference from Baseline +4.6 percentage point increase in SwDs spending eighty percent or more of their time in general ed classes
2.3	Annual Equity Survey Students (7th/8th Grade) 1. People at my school understand me as a person. 2. Teachers often encourage me to learn	2023-24 Percent of Students/Staff that Agreed/Strongly Agreed with each statement	2024-25 Percent of Students/Staff that Agreed/Strongly Agreed with each statement	2025-26 Percent of Students/Staff that Agreed/Strongly Agreed with each statement	2026-27 Percent of Students/Staff that Agreed/Strongly Agreed with each statement	Difference from Baseline Percent point change in Students/Staff that

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>about people from different races, ethnicities, or cultures.</p> <p>3. At my school, students are often encouraged to think more deeply about race-related topics with other students.</p> <p>4. My school helps students speak out against racism.</p> <p>Staff</p> <p>1. Students are often given opportunities to learn about people from different races, ethnicities, or cultures.</p> <p>2. I often think about what students of different races, ethnicities, or cultures experience.</p> <p>3. My school helps students speak out against racism.</p>	<p>Students (7th/8th Grade)</p> <p>1. 45%</p> <p>2. 57%</p> <p>3. 38%</p> <p>4. 45%</p> <p>Staff</p> <p>1. 54%</p> <p>2. 60%</p> <p>3. 35%</p>	<p>Students (7th/8th Grade)</p> <p>1. 60%</p> <p>2. 67%</p> <p>3. 47%</p> <p>4. 55%</p> <p>Staff</p> <p>1. 80%</p> <p>2. 82%</p> <p>3. 57%</p>	<p>Students (6th/7th/8th Grade)</p> <p>1. 55%</p> <p>2. 59%</p> <p>3. 42%</p> <p>4. 53%</p> <p>Staff</p> <p>1. 82%</p> <p>2. 94%</p> <p>3. 50%</p>	<p>Students (7th Grade)</p> <p>1. 50%</p> <p>2. 50%</p> <p>3. 50%</p> <p>4. 50%</p> <p>Staff</p> <p>1. 50%</p> <p>2. 50%</p> <p>3. 50%</p>	<p>Agreed/Strongly Agreed with each statement</p> <p>Students (7th/8th Grade)</p> <p>1. 10 percentage point increase</p> <p>2. 2 percentage point increase</p> <p>3. 4 percentage point increase</p> <p>4. 8 percentage point increase</p> <p>Staff</p> <p>1. 28 percentage point increase</p> <p>2. 34 percentage point increase</p> <p>3. 15 percentage point increase</p>
2.4	<p>Equity Staffing</p> <p>Percent of employees that identify as Latinx, Pacific Islander, or African American.</p>	<p>2023-24</p> <p>Classified:</p> <p>Latinx 40%</p> <p>Pacific Islander 2.2%</p> <p>African American 1.6%</p> <p>Certificated:</p> <p>Latinx 13%</p> <p>Pacific Islander 1%</p>	<p>2024-25</p> <p>Classified:</p> <p>Latinx 42.5%</p> <p>Pacific Islander 2.7%</p> <p>African American 1.9%</p> <p>Certificated:</p>	<p>2025-26</p> <p>Classified:</p> <p>Latinx 40%</p> <p>Pacific Islander 2.2%</p> <p>African American 1.6%</p> <p>Certificated:</p>	<p>2026-27</p> <p>Proportional to 2019-20 student enrollment or no lower than baseline.</p> <p>Classified:</p>	<p>Difference from Baseline</p> <p>Classified:</p> <p>Latinx 0 points</p> <p>Pacific Islander 0 points</p> <p>African American 0 points</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>African American 2.5%</p> <p>Management: Latinx 24% Pacific Islander 0% African American 4%</p>	<p>Latinx 13.3% Pacific Islander 0% African American 1.7%</p> <p>Management: Latinx 26.1% Pacific Islander 0% African American 4.3%</p>	<p>Latinx 14% Pacific Islander 1% African American 2.5%</p> <p>Management: Latinx 27% Pacific Islander 0% African American 4%</p>	<p>Latinx 37% Pacific Islander. 2.4% African American 2.6%</p> <p>Certificated: Latinx. 37% Pacific Islander. 2.4% African American. 2.6%</p> <p>Management: Latinx. 37% Pacific Islander. 2.4% African American. 3%</p>	<p>Certificated: Latinx +1 points Pacific Islander 0 point African American 0 points</p> <p>Management: Latinx +3 points Pacific Islander 0 points African American 0 points</p>
2.5	<p>LGTBQ+ CA Healthy Kids Survey</p> <p>Note: This metric is also used to monitor specifically the LREBG-funded LGTBQ+ support actions in Actions 2.7 and 2.8.</p>	<p>2023-24</p> <p>CA Healthy Kids Survey--Student Responses</p> <p>My school is safe for LGTBQ+ students (Strongly Agree/Agree) 7th: 67% 8th: 66%</p> <p>Harassed or bullied because LGTBQ+ (2 or more times in past 12 months) 7th: 4% 8th: 5%</p>	<p>2024-25</p> <p>CA Healthy Kids Survey--Student Responses</p> <p>My school is safe for LGTBQ+ students (Strongly Agree/Agree) 7th: 68% 8th: 68%</p> <p>Harassed or bullied because LGTBQ+ (2 or more times in past 12 months)</p>	<p>2025-26</p> <p>CA Healthy Kids Survey--Student Responses</p> <p>My school is safe for LGTBQ+ students (Strongly Agree/Agree) 7th: 81% 8th: 72%</p> <p>Harassed or bullied because LGTBQ+ (2 or more times in past 12 months)</p>	<p>2026-27</p> <p>CA Healthy Kids Survey--Student Responses</p> <p>My school is safe for LGTBQ+ students (Strongly Agree/Agree) 7th: 80% 8th: 80%</p> <p>Harassed or bullied because LGTBQ+ (2 or more times in past 12 months)</p>	<p>Difference from Baseline</p> <p>CA Healthy Kids Survey--Student Responses</p> <p>My school is safe for LGTBQ+ students (Strongly Agree/Agree) 7th: +14 point 8th: +6 points</p> <p>Harassed or bullied because LGTBQ+ (2 or</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>If bullied, would tell principal/AP (Strongly Agree/Agree) 7th: 55% 8th: 44%</p> <p>If bullied, would tell teacher/staff (Strongly Agree/Agree) 7th: 63% 8th: 54%</p>	<p>7th: 5% 8th: 4%</p> <p>If bullied, would tell principal/AP (Strongly Agree/Agree) 7th: 60% 8th: 48%</p> <p>If bullied, would tell teacher/staff (Strongly Agree/Agree) 7th: 70% 8th: 59%</p>	<p>7th: 5% 8th: 7%</p> <p>If bullied, would tell principal/AP (Strongly Agree/Agree) 7th: 51% 8th: 54%</p> <p>If bullied, would tell teacher/staff (Strongly Agree/Agree) 7th: 68% 8th: 66%</p>	<p>7th: 2% 8th: 2%</p> <p>If bullied, would tell principal/AP (Strongly Agree/Agree) 7th: 85% 8th: 85%</p> <p>If bullied, would tell teacher/staff (Strongly Agree/Agree) 7th: 85% 8th: 85%</p>	<p>more times in past 12 months) 7th: +1 point 8th: +2 point</p> <p>If bullied, would tell principal/AP (Strongly Agree/Agree) 7th: -4 points 8th: +10 points</p> <p>If bullied, would tell teacher/staff (Strongly Agree/Agree) 7th: +5 points 8th: +12 points</p>
2.6	<p>DUAL IDENTIFIED PROGRESS of English Learners who are also Students with IEPs</p> <p>Percent of Dual Identified Students scoring a 3 (moderately developed) or a 4 (well developed) on the ELPAC</p> <p>Proficient = level 4</p>	<p>2022-23</p> <p>24% of Dual Identified Students scoring a 3 (moderately developed) or a 4 (well developed) on the ELPAC</p>	<p>2023-24</p> <p>26% of Dual Identified Students scoring a 3 (moderately developed) or a 4 (well developed) on the ELPAC</p>	<p>2024-25</p> <p>23.2% of Dual Identified Students scored a 3 (moderately developed) or a 4 (well developed) on the ELPAC</p>	<p>2025-26</p> <p>24.4% of Dual Identified Students scoring a 3 (moderately developed) or a 4 (well developed) on the ELPAC</p>	<p>Difference from Baseline</p> <p>0.4 percentage point increase in Dual Identified Students scoring a 3 (moderately developed) or a 4 (well developed) on the ELPAC</p>
2.7	<p>CA HEALTHY KIDS SURVEY. PARENT FEEDBACK</p> <p>1. Promotion of parent involvement</p>	<p>2023-24</p> <p>CA Healthy Kids Survey--Family Responses</p>	<p>2024-25</p> <p>CA Healthy Kids Survey--Family Responses</p>	<p>2025-26</p> <p>CA Healthy Kids Survey--Family Responses</p>	<p>2026-27</p> <p>CA Healthy Kids Survey--Family Responses</p>	<p>Difference from Baseline</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2. School promotes respect of cultural beliefs and practices	1. 40% rated strongly agree 2. 42% rated strongly agree	1. 42% rated strongly agree 2. 46% rated strongly agree	1. 48% rated strongly agree 2. 52% rated strongly agree	1. 80% rated strongly agree 2. 80% rated strongly agree	CA Healthy Kids Survey--Family Responses 1. +8 points rated strongly agree 2. +10 points rated strongly agree
2.8	<p>PARENT & FAMILY ENGAGEMENT SURVEY at District Community Schools</p> <p>Percent Rating a 4 or 5 (Full Progress/ Being Sustained)</p> <p>1. Welcoming: Progress in creating welcoming environments for all families in the community.</p> <p>2. Learn about Families: Progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.</p> <p>3. Student Progress: Progress in implementing policies or programs for teachers to meet with families and</p>	<p>2023-24</p> <p>Percent of Parents/Families that rated each statement a 4 or 5 (Full Progress or Being Sustained)</p> <p>1. Welcoming: 52%</p> <p>2. Learn about Families: 53%</p> <p>3. Student Progress: 52%</p> <p>4. Decision-making: 43%</p> <p>5. Input: 50%</p>	<p>2024-25</p> <p>Percent of Parents/Families that rated each statement a 4 or 5 (Full Progress or Being Sustained)</p> <p>1. Welcoming: 64%</p> <p>2. Learn about Families: 58%</p> <p>3. Student Progress: 60%</p> <p>4. Decision-making: 56%</p> <p>5. Input: 54%</p>	<p>2025-26</p> <p>Percent of Parents/Families that rated each statement a 4 or 5 (Full Progress or Being Sustained)</p> <p>1. Welcoming: 70%</p> <p>2. Learn about Families: 56%</p> <p>3. Student Progress: 70%</p> <p>4. Decision-making: 64%</p> <p>5. Input: 63%</p>	<p>2026-27</p> <p>Percent of Parents/Families that rated each statement a 4 or 5 (Full Progress or Being Sustained)</p> <p>1. Welcoming: 60%</p> <p>2. Learn about Families: 60%</p> <p>3. Student Progress: 60%</p> <p>4. Decision-making: 60%</p> <p>5. Input: 60%</p>	<p>Difference from Baseline</p> <p>Percent of Parents/Families that rated each statement a 4 or 5 (Full Progress or Being Sustained)</p> <p>1. Welcoming: +18 points</p> <p>2. Learn about Families: +3 points</p> <p>3. Student Progress: +18 points</p> <p>4. Decision-making: +21 points</p> <p>5. Input: +13 points</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>students to discuss student progress and ways to work together to support improved student outcomes.</p> <p>4 Decision-making: Progress in supporting family members to effectively engage in advisory groups and decision-making.</p> <p>5. Input: Progress in providing all families with opportunities to give input on policies and programs, and in implementing strategies that obtain input from underrepresented groups in the school community.</p>					
2.9	<p>Priority 1 Local Indicator</p> <p>Number & Percent of mis-assignments of teachers of English Learner Students</p>	<p>2022-23 Priority 1 Local Indicator</p> <p>#1 / .002% mis-assignments of teachers of English Learner Students</p>	<p>2023-24 Priority 1 Local Indicator</p> <p>1 teacher out of 593 mis-assigned or 0.002%</p>	<p>2024-25 Priority 1 Local Indicator</p> <p>1 teacher out of 587 mis-assigned or 0.002%.</p>	<p>2025-26 Priority 1 Local Indicator</p> <p>#0/0% mis-assignments of teachers of English Learner Students</p>	<p>Difference from Baseline</p> <p>+1 improvement</p>
2.10	<p>Priority 5 Student Engagement Indicator</p>	<p>2023-24</p> <p>1 Student dropped out</p>	<p>2024-25</p> <p>1 student dropped out</p>	<p>2025-26</p> <p>0 Students drop out</p>	<p>2026-27</p> <p>0 Students drop out</p>	<p>Difference from Baseline</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Middle School Dropout Rate					One student less; now 0
2.11	Priority 6 School Climate	2023-24	2024-25	2025-26	2026-27	Difference from Baseline
	Student Expulsion Rate	0 Students expelled	0 Students expelled	0 Students expelled	0 Students expelled	no change; stayed 0

Goal Analysis [2025-26]

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

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

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

2.1 Implemented as planned: The CRCP actions continue to be integrated with SMFCSD's Community Schools initiative at five schools. The district Principal on Special Assignment is working with site staff, particularly Community School Specialists, to lead anti-bias/anti-racism professional development actions. In addition, staff at these specific schools were provided Restorative Justice PD. CS steering committees focused on disaggregated data, to identify unequal outcomes, explore barriers and biases, and determine how to allocate funding. Equity Task Force meets monthly, with 4 student representatives, to provide progress monitoring of equity goals in the Strategic Plan, as implemented district task forces and committees.

2.2 Action dropped for 2025-26: The work of this action has been folded into the Assessment Team and data inquiry work of district and site leads.

2.3 Action dropped for 2025-26: The work of this action has been folded into the Assessment and Student Services Teams and data inquiry work of district and site leads.

2.4 Implemented as planned: District staff continue to work with Inclusion cohorts: 1. Foster City & George Hall are in their 3rd year of implementation; 2. Abbott, Meadow Heights, Highlands are in their 2nd year; and 3. Bowditch is in its 1st year. Activities include: participation in the SIP Inclusion Academy, coordinated with SMCOE; developing and implementing action plans, backwards mapped from goals (Results Pyramid); and attending district and SIP led inclusion leadership planning and PD, depending on where they are on the spectrum of implementation. The Dually-Identified Committee meets monthly. Teacher PD addressing the needs of dually-identified students has been provided on PD Days. A separate math PD with elementary RSP teachers has had 7 meetings.

2.5 Action dropped in 2025-26 after LCAP adoption due to staffing challenges.

2.6 Action dropped for 2025-26 due to the sunseting of the Educator Effectiveness funds.

2.7 Implemented as planned: The following activities have been implemented in 2025-26: 1. Expanded the rainbow clubs, already started in the middle schools, to now include 8-9 elementary schools; 2. staff who volunteered to open a rainbow club have been provided professional learning on welcoming and including LGBTQ+ students and families; 3. outdoor painting projects have been started at lunchtime to build community and celebrate the LGBTQ+ community; 4. the LGBTQ+ Task Force has provided guidance on recommendations for libraries with age appropriate books; 5. students have participated in Unity Days, including field trips to SJ State for middle school students to immerse themselves in college life and activities focused on acceptance and identity. An expert consultant has provided significant support to the district's LGBTQ+ counselor and guided LGBTQ+ club expansion. The consultant has provided training of staff and counselors and other GSA leaders, in cultural competence. They are also helping with Prism training mandated by state.

2.8 Adjustment in implementation: For 2025-26, the decision was made to shift this position from a teacher position to a counselor to enable continuity in services particularly counseling services. The counselor on special assignment supported the activities described in action 2.7 above.

2.9 Action dropped for 2025-26 due to SMFCSD successfully exiting the CCEIS program.

2.10 Implemented as planned: This year, the Multilingual Family Engagement activities have expanded to include several parent education events, such as, Know Your Rights Events for immigrant families, Technology Night, Math Night, Summit K12 Family Night and ML Reclassification Journey. These events are meant to support families to feel engaged in the academic goals for their children as well as stay informed of important district initiatives, in addition to our established DELAC/ ELAC committees. A total of 1,167 parents have participated in the multilingual learner family events.

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

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

2.13 Implemented as planned: Again this year, the district initiated a layered communication approach to increase family engagements with opportunities for Spanish speaking families to be able to connect with our bilingual superintendent--thus prioritizing "Spanish-first" engagements. Regularly scheduled family engagements have focused this year on the district's strategic visioning and planning process, and also the monthly Board Community engagements.

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

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

See below in the "Actions" section for the specific details on the actions analyzed here. Explanations provided here refer to the expenditure data provided further down in the "2025-26 Annual Update Table". Note that an explanation is provided only for those actions where the Estimated Budgeted Expenditures were more or less than 10% of the Budgeted Expenditures--which would be a "material difference" as required in the above prompt.

2.1 No material difference: Costs were absorbed into action 2.14 (see following).

2.2 Action dropped for 2025-26.

2.3 Action dropped for 2025-26.

2.4 Estimated actual expenditures are substantially below original budget due to the fact that expenses have been funded out of separate SIP grant. Also additional PD activities have occurred during the normal teacher duty day, with no additional cost as originally planned.

2.5 Action dropped in 2025-26.

2.6 Action dropped in 2025-26.

2.7 No material difference.

2.8 Estimated actual expenditures are higher than planned budget due to the decision to shift the position from a teacher position, working 186 days, to a counselor, working 201 days. The increase in expenditures is due to the 15 additional days of work.

2.9 Action dropped for 2025-26.

2.10 Estimated actual expenditures are higher than planned budget for two reasons: the planned contract to English Together was increased by \$30,000; and an additional CSS/Translation Specialist was hired to support family engagement.

2.11 No material difference.

2.12 No material difference.

2.13 No material difference.

2.14 In this second year, programs are still being developed, and implementation began at various points in the year. Consequently not all of the planned CCSPF fund expenditures for the year were actually spent.

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

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

2.1 In the 2025 CA Healthy Kids Survey the percentage of parents that strongly agreed that their school promotes respect of cultural beliefs and practices was 52%--a 10 point increase from 2024 when the percentage was 42%. On the 2025 Equity Survey: 67% of 7/8th graders agreed or strongly agreed that their teachers often encourage them to learn about people from different races, ethnicities, or cultures, an increase of 10 points from the year before. 80% of staff agreed or strongly agreed that students are often given opportunities to learn about people from different races, ethnicities, or cultures, an increase of 16 points from the year before. 55% of 7th graders agreed or strongly agreed that their school helps students speak out against racism, an increase of 10 points from the year before. 57% of staff agreed or strongly agreed that their school helps students speak out against racism, an increase of 22 points from the year before. The 2026 Equity Survey data is not yet available.

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

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

2.4 Overall, the percent of students with disabilities who spend 80% or more of their time in general education classes has improved by almost 5 points in the last three years and has consistently exceeded the state target each year. District interim assessments for Students with Disabilities show evidence of good improvement at Year 3 and 2 focus schools where strategies are in full implementation. Grade level performance mid-year on PAF averages 10 points higher at Foster City, George Hall, Meadow Heights, and Highlands, compared to 2024-25 mid-year. On the NWEA, data is still pending. Grade level performance mid-year on Math CFAs averages 2 points higher at Foster City, George Hall, Meadow Heights, and Highlands, compared to 2024-25 mid-year.

2.5 Action dropped in 2025-26.

2.6 Action dropped in 2025-26.

2.7 For Goal 2 metrics regarding LGBTQ+ students and issues, the district uses 7th/8th grade student responses on the CA Healthy Kids Survey. 80% agreed/strongly agreed that “my school is safe for LGBTQ+ students”--a 10 point improvement over last year. On two other indicators--“If I saw or experienced bullying about LGBTQ+, would I tell the principal OR a teacher”-- the percentage of 7th/8th grade students who agreed/strongly agreed increased significantly from last year, a 6 point improvement, indicating increasing trust that school adults would respond to these issues.

2.8 As noted above in action 2.7, for Goal 2 metrics regarding LGBTQ+ students and issues, the district uses 7th/8th grade student responses on the CA Healthy Kids Survey. 80% agreed/strongly agreed that “my school is safe for LGBTQ+ students”--a 10 point improvement over last year. On two other indicators--“If I saw or experienced bullying about LGBTQ+, would I tell the principal OR a teacher”-- the percentage of 7th/8th grade students who agreed/strongly agreed increased significantly from last year, a 6 point improvement, indicating increasing trust that school adults would respond to these issues.

2.9 Action dropped for 2025-26.

2.10 The multilingual learner family engagement initiatives are meant to increased families' sense of belonging at the schools and district level. On the recent survey, 88% of multilingual families agreed that they feel a strong sense of belonging, compared to 83% of the year prior. For English Together, we had 68 parents across six title 1 school participate in the program this year compared to 61 in the prior year.

2.11 These Sanctuary Task force engagements are expected to impact student engagement in school, specifically student attendance. To date, EL chronic absenteeism is 23%, which is approximately 1% lower than last school year.

2.12 The district Community School Specialists (CSSs) have been instrumental in ensuring that students at Title 1 schools and the other 7 schools that serve our NCSM families are accessing key interventions. Approximately 900 students are participating in the extended day programs (before/after school)--equal to last year. Approximately 530 students have been served by the district providing 89 additional days of academic and enrichment programming. These extra-days programs specifically target lower-income students who are struggling academically. The actions of the CSSs are expected to impact parent/family feedback on important engagement priorities. The CHKS survey of these engagement priorities shows strong improvements. 48% of parents report they strongly agree that the district is doing an effective job in promoting parent involvement--an increase of 8 points since 2023-24.

2.13 These engagements are primarily expected to impact student engagement in school, specifically student attendance. English Learner chronic absenteeism has dropped 3 points in the last two years.

2.14 This action is expected to impact student engagement in school, specifically student attendance. Student chronic absenteeism has declined an average of 3 percentage points for these 5 schools, despite the recent surge in absenteeism due to immigrant scares. This action is also expected to impact student academic performance. District interim literacy assessments at K-2 for these 5 schools are showing evidence of significant improvements in student reading, with an average 26 percentage point improvement in students meeting/exceeding standard from the fall to spring. District interim math assessments at K-5 are showing evidence of good performance in student math learning, with an average of 56% of students meeting/exceeding standard.

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

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

2.1 No change in this action for 2026-27.

2.2 Action dropped in 2025-26.

2.3 Action dropped in 2025-26.

2.4 No change in this action for 2026-27.

2.5 Action dropped in 2025-26.

2.6 Action dropped in 2025-26.

2.7 No change in this action for 2026-27.

2.8 No change in this action for 2026-27.

2.9 Action dropped for 2025-26.

2.10 No change in this action for 2026-27.

2.11 No change in this action for 2026-27.

2.12 No change in this action for 2026-27.

2.13 No change in this action for 2026-27.

2.14 No change in this action for 2026-27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Culturally Responsive Curriculum & Practices (CRCP)	Continue to Implement the recommendations of the District Culturally Responsive Curriculum & Practices (CRCP) Task Force, including: providing CRCP and Anti-Bias/Anti-Racism training to certificated and classified staff; and collaborating with Equity Task Force and Community Schools initiatives (see action 2.14). The Equity Task Force monitors these activities, and the work has been integrated into the activities and budget of the Community Schools initiative, under the coordination of the Assistant Superintendent of Student Services and a Principal on Special Assignment. These actions will support the engagement and academic acceleration of all students, but especially Unduplicated student groups, plus student groups targeted under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.	\$0.00	No
2.2	Equity Measures for Academic Learning	<p>Action dropped since 2025-26 LCAP now that it is integrated into the Assessment Team and data inquiry work of district and site leads.</p> <p>2024-25 Action: Continue to implement equity indicators of student academic growth and school improvement, to monitor and adjust instructional strategies/programs, and to accelerate the academic learning of Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.</p>	\$0.00	No
2.3	Equity Measures for Social Emotional Learning	Action dropped since 2025-26 LCAP now that it is integrated into the Assessment Team and data inquiry work of district and site leads.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		2024-25 Action: Continue to implement equity indicators of student social-emotional learning (chronic absenteeism, suspension, behavior referral, and student survey data), to measure student/school progress in wellness standards and to provide equitable indicators of student growth/school improvement over time--all in order to monitor and adjust instructional and support strategies/programs, and accelerate the wellness and readiness to learn of Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) status.		
2.4	Inclusion of Special Education Students in General Education Classes-- Professional Development and Support for Focus Sites	Continue to implement the recommendations of the District Special Education Inclusion Task Force, including providing general education teachers with professional learning on inclusion strategies and supporting staff at identified "Inclusion Focus" sites additional professional learning and planning time. While these supports will accelerate the learning of all students with disabilities, it also will particularly impact the disproportionate number of English Learners, Long-Term English Learner students, and students from lower income backgrounds who have IEPs and are identified under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.	\$39,000.00	No
2.5	District Inclusion Teacher on Special Assignment	Action dropped for 2026-27. 2024-25 Action: Continue to implement the recommendations of the District Special Education Inclusion Task Force, including providing one District inclusion TOSA positions to support schools implementing inclusive practices. While this action will accelerate the learning of all students with disabilities, it also will particularly impact the disproportionate number of English Learners, Hispanic students, and students from lower income backgrounds who have IEPs and are identified in the district's Differentiated Assistance (DA) and schools' Targeted Support and Intervention (TSI) indicators.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Teacher Recruitment and Teacher Residency/ Credential Program financial assistance	<p>Action dropped for the 2025-26 due to the sunseting of the Educator Effectiveness funds.</p> <p>2024-25 Action: Continue to strengthen HR recruitment and hiring practices with a focus on recruiting more diverse certificated and classified staff. Implement Teacher Residency/ Credential Program financial assistance (tuition reimbursement and program costs) to hire diverse teacher candidates (classified employees, educators of color, bilingual, and local community members)--to accelerate the wellness and academic learning of unduplicated students.</p>	\$0.00	No
2.7	LGBTQ+ Inclusion Practices	Continue to implement recommendations of the District LGBTQ+ Inclusion Task Force, including: teacher professional learning; site leads attending LGBTQ+ "Lead with Pride" Conference; providing LGBTQ+ Clubs in middle schools; sponsoring family engagement events; and improving library book collections.	\$140,000.00	No
2.8	LGBTQ+ Counselor on Special Assignment	Continue to implement recommendations of the District LGBTQ+ Inclusion Task Force, including employing an LGBTQ+ Counselor on Special Assignment to support the implementation of the LGBTQ+ Inclusion Task Force (see Action 2.7 immediately above).	\$170,000.00	No
2.9	Comprehensive Coordinated Early Intervention Service (CCEIS) plans	<p>Action dropped in 2025-26 when SMFCSD exited CCEIS program.</p> <p>2024-25 Action: Continue to implement Comprehensive Coordinated Early Intervening Service (CCEIS) plans 2 and 3 to address the disproportionate identification of Hispanic/Latino students under the SLD eligibility category, including particularly the development of Multi-Tiered Systems of Support, facilitated by an MTSS principal on special assignment (PoSA). These actions will particularly impact the disproportionate number of English</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Learners, Hispanic students, and students from lower income backgrounds who have IEPs and are identified in the district's Differentiated Assistance (DA) and individual schools' Additional Targeted Support and Intervention (ATSI) and Comprehensive Support and Improvement (CSI) indicators. Note: Plans 2 and 3 include Actions 1.1, 1.2, 1.3, 1.9, 1.28, 1.29, and 3.3.		
2.10	English Learner (EL) Family Engagement	Continue to implement District and Community School site family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot) and other academic/wellness resources, so that families can be informed and engaged partners in their children's education, so that EL students build social emotional wellness and readiness to accelerate their learning of grade-level standards. Expand the district's "English Together" parent English training program to support parent access to school activities. These actions will particularly impact English Learners, Long Term English Learners, and students from lower income backgrounds who are identified under the district's Differentiated Assistance (DA) and under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.	\$832,400.00	Yes
2.11	Sanctuary Task Force	Implement the Sanctuary Resolution and activities of the Sanctuary Task Force, so that undocumented students build social emotional wellness and readiness to accelerate their learning of grade-level standards. These actions will support Newcomers to accelerate their learning, as part of the district's strategy to target Unduplicated student groups and target English Learners and LTELs as part of the district's Differentiated Assistance (DA) and under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.	\$2,000.00	No
2.12	Community Outreach Staff	Provide district and site-based community outreach specialists and workers, to improve school-home communications; to engage families in culturally responsive ways that align school and family support for student	\$627,000.00	Yes

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This Strategic Plan goal emerged from extensive engagement with the district's educational partners and Board of Trustees, as described in the "Engaging Educational Partners" section of the LCAP. The consensus from these engagements was that the district needed to move forward with most actions (exceptions noted below), as the district adjusts to reductions in state funding and also works next year to develop its next 5-year Strategic Plan. Also, given the significant challenges in student social-emotional learning and wellness, the consensus of the Strategic Planning group was that the many actions targeting these challenges needed to be consolidated in a single Wellness goal, again to build shared understanding and consistent implementation.

A Reminder Note about the CA "Red Dashboard" Indicators and the Directed Actions in this Goal Three:

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

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

Several actions in this Goal Three (3.1, 3.2, 3.3, 3.4, 3.6, 3.9, 3.11, 3.12) address the requirement to include one or more specific "Directed Actions" within the LCAP that address the Red Dashboard Indicators and improve school and student performance.

PLEASE USE THE LINK PROVIDED HERE (<https://drive.google.com/file/d/1ol1TnPs40JDfJnZjt4H-HexPgQ2e6RKh/view?usp=sharing>) OR THE ADDENDUM AT THE END OF THE LCAP to access PDF charts that show which SMFCSD schools and student groups were identified in Fall 2023 as performing "red" for specific 2023 Dashboard indicators. The charts show, for each identified school and student group, the specific directed LCAP actions that SMFCSD will implement to address these indicators and improve school and student group performance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CHRONIC ABSENTEEISM % of students absent 10+% of instructional days enrolled	2023-24 April 15 date All Students 17% African American 32% Homeless Youth 39% Foster Youth 53% English Learners 26% Long-Term English Learners: 28% Hispanic/Latinx: 26% Pacific Islander 56% Socio-Economically Disadvantaged 24% Students with Disabilities 28%	2024-25 April 15 date All Students 15% African American 30% Homeless Youth 35% Foster Youth 24% English Learners 24% Hispanic/Latinx 24% Long-Term English Learners 27% Pacific Islander 49% Socio-Economically Disadvantaged 25% Students with Disabilities 24%	2025-26 April 15 date All Students 14% African American 27% Homeless Youth 27% Foster Youth 50% English Learners 23% Long-Term English Learners 26% Hispanic/Latinx 22% Pacific Islander 52% "Socio-Economically Disadvantaged" 23% Students with Disabilities 26%	2026-27 All Students 5% African American 5% Homeless Youth 5% Foster Youth 5% English Learners 5% Long-Term English Learners: 5% Hispanic/Latinx 5% Pacific Islander 5% Socio-Economically Disadvantaged 5% Students with Disabilities 5%	Difference from Baseline All Students -3 points African American - 5 points Homeless Youth - 12 points Foster Youth -3 points English Learners - 3 points Long-Term English Learners: -2 points Hispanic/Latinx -4 points Pacific Islander -4 points Socio-Economically Disadvantaged -1 point Students with Disabilities -2 points
3.2	SUSPENSION RATE % of students suspended at least once	2023-24 April 15 date All Students 3% African American 5% Foster Youth 0% Homeless Youth 3% English Learners 3%	2024-25 April 15 date All Students 1% African American 3% Foster Youth 4%	2025-26 April 15 date All Students 1% African American 2% Foster Youth 3%	2026-27 All Students 1% African American 1% Foster Youth 1% Homeless Youth 1%	Difference from Baseline All Students -2 points African American - 3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Long Term ELs Hispanic/Latinx 4% Pacific Islander 4% Socio-Economically Disadvantaged 3% Students with Disabilities 6%	Homeless Youth 3% English Learners 2% Long-Term ELs 6% Hispanic/Latinx 2% Pacific Islander 2% Socio-Economically Disadvantaged 2% Students with Disabilities 3%	Homeless Youth 3% English Learners 2% Long-Term ELs 5% Hispanic/Latinx 2% Pacific Islander 3% Socio-Economically Disadvantaged 2% Students with Disabilities 3%	English Learners 1% Hispanic/Latinx 1% Pacific Islander 1% Socio-Economically Disadvantaged 1% Students with Disabilities 1%	Homeless Youth 0 points Foster Youth +3 points English Learners -1 point Long-Term English Learners: -1 points (2024-25 baseline) Hispanic/Latinx -2 points Pacific Islander -1 points Socio-Economically Disadvantaged -1 point Students with Disabilities -3 points
3.3	CA HEALTHY KIDS SURVEY Feel Connected to School: Average percent of students rating Strongly Agree/Agree	2023-2024 Feel Connected to School 3rd: 75% 4th: 76% 5th: 76% 6th: 63% 7th: 56% 8th: 52%	2024-25 Feel Connected to School 3rd: 78% 4th: 78% 5th: 78% 6th: 66% 7th: 56% 8th: 53%	2025-26 Feel Connected to School 3rd: 74% 4th: 73% 5th: 76% 6th: 69% 7th: 62% 8th: 60%	2026-27 Feel Connected to School 3rd: 85% 4th: 85% 5th: 85% 6th: 85% 7th: 85% 8th: 85%	Difference from Baseline Feel Connected to School 3rd: -1 points 4th: -3 points 5th: 0 points 6th: +6 points 7th: +6 points 8th: +8 point
3.4	CA HEALTHY KIDS SURVEY Caring Adults in School:	2023-24 Caring Adults in School 3rd: 74% 4th: 72% 5th: 72%	2024-25 Caring Adults in School 3rd: 76% 4th: 74%	2025-26 Caring Adults in School 3rd: 75% 4th: 70%	2026-27 Caring Adults in School 3rd: 85% 4th: 85%	Difference from Baseline Caring Adults in School 3rd: +1 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Average percent of students rating Strongly Agree/Agree	6th: 72% 7th: 61 % 8th: 63%	5th: 74% 6th: 74% 7th: 65 % 8th: 64%	5th: 72% 6th: 71% 7th: 66 % 8th: 66%	5th: 85% 6th: 85% 7th: 85% 8th: 85%	4th: -2 points 5th: 0 points 6th: -1 points 7th: +5 points 8th: +3 point
3.5	CA HEALTHY KIDS SURVEY Meaningful Participation in School: Average percent of students rating Strongly Agree/Agree	2023-24 Meaningful Participation in School 3rd: 43% 4th: 40% 5th: 42 % 6th: 36 % 7th: 30% 8th: 27%	2024-25 Meaningful Participation in School 3rd: 47% 4th: 45% 5th: 44 % 6th: 38 % 7th: 33% 8th: 29%	2025-26 Meaningful Participation in School 3rd: 45% 4th: 43% 5th: 45% 6th: 35% 7th: 34 % 8th: 31%	2026-27 Meaningful Participation in School 3rd: 70% 4th: 70% 5th: 70% 6th: 70% 7th: 70% 8th: 70%	Difference from Baseline Meaningful Participation in School 3rd: +2 points 4th: +3 points 5th: +3 points 6th: -1 points 7th: +4 points 8th: +4 points
3.6	CA HEALTHY KIDS SURVEY Feel Safe at School: Average percent of students rating Safe/Very Safe	2023-24 Feel Safe at School 3rd: 83% 4th: 81% 5th: 83% 6th: 61% 7th: 53% 8th: 49%	2024-25 Feel Safe at School 3rd: 85% 4th: 86% 5th: 83% 6th: 68% 7th: 56% 8th: 57%	2025-26 Feel Safe at School 3rd: 79% 4th: 81% 5th: 84% 6th: 69% 7th: 67% 8th: 65%	2026-27 Feel Safe at School 3rd: 90% 4th: 90% 5th: 90% 6th: 85% 7th: 85% 8th: 85%	Difference from Baseline Feel Safe at School 3rd: -4 points 4th: 0 points 5th: +1 points 6th: +8 points 7th: +14 points 8th: +16 points
3.7	CA HEALTHY KIDS SURVEY Cyberbullied 1 or more times: Percent of students rating "Yes"	2023-24 Cyberbullied 1 or more times: 3rd: 23% 4th: 21% 5th: 21% 6th: 23% 7th: 22%	2024-25 Cyberbullied 1 or more times: 3rd: 21% 4th: 18% 5th: 22% 6th: 16% 7th: 23%	2025-26 Cyberbullied 1 or more times: 3rd: 25% 4th: 23% 5th: 24% 6th: 20% 7th: 28%	2026-27 Cyberbullying is a Problem: 3rd: 5% 4th: 5% 5th: 5% 6th: 5% 7th: 5%	Difference from Baseline Cyberbullying is a Problem: 3rd: +2 points 4th: +2 points 5th: +3 point 6th: -3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8th: 26%	8th: 22%	8th: 23%	8th: 5%	7th: +6 point 8th: -3 points
3.8	CA HEALTHY KIDS SURVEY Chronic sadness/Considered suicide: Percent of middle school students rating "No"	2023-24 Chronic sadness/Considered suicide: 6th: 79% / 91% 7th: 78% / 90% 8th: 74% / 89%	2024-25 Chronic sadness/Considered suicide: 6th: 85% / 91% 7th: 79% / 89% 8th: 76% / 90%	2025-26 Chronic sadness/Considered suicide, rated "No": 6th: 84% / 89% 7th: 80% / 90% 8th: 76% / 88%	2026-27 Chronic sadness/Considered suicide: 6th: 90% / 95% 7th: 90% / 95% 8th: 90% / 95%	Difference from Baseline Chronic sadness/Considered suicide: 6th: +5 / -2 points 7th: +2 / 0 point 8th: +2 / -1 point
3.9	CA PHYSICAL FITNESS TEST Physical Fitness Test participation	2023-24: June 1 date Physical Fitness Test participation 5th grade: 97.2% 7th grade: 98.3%	2024-25 June 1 date Physical Fitness Test participation 5th grade: 100% 7th grade: 98.5%	2025-26 June 1 date Physical Fitness Test participation 5th grade: 100% 7th grade: 99%	2026-27: Physical Fitness Test participation 5th grade: 95% 7th grade: 95%	Difference from Baseline Physical Fitness Test participation 5th grade: +2.8 percentage points 7th grade: +0.7 percentage points

Goal Analysis [2025-26]

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

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

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

3.1 Implemented as planned: Continued employment of 2 Social Workers (2 planned) and 1 Program Specialist (2 planned), and added 7 social work interns to expand supports. Services provided include: case management for Newcomer middle school students at Bayside and Borel; Tier 3 services to K-8 students district-wide; Tier 2 and Tier 3 interventions district-wide for wellness (including attendance, SARBS, SARTs, Care teams) and mental health services, including crisis intervention and support for counselors with individual health plans.

3.2 Implemented as planned: Employed 28 Counselors (29 planned) and 6 Mental Health Clinicians (6 planned), who provided mental health services across all schools. Actions included: supporting counselors with identifying Tier 2 and Tier 3 cases; providing 1:1 therapy at sites;

supporting students in Alternative Schooling with services; providing clinician counseling services; supporting county SARB and SART hearings; providing triage with Tier 3+ cases; leading Gender Identity planning; and supporting Restorative Justice practices with specific high needs cases.

3.3 Adjusted Implementation: After LCAP adoption, the decision was made to reduce RJ PD and focus on PD happening with existing staff at sites. There was no RJ summer PD. Budget was reduced to \$40,000 for outside consulting services. Counselors, and RJ and Student Support ToSAs lead RJ PD at sites. All ES principals received one PD day for consultation on implementation at their sites. The ToSAs also received one day of PD to revisit and strengthen skills. Peer Mediation training also began in March.

3.4 Adjusted Implementation: Employed 4 Restorative Justice ToSAs for each comprehensive middle school to provide restorative and conflict resolution skills for students, staff, and community. After LCAP adoption, a decision was made not to employ the RJ ToSA for the elementary school.

3.5 Action dropped for the 2025-26 due to the planning for elementary wellness centers under the Community Schools initiative (Action 2.14).

3.6 Implemented as planned: All foster youth, homeless youth, low- income youth are provided transportation/bus tickets to support regular attendance and access to outside- the-school-day activities.

3.7 Implemented as planned: All PE teachers were provided standard-aligned resources TK-8 and targeted professional development opportunities, during the three District PD Days. In addition, teachers were supported to attend outside professional development and a conference to build their teaching knowledge and skills.

3.8 Implementation adjusted: Six elementary sites received additional funding to Implement site-based strategies for health and safety through positive, supported play strategies and related programs. Several sites were unable to hire planned staff, and so made adjustments to spend funds on other kinds of supports for positive, safe school climate and/or for well-rounded education actions.

3.9 Implementation adjusted: Employed four middle school Student Support ToSAs, one for each school, as planned. Also as planned, the district contracted with community agencies to provide additional social-emotional mental health services at targeted middle and elementary sites. At one site, the plan to hire a Behavior Technician was changed to allocate funds to other site priorities.

3.10 Implemented as planned: Six District Board Certified Behavior Analysts (BCBAs) provided Safety Care training and support. Professional development in Safety Care has been provided on an on-going, annual recertification schedule. At all schools, staff must complete Safety Care training yearly. The 6 BCBAs also coordinated the supports provided by the broader team of Registered Behavior Technicians. The district also paid the cost for these two roles to maintain their yearly certifications.

3.11 Implemented as planned: Attendance trainings and support have included the following: 1. counselors being the lead with principals on shifting the language of absenteeism to presenteeism; 2. Incentives that highlight students with positive and improving attendance; 3. Starting formal SARB process at the district this year and collaborating with SMCOE SARBs; 4. Sites focusing on interventions needed before the SARB process (monitor data; use CSSs for outreach, etc.); 5. Engaging in student voice activities, elevating why students want to be at school; and 6. Highlighting positive communications on website.

3.12 Implemented as planned: Trainings and support targeting students with compromised housing have included: the Wellness team began coordinating resources with the community agency Samaritan House to remove barriers and inform service providers; clinicians and social workers supported sites with unhoused families, by training site staff in the steps they should take to get unhoused families support; and partnered with San Mateo Police Department to address needs, such as holiday meals and clothing.

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

See below in the "Actions" section for the specific details on the actions analyzed here. Explanations provided here refer to the expenditure data provided further down in the "2025-26 Annual Update Table". Note that an explanation is provided only for those actions where the Estimated Budgeted Expenditures were more or less than 10% of the Budgeted Expenditures--which would be a "material difference" as required in the above prompt.

3.1 No material difference.

3.2 Estimated actual expenditures were lower than planned due to hiring one less counselor than planned.

3.3 No material difference.

3.4 Estimated actual expenditures were lower than planned due to the decision not to employ an RJ ToSA at one elementary school.

3.5 Action dropped for 2025-26.

3.6 No material difference.

3.7 Estimated actual expenditures were greater than planned due to efforts to support teachers to attend outside professional development and a conference to build their teaching knowledge and skills.

3.8 Several sites did not fill planned positions, resulting in lower estimated actual expenditures. Sites made adjustments to spend funds on other kinds of supports for positive, safe school climate and/or for well-rounded education actions.

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

3.10 Estimated actual expenditures exceeded those originally budgeted due to the decision to include additional professional development and planning expenditures from the SIP grant managed by the Special Education team.

3.11. No material difference.

3.12. No material difference.

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

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

3.1 These actions are expected to impact student engagement in school, specifically student attendance for key student groups. To date, overall student chronic absenteeism has dropped 3 points in the last two years, and for some key equity groups the drop has accelerated--Homeless Youth, Foster Youth, Pacific Islanders, and Hispanic/Latinx students. However the chronic absenteeism rate across these key student groups is still higher than students overall, which suggests the district systems are not yet achieving equitable outcomes for these students.

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3.4 These actions are expected to impact student engagement in school, specifically student attendance for key student groups. To date, overall student chronic absenteeism has dropped 3 points in the last two years, and for some key equity groups the drop has accelerated--Homeless Youth, Foster Youth, Pacific Islanders, and Hispanic/Latinx students. However the chronic absenteeism rate across these key student groups is still higher than students overall, which suggests the district systems are not yet achieving equitable outcomes for these

students. These positions are also expected to impact student social-emotional conditions and their experience of school as measured by student responses on the CA Healthy Kids Surveys. For each 3rd to 8th grade level, the percentage of students who agreed/strongly agreed that they “feel connected to school” improved from 2025 to 2026 by an average of 2 points--e.g. 69% of 6th graders said this in 2026, versus 63% in 2024. Students who agreed/strongly agreed that they experienced “caring adults” in school also improved from 2024 to 2026 by an average of 2 points--e.g. 66% of 7th graders said this in 2026, versus 61% in 2024. Students who agreed/strongly agreed that they “feel safe” in school also improved from 2024 to 2026 by an average of 6 points--e.g. 65% of 8th graders said this in 2026, versus 49% in 2024.

3.5 Action dropped for 2025-26.

3.6 Approximately 600 students provided transportation support. These actions are expected to impact student engagement in school, specifically student attendance for key student groups. To date, overall student chronic absenteeism has dropped 3 points in the last two years, and for some key equity groups the drop has accelerated--Homeless Youth, Foster Youth, Pacific Islanders, and Hispanic/Latinx students.

3.7 The specific expected LCAP result for this action is student participation in the Physical Fitness Test. Testing has not yet been completed for 2026, but it is expected to be near prior years' 98-100%

3.8 Sites report these additional resources have supported positive and safe school campuses. Site-specific analysis of these actions are found in each school's SPSA.

3.9 These actions are expected to impact student engagement in school, specifically student attendance for key student groups. To date, overall student chronic absenteeism has dropped 3 points in the last two years, and for some key equity groups the drop has accelerated--Homeless Youth, Foster Youth, Pacific Islanders, and Hispanic/Latinx students. However the chronic absenteeism rate across these key student groups is still higher than students overall, which suggests the district systems are not yet achieving equitable outcomes for these students. These positions are also expected to impact student social-emotional conditions and their experience of school as measured by student responses on the CA Healthy Kids Surveys. For each 3rd to 8th grade level, the percentage of students who agreed/strongly agreed that they “feel connected to school” improved from 2025 to 2026 by an average of 2 points--e.g. 69% of 6th graders said this in 2026, versus 63% in 2024. Students who agreed/strongly agreed that they experienced “caring adults” in school also improved from 2024 to 2026 by an average of 2 points--e.g. 66% of 7th graders said this in 2026, versus 61% in 2024. Students who agreed/strongly agreed that they “feel safe” in school also improved from 2024 to 2026 by an average of 6 points--e.g. 65% of 8th graders said this in 2026, versus 49% in 2024.

3.10 This action is expected to impact special education student engagement in school, specifically chronic absenteeism. To date, overall special education student chronic absenteeism has dropped 4 points in the last 2 years, down from 28% in 2024 to 24%.

3.11 These actions are expected to impact student engagement in school, specifically student attendance for key student groups. To date, overall student chronic absenteeism has dropped 3 points in the last two years, and for some key equity groups the drop has accelerated--Homeless Youth, Foster Youth, Pacific Islanders, and Hispanic/Latinx students. However the chronic absenteeism rate across these key student groups is still higher than students overall, which suggests the district systems are not yet achieving equitable outcomes for these students.

3.12 These actions are expected to impact student engagement in school, specifically student attendance for Homeless Youth. Compared to 2024, overall student chronic absenteeism has dropped 3 points in 2026, but chronic absenteeism for homeless youth has dropped 12 points. Similarly, the suspension rate for Homeless Youth has dropped from 3% to 1%.

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

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

3.1 Adjustment for 2026-27: The priority will be to move these positions from central-based roles to site-based roles where to increase student and family access at targeted sites.

3.2 Adjustment for 2026-27: Overall, the number of counselor and mental health clinicians will be reduced due to loss of state funds, but the allocation at sites will stay basically constant due to movement of positions from central-based roles to site-based.

3.3 No change in this action for 2026-27.

3.4 No change in this action for 2026-27.

3.5 Action dropped in 2025-26.

3.6 No change in this action for 2026-27.

3.7 No change in this action for 2026-27.

3.8 No change in this action for 2026-27.

3.9 No change in this action for 2026-27.

3.10 No change in this action for 2026-27.

3.11 No change in this action for 2026-27.

3.12 No change in this action for 2026-27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Wellness Social Workers and Program Specialists	Support site-based Social Workers and Program Specialists for wellness outcomes, to remove barriers to learning, both in and out of the school environment, and address issues that impact the wellness of students, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards. These providers will also specifically implement Newcomer Intake and Support Services to provide Newcomer students and families the wrap-around services (social, medical, mental) needed, so that Newcomer students are well supported to feel safe and to accelerate their learning of grade-level standards. These actions will support the engagement and academic acceleration of all students, but especially Unduplicated student groups, plus LTEL students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.	\$200,000.00	No
3.2	Counseling Supports	Provide 4 additional counselors and 4 mental health clinicians, at identified high needs schools, for direct social-emotional support for students through school-wide and individual counseling and intervention. These actions will build social emotional wellness and readiness to accelerate the learning of all students, but especially Unduplicated student groups, plus LTEL students and Native Hawaiian/Pacific Islander identified due to the district's Differentiated Assistance (DA) and under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.	\$1,560,000.00	Yes
3.3	Restorative Practices Professional Development	This professional development plan will support teachers and other certificated staff to implement Restorative Justice practices. Summer PD will offer opportunities for teachers and other certificated staff to reinforce their prior learning and to plan implementation in their classrooms. School-year PD and on-site ToSA coaching (see action 3.4 below) will give teachers opportunities to reflect on and adjust their implementation of restorative practices. These actions will support all students, but especially Unduplicated student groups, plus Long Term English Learners and Native	\$170,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Hawaiian/Pacific Islander students identified due to the district's Differentiated Assistance (DA) and under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.		
3.4	Restorative Justice Practices Teachers on Special Assignment	Provide five Restorative Justice Teachers on Special Assignment and additional social-emotional learning curriculum to support professional learning and implementation of restorative justice practices in four comprehensive middle schools and one elementary school. These actions will support all students, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.	\$490,000.00	Yes
3.5	Wellness Centers	<p>Action dropped for the 2025-26 due to the planning for elementary wellness centers under the Community Schools initiative (Action 2.14).</p> <p>2024-25 Action: Continue to develop spaces at sites for students and staff to serve as Wellness Centers--so that unduplicated students build social emotional wellness and readiness to accelerate their learning of grade-level standards. Implementation will prioritize first the development of wellness centers at identified schools that qualify for Title 1 funds and then to other schools with higher enrollment of English Learners, Special Education students, and students from economically- struggling families. These actions will build social emotional wellness and readiness to accelerate the learning of all students, but especially Unduplicated student groups, plus Hispanic students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.</p>	\$0.00	No
3.6	Transportation support	Strengthen transportation options (school bus transportation, free bus passes, "Hop/Skip/Drive" rides, etc.) for foster youth, youth with	\$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		compromised housing, and low-income youth to support regular attendance and access to outside-the-school-day activities. This action supports Unduplicated student groups, plus LTEL students and Students with Disabilities identified due to the district's Differentiated Assistance (DA) and under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.		
3.7	Physical Education Professional Learning & Resources	Provide PE teachers with standards-aligned resources TK-8 and professional development opportunities, so that unduplicated students accelerate their learning of health and physical ed grade-level standards.	\$30,000.00	No
3.8	Elementary School Supported Play	Implement site-based strategies for health and safety through positive, supported play strategies, so that students experience safe play and build physical, mental and social/emotional health.	\$105,000.00	No
3.9	Wellness Supports and Professional Development	Continue to provide expanded Tier 2 and Tier 3 intervention services for students requiring more intensive case management and mental health/behavioral/counseling services, through middle school Student Support Teachers on Special Assignment, contracted middle school Student Safety Aides, and Youth Services Bureau interns. Provide expanded summer Wellness PD offerings to all certificated staff to build their knowledge and skills and support implementation of wellness cultural and safety practices in classrooms and throughout school campuses. These actions will build social emotional wellness and readiness to accelerate the learning of all students, but especially Unduplicated student groups, plus LTEL and Native Hawaiian/Pacific Islander students identified due to the district's Differentiated Assistance (DA) and under schools' Targeted Support and Improvement and Additional Targeted Support and Improvement (TSI/ATSI) status.	\$1,713,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.10	Special Education Behavior Intervention Strategies	Provide additional staffing and professional learning for district staff to support implementation of effective behavior intervention strategies with identified students with IEPs, so that Special Education students build social emotional wellness and readiness to accelerate their learning of grade-level standards.	\$25,000.00	No
3.11	Reduce Student Chronic Absenteeism	<p>To address the needs of district target student groups, in response to the CA Differentiated Assistance program, and the needs of school target student groups (various groups under the CA Targeted Support and Intervention program), the district will implement the following activities to reduce the chronic absenteeism of key student groups: Implement and provide site staff training in the "District Attendance Protocols for Chronic Absences & Unexcused Absences"; Provide monthly by-student data reports to schools on chronic absenteeism to support site monitoring and intervention; Provide training to site teams and staff in monitoring, intervening, and positively recognizing students who have improved their attendance; and Provide training to Community School Specialists/Workers and other classified support staff to conduct regular positive calls and outreach to families of students who are chronically absent.</p> <p>Note these activities are in addition to the other systemic actions listed above which will positively impact the root causes behind the chronic absenteeism of key student groups, including 1.1 to 1.5; 1.10; 1.13 to 1.17; 1.27 to 1.29; 2.1; 2.4 to 2.7; 2.12 to 2.14; 3.1 to 3.6; 3.9, and 3.10.</p>	\$20,000.00	No
3.12	Supports for Youth with Compromised Housing	<p>To address the academic and social-emotional needs of students with compromised housing (identified under the CA Differentiated Assistance and the CA Targeted Support and Intervention programs), the district will implement the following activities: Implement and provide site staff training in the district-recommended actions for supporting students with compromised housing/foster youth (e.g., intake protocols, communication procedures, automatic SST steps, individual learning plans, free bus passes and "Hop/Skip/Drive" rides, pantry & clothing closets);</p>	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Provide regular updates to schools on the housing status of students who are experiencing compromised housing; and Provide training to site teams and staff in monitoring, intervening, and positively supporting students and families who are experiencing compromised housing.</p> <p>Note these activities are in addition to the other systemic actions listed above which will positively impact students and families who are experiencing compromised housing, including 1.1 to 1.5; 1.10; 1.13 to 1.17; 1.27 to 1.29; 2.1; 2.4 to 2.7; 2.12 to 2.14; 3.1 to 3.6; 3.9, and 3.10.</p>		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$10,088,230	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.749%	0.271%	\$304,205.59	9.020%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Foundational Reading & Writing Supplemental Curricula</p> <p>Need: Student ELA performance gaps persist for 3rd-8th unduplicated students. Meet/Exceed performance on CAASPP Literacy shows: All Students 53%; Socioeconomically Disadvantaged 26%; English Learners 7%;</p>	Current ELA district interim assessments show shrinking gaps for unduplicated students and predict future CAASPP performance where gaps will shrink. Meet/Exceed performance on PAF Literacy assessment shows mid-year: All Students 79%; Socioeconomically Disadvantaged 65%; English Learners 61%; Homeless 63%; Foster Youth (not statistically significant at the time). Analysis of this data over the three years of implementation suggests that these reading and writing curricula are strengthening the foundational	The following metrics will be used to monitor the acceleration of unduplicated students in their literacy performance: CAASPP Literacy (1.1); English Learner Progress (1.3); District interim literacy assessments (1.4, 1.5, 1.6, 1.7); SMFCSD's

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>LTEL 3%; Homeless 11%; Foster Youth (not statistically significant at the time). Analysis of this data suggests these gaps are rooted in the foundational literacy and language skills deficits, for unduplicated students, that are not addressed by Tier 1 instruction in grades K-2nd and by Tier 2 interventions in grades 3-8.</p> <p>Scope: LEA-wide</p>	<p>literacy and language skills specifically of unduplicated students, accelerating their performance and enabling them to perform at rates closer to all students. This use of funds to purchase these curricula is therefore creating the opportunity to significantly reduce the ELA performance gaps of unduplicated students. However, this action is being provided on an LEA-wide basis to maximize its impact in increasing the student literacy performance rates of all students.</p>	<p>"red dashboard" indicators (see Addendum).</p>
1.2	<p>Action: Literacy Professional Development Plan</p> <p>Need: Student ELA performance gaps persist for 3rd-8th unduplicated students. Meet/Exceed performance on CAASPP Literacy shows: All Students 53%; Socioeconomically Disadvantaged 26%; English Learners 7%; LTEL 3%; Homeless 11%; Foster Youth (not statistically significant at the time). Analysis of this data suggests these gaps are rooted in the foundational literacy and language skills deficits, for unduplicated students, that are not addressed by Tier 1 instruction in grades K-2nd and by Tier 2 interventions in grades 3-8.</p> <p>Scope: LEA-wide</p>	<p>Current ELA district interim assessments show shrinking gaps for unduplicated students and predict future CAASPP performance where gaps will shrink. Meet/Exceed performance on PAF Literacy assessment shows mid-year: All Students 79%; Socioeconomically Disadvantaged 65%; English Learners 61%; Homeless 63%; Foster Youth (not statistically significant at the time). Analysis of this data over the three years of implementing the literacy professional development plan suggests that the teacher professional development in the reading and writing curricula are strengthening the literacy and language skills specifically of unduplicated students, accelerating their performance and enabling them to perform at rates closer to all students. The use of funds to continue to provide this professional development is therefore creating the opportunity to significantly reduce the reading performance gaps of unduplicated students. However, this action is being provided on an LEA-wide basis to all teachers to maximize its impact in increasing the student literacy performance rates of all students.</p>	<p>The following metrics will be used to monitor the acceleration of unduplicated students in their literacy performance: CAASPP Literacy (1.1); English Learner Progress (1.3); District interim literacy assessments (1.4, 1.5, 1.6, 1.7); SMFCSD's "red dashboard" indicators (see Addendum).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p>Action: Language & Literacy and MultiLingual Teachers on Special Assignment (ToSAs)</p> <p>Need: Student ELA performance gaps persist for 3rd-8th unduplicated students. Meet/Exceed performance on CAASPP Literacy shows: All Students 53%; Socioeconomically Disadvantaged 26%; English Learners 7%; LTEL 3%; Homeless 11%; Foster Youth (not statistically significant at the time). Analysis of this data suggests these gaps are rooted in the foundational literacy and language skills deficits, for unduplicated students, that are not addressed by Tier 1 instruction in grades K-2nd and by Tier 2 interventions in grades 3-8.</p> <p>Scope: LEA-wide</p>	<p>Current ELA district interim assessments show shrinking gaps for unduplicated students and predict future CAASPP performance where gaps will shrink. Meet/Exceed performance on PAF Literacy assessment shows mid-year: All Students 79%; Socioeconomically Disadvantaged 65%; English Learners 61%; Homeless 63%; Foster Youth (not statistically significant at the time). Analysis of this data over the three years of implementing these Language & Literacy positions suggests that the ToSA role (teaching student groups, coaching teachers, supporting the implementation of the supplemental structured literacy curricula) is strengthening the foundational literacy and language skills specifically of unduplicated students, accelerating their performance and enabling them to perform at rates closer to all students. The use of funds to continue to have ToSAs for every school is therefore creating the opportunity to significantly reduce the reading performance gaps of unduplicated students. However, this action is being provided on an LEA-wide basis to maximize its impact in increasing the student literacy performance rates of all students.</p>	<p>The following metrics will be used to monitor the acceleration of unduplicated students in their literacy performance: CAASPP Literacy (1.1); English Learner Progress (1.3); District interim literacy assessments (1.4, 1.5, 1.6, 1.7); SMFCSD's "red dashboard" indicators (see Addendum).</p>
1.5	<p>Action: Middle School Professional Development Plan</p> <p>Need: Student reading and math performance gaps persist for 6th-8th unduplicated students. Meet/Exceed performance on CAASPP ELA shows: All Students 56%; Socioeconomically Disadvantaged 30%; English Learners 6%; LTELs 3%; Homeless 16%; Foster Youth (not statistically significant at the time).</p>	<p>Analysis of CAASPP data and district interim assessment data over the two years of implementing the middle school professional development plan suggests that the teacher professional development focus on academic discourse and "belonging classroom" strategies is strengthening the skills specifically of unduplicated students and shrinking the "engagement" gap, accelerating their performance and enabling them to perform at rates closer to all students. The use of funds to continue to provide this professional</p>	<p>The following metrics will be used to monitor the acceleration of unduplicated students in their literacy, math, and "attendance" performance: CAASPP Literacy, Math, and Science (1.1, 1.2, 1.13); English Learner Progress (1.3); District interim literacy and math</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Meet/Exceed performance on CAASPP Math shows: All Students 48%; Socioeconomically Disadvantaged 21%; English Learners 7%; LTELs 2%; Homeless 12%; Foster Youth (not statistically significant at the time). Unduplicated students also have an attendance gap. For example, their chronic absenteeism rates are higher: All Students 14%; Socio-Economically Disadvantaged 23%; English Learners 27%; LTELs 27%; Homeless Youth 28%; and Foster Youth 75%. Analysis of this data suggests that unduplicated 6th-8th student reading and math performance gaps are due to literacy/language and mathematics skills deficits and due to lack of engagement in their classes.</p> <p>Scope: LEA-wide</p>	<p>development, now with a focus on site instructional goals and continued focus on the specific needs of unduplicated students, is therefore creating the opportunity to significantly reduce the performance gaps of unduplicated students. However, this action is being provided on an LEA-wide basis to all MS teachers to maximize its impact in increasing the student literacy, math, and engagement performance rates of all students.</p>	<p>assessments (1.4-1.10); Chronic Absenteeism rates (3.1); SMFCSD's "red dashboard" indicators (see Addendum).</p>
1.6	<p>Action: Middle School Curriculum Teacher Leaders</p> <p>Need: Student ELA performance gaps persist for 6th-8th unduplicated students. Meet/Exceed performance on CAASPP ELA shows: All Students 56%; Socioeconomically Disadvantaged 30%; English Learners 6%; LTELs 3%; Homeless 16%; Foster Youth (not statistically significant at the time). Analysis of this data suggests these gaps are rooted in the literacy and language skills deficits, for unduplicated students, that are not successfully addressed in grades 6-8.</p>	<p>Current 6-8 district interim assessments show shrinking gaps for some unduplicated students and predict future CAASPP performance where gaps will shrink. Meet/Exceed performance on NWEA Literacy assessment shows: (pending year end assessments). Analysis of data over the second year of implementing a new ELA curriculum and providing PD suggests that acceleration for some groups is happening, but not all. And proficiency in writing continues to be a challenge across student groups. Funds are used to support planning and release teachers and site leaders to review data, facilitate collaboration, and plan curriculum. This use of funds is therefore creating the opportunity to reduce the ELA performance gaps of unduplicated students.</p>	<p>The following metrics will be used to monitor the acceleration of unduplicated students in their literacy performance: CAASPP Literacy (1.1); English Learner Progress (1.3); District interim literacy assessments (1.6, 1.7); SMFCSD's "red dashboard" indicators (see Addendum).</p>

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	Scope: LEA-wide	However, this action is being provided on an LEA-wide basis to maximize its impact in increasing the student literacy performance rates of all students.	
1.9	<p>Action: Elementary Integrated/ Designated ELD Professional Development Plan</p> <p>Need: Student reading performance gaps persist for 3rd-5th English Learner and Socio-economically disadvantaged students. Meet/Exceed performance on CAASPP Literacy shows: All Students 49%; Socioeconomically Disadvantaged 23%; and English Learners 7%. Analysis of this data suggests these gaps are rooted in the literacy and language skills deficits that are not addressed in grades K-5.</p> <p>Scope: LEA-wide</p>	Current K-2 district interim assessments show shrinking gaps for English Learner and SED students and predict future CAASPP performance where gaps will shrink. Current 3-5 district interim assessments do not show the same shrinking gaps yet for English Learner and SED students. Analysis of the K-2 and 3-5 data, given the strategic focus on K-3 ELD supports over the last 2 years, suggests that expanding ELD supports to 3-5 will help to strengthen the literacy and language skills EL students, accelerating their performance and enabling them to perform at rates closer to all students. The use of funds to continue to provide professional development and coaching supports is therefore creating the opportunity to significantly reduce the reading performance gaps of English Learners. However, this action is being provided on an LEA-wide basis to maximize its impact in increasing the student literacy performance rates of all students.	The following metrics will be used to monitor the acceleration of unduplicated students in their literacy performance: CAASPP Literacy (1.1); English Learner Progress (1.3); District interim literacy assessments (1.4, 1.5, 1.6, 1.7); SMFCSD's "red dashboard" indicators (see Addendum).
1.10	<p>Action: MTSS Literacy Assessment System</p> <p>Need: Student reading performance gaps persist for unduplicated students. Meet/Exceed performance on CAASPP Literacy shows: All Students 53%; Socioeconomically Disadvantaged 26%; English Learners 7%; LTEL 3%; Homeless 11%; Foster Youth (not statistically significant at the time). Analysis of</p>	Analysis of CAASPP data and district interim assessment data over the three years of implementing the language/literacy professional development plan suggests that the teacher professional development in using assessment data to drive Tier 1 and 2 instruction are not yet addressing the learning needs of Unduplicated Students. These persistent gaps at K-5 in particular led to the new K-5 math adoption (see action 1.12). Funds allocated for this action 1.10 will provide teachers with the professional	The following metrics will be used to monitor the acceleration of unduplicated students in their literacy performance: CAASPP Literacy (1.1); English Learner Progress (1.3); District interim literacy assessments (1.4, 1.5, 1.6, 1.7); SMFCSD's

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>this data suggests that unduplicated K-8th student reading performance gaps are due to literacy/language skills deficits that are not yet unaddressed in Tier 1 and Tier 2 instruction.</p> <p>Scope: LEA-wide</p>	<p>development and planning opportunities to use interim assessment data better aligned to their curriculum and to implement innovative math strategies in their classrooms that provide differentiated and engaging learning to targeted students which can significantly reduce the performance gaps of unduplicated students. However, this action is being provided on an LEA-wide basis to all teachers to maximize its impact in increasing the student math performance rates of all students.</p>	<p>"red dashboard" indicators (see Addendum).</p>
1.11	<p>Action: MTSS Math Assessment System</p> <p>Need: Student math performance gaps persist for unduplicated students. Meet/Exceed performance on CAASPP Math shows: All Students 50%; Socioeconomically Disadvantaged 22%; English Learners 10%; LTELs 2%; Homeless 6%; Foster Youth (not statistically significant at the time). Analysis of this data suggests that unduplicated K-8th student math performance gaps are due to mathematics skills deficits that are not yet unaddressed in Tier 1 and Tier 2 instruction.</p> <p>Scope: LEA-wide</p>	<p>Analysis of CAASPP data and district interim assessment data over the three years of implementing the math professional development plan suggests that the teacher professional development in using assessment data to drive Tier 1 and 2 instruction are not yet addressing the learning needs of Unduplicated Students. These persistent gaps at K-5 in particular led to the new K-5 math adoption (see action 1.12). Funds allocated for this action 1.11 will provide teachers with the professional development and planning opportunities to use interim assessment data better aligned to their curriculum and to implement innovative math strategies in their classrooms that provide differentiated and engaging learning to targeted students which can significantly reduce the performance gaps of unduplicated students. However, this action is being provided on an LEA-wide basis to all teachers to maximize its impact in increasing the student math performance rates of all students.</p>	<p>The following metrics will be used to monitor the acceleration of unduplicated students in their math performance: CAASPP Math (1.2); District interim math assessments (1.8); SMFCSD's "red dashboard" indicators (see Addendum).</p>
1.13	<p>Action: Math Professional Development Plan</p> <p>Need:</p>	<p>Analysis of CAASPP data and district interim assessment data over the three years of implementing the math professional development plan suggests that the teacher professional</p>	<p>The following metrics will be used to monitor the acceleration of unduplicated students in</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Student math performance gaps persist for unduplicated students. Meet/Exceed performance on CAASPP Math shows: All Students 50%; Socioeconomically Disadvantaged 22%; English Learners 10%; LTELs 2%; Homeless 11%; Foster Youth (not statistically significant at the time). Analysis of this data suggests that unduplicated student math performance gaps are due to mathematics skills deficits that are not effectively addressed in their classes.</p> <p>Scope: LEA-wide</p>	<p>development in asset-mindset math learning and in key collaborative and discourse strategies are strengthening skills and beginning to shrink the performance gap of some unduplicated students (SED; Homeless) but not every key equity group (ELs, LTELs). These persistent gaps at K-5 in particular led to the new K-5 math adoption (see action 1.12). Funds allocated for this action 1.13 will provide teachers with the professional development and planning opportunities to implement the new curriculum with fidelity and to implement innovative math strategies in their classrooms that provide differentiated and engaging learning to targeted students which can significantly reduce the performance gaps of unduplicated students. However, this action is being provided on an LEA-wide basis to all teachers to maximize its impact in increasing the student math performance rates of all students.</p>	<p>their math performance: CAASPP Math (1.2); District interim math assessments (1.8); SMFCSD's "red dashboard" indicators (see Addendum).</p>
1.14	<p>Action: Elementary Math ToSAs</p> <p>Need: Student math performance gaps persist for unduplicated students. Meet/Exceed performance on CAASPP Math shows: All Students 50%; Socioeconomically Disadvantaged 22%; English Learners 10%; LTELs 2%; Homeless 11%; Foster Youth (not statistically significant at the time). Analysis of this data suggests that unduplicated student math performance gaps are due to mathematics skills deficits that are not effectively addressed in their classes.</p> <p>Scope:</p>	<p>Analysis of CAASPP data and district interim assessment data over the three years of implementing the elementary math ToSA positions suggests that the ToSA role in supporting the math professional development plan (coaching teachers, supporting the implementation of the adopted math curriculum, providing intervention supports) is strengthening skills and beginning to shrink the performance gap of some unduplicated students (SED) but not every key equity group (ELs, LTELs, Homeless). These persistent gaps at K-5 in particular led to the new K-5 math adoption and the professional development plan described above (see action 1.12 and 1.13). Funds allocated for this action 1.14 will provide ToSAs who can coach teachers and facilitate the professional development and planning</p>	<p>The following metrics will be used to monitor the acceleration of unduplicated students in their math performance: CAASPP Math (1.2); District interim math assessments (1.8); SMFCSD's "red dashboard" indicators (see Addendum).</p>

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	LEA-wide	opportunities to implement the new curriculum with fidelity and to implement innovative math strategies in their classrooms that provide differentiated and engaging learning to targeted students which can significantly reduce the performance gaps of unduplicated students. However, this action is being provided on an LEA-wide basis to maximize its impact in increasing the student math performance rates of all students.	
1.15	<p>Action: Middle School Math ToSA and Teacher Leaders</p> <p>Need: Student math performance gaps persist for unduplicated middle school students. Meet/Exceed performance on CAASPP Math shows: All Students 48%; Socioeconomically Disadvantaged 21%; English Learners 7%; LTELs 2%; Homeless 14%; Foster Youth (not statistically significant at the time). Analysis of this data suggests that unduplicated middle school student math performance gaps are due to mathematics skills deficits that are not effectively addressed in their classes.</p> <p>Scope: LEA-wide</p>	Analysis of CAASPP data and district interim assessment data over the three years of implementing the math ToSA/teacher leader positions suggests that these roles in supporting the math professional development plan (coaching teachers, supporting the implementation of the adopted math curriculum, providing intervention supports) is strengthening skills and beginning to shrink the performance gap of some unduplicated students (SED) but not every key equity group (ELs, LTELs, Homeless). The use of funds to continue to have ToSA/teacher leader positions is creating the opportunity to significantly reduce the math performance gaps of unduplicated students, but more work must be done to reach all unduplicated students. This action is being provided on an LEA-wide basis to maximize its impact in increasing the student math performance rates of all students.	The following metrics will be used to monitor the acceleration of unduplicated students in their math performance: CAASPP Math (1.2); District interim math assessments (1.9); SMFCSD's "red dashboard" indicators (see Addendum).
1.22	<p>Action: Site-based Extended School Day Targeted Student Support</p> <p>Need:</p>	Analysis of CAASPP data and district interim assessment data over the three years of implementing the site-based extended day programs suggests they are strengthening the skills specifically of unduplicated students. Targeted students of key unduplicated groups are	The following metrics will be used by sites to monitor the acceleration of unduplicated students in their literacy and math performance: CAASPP

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	<p>Student reading and math performance gaps persist for unduplicated students. Meet/Exceed performance on CAASPP Literacy shows: All Students 53%; Socioeconomically Disadvantaged 26%; English Learners 7%; LTEL 3%; Homeless 11%; Foster Youth (not statistically significant at the time). Meet/Exceed performance on CAASPP Math shows: All Students 50%; Socioeconomically Disadvantaged 22%; English Learners 10%; LTELs 2%; Homeless 6%; Foster Youth (not statistically significant at the time). Analysis of this data suggests that unduplicated K-8th student reading and math performance gaps are due to literacy/language and mathematics skills deficits.</p> <p>Scope: LEA-wide</p>	<p>accelerating their performance, even as the overall groups themselves are making mixed progress. The use of funds to continue to provide this site-based work is therefore creating the opportunity to significantly reduce the performance gaps of unduplicated students. However, this action is being provided across schools, on an LEA-wide basis, to ensure sites have flexibility to target students as they see fit in increasing the student literacy and math performance rates of all students.</p>	<p>Literacy and Math (1.1, 1.2); English Learner Progress (1.3); District interim literacy and math assessments (1.4-1.9); SMFCSD's "red dashboard" indicators (see Addendum).</p>
1.23	<p>Action: Site-based Professional Learning, Data Inquiry, and Planning</p> <p>Need: Student reading and math performance gaps persist for unduplicated students. Meet/Exceed performance on CAASPP Literacy shows: All Students 53%; Socioeconomically Disadvantaged 26%; English Learners 7%; LTEL 3%; Homeless 11%; Foster Youth (not statistically significant at the time). Meet/Exceed performance on CAASPP Math shows: All Students 50%; Socioeconomically Disadvantaged 22%; English Learners 10%; LTELs 2%; Homeless</p>	<p>Analysis of CAASPP data and district interim assessment data over the three years of implementing the site-based professional learning, data inquiry and planning suggests that the teacher professional development described in actions 1.2, 1.5, and 1.13 are strengthening the skills specifically of unduplicated students and shrinking the performance gap, also because individual sites have implemented site-based PD, inquiry, and planning actions aligned with these PD actions, giving teachers the opportunity to collaborate and plan for the needs of unduplicated students at their sites. The use of funds to continue to provide this site-based work is therefore creating the opportunity to significantly reduce the performance gaps of unduplicated</p>	<p>The following metrics will be used by sites to monitor the acceleration of unduplicated students in their literacy and math performance: CAASPP Literacy and Math (1.1, 1.2); English Learner Progress (1.3); District interim literacy and math assessments (1.4-1.9); SMFCSD's "red dashboard" indicators (see Addendum).</p>

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	<p>6%; Foster Youth (not statistically significant at the time). Analysis of this data suggests that unduplicated K-8th student reading and math performance gaps are due to literacy/language and mathematics skills deficits.</p> <p>Scope: LEA-wide</p>	<p>students. However, this action is being provided on an LEA-wide basis to all new teachers to maximize its impact in increasing the student literacy and math performance rates of all students.</p>	
2.12	<p>Action: Community Outreach Staff</p> <p>Need: Student reading and math performance gaps persist for English Learner students, including LTELs. Meet/Exceed performance on CAASPP Literacy shows: All Students 53%; English Learners 7%; LTEL 3%. Meet/Exceed performance on CAASPP Math shows: All Students 50%; Socioeconomically Disadvantaged 22%; English Learners 10%; LTELs 2%. English Learner students also have an attendance gap. For example, their chronic absenteeism rates are higher: All Students 14%; English Learners 23%; LTEL 26%; Hispanic/Latinx 22%. Analysis of this data suggests that English Learners student reading and math performance gaps are due to literacy/language and mathematics skills deficits and due to lack of engagement in their classes.</p> <p>Scope:</p>	<p>Analysis of these performance gaps suggests that they are at least partially rooted in communication challenges and a lack of authentic engagement with English Learner families about the needs of their students and the information and resources that families have and that schools and the district can provide to address these needs. These bilingual staff implement the engagement actions described in action 2.10 above by sites and by the district in 2.13 below. These roles are intended to expand the number and quality of efforts to reach EL families and to leverage the resources of the schools and families, on behalf of EL students. The use of funds to continue to provide this site-based and district work is therefore creating the opportunity to significantly reduce the performance gaps of English Learner students. This is the most effective use of funds to support our English Learners because employing these staff on a full-time basis ensures the most efficient and high quality services at the targeted schools (as opposed for example to contracting for part-time services).</p>	<p>The following metrics will be used by sites to monitor the acceleration of unduplicated students in their literacy, math and "engagement" performance: CAASPP Literacy, Math, and Science (1.1, 1.2, 1.13); English Learner Progress (1.3); District interim literacy and math assessments (1.4-1.9); SMFCSD's "red dashboard" indicators (see Addendum); chronic absenteeism (3.1); suspension rate (3.2); feedback survey indicators (2.3, 2.7, 2.8, 3.3-3.8).</p>

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	Schoolwide		
2.13	<p>Action: Family Engagement & Feedback</p> <p>Need: Student reading and math performance gaps persist for English Learner students, including LTELs. Meet/Exceed performance on CAASPP Literacy shows: All Students 53%; English Learners 7%; LTEL 3%. Meet/Exceed performance on CAASPP Math shows: All Students 50%; Socioeconomically Disadvantaged 22%; English Learners 10%; LTELs 2%. English Learner students also have an attendance gap. For example, their chronic absenteeism rates are higher: All Students 14%; English Learners 23%; LTEL 26%; Hispanic/Latinx 22%. Analysis of this data suggests that English Learners student reading and math performance gaps are due to literacy/language and mathematics skills deficits and due to lack of engagement in their classes.</p> <p>Scope: Schoolwide</p>	Analysis of these performance gaps suggests that they are at least partially rooted in communication challenges and a lack of authentic engagement with English Learner families about the needs of their students and the information and resources that families have and that the district can provide to address these needs. These engagement actions by the district are intended to expand the number and quality of efforts to reach EL families and to leverage the resources of the district and families, on behalf of EL students. The use of funds to continue to provide this district work is therefore creating the opportunity to significantly reduce the performance gaps of English Learner students. This is the most effective use of funds to support our English Learners because employed staff (see Action 2.12) can use these funds to target EL families, as identified by their sites, with high quality services (engagement, education, support services) that meet their immediate needs.	The following metrics will be used by sites to monitor the acceleration of unduplicated students in their literacy, math and "engagement" performance: CAASPP Literacy, Math, and Science (1.1, 1.2, 1.13); English Learner Progress (1.3); District interim literacy and math assessments (1.4-1.9); SMFCSD's "red dashboard" indicators (see Addendum); chronic absenteeism (3.1); suspension rate (3.2); feedback survey indicators (2.3, 2.7, 2.8, 3.3-3.8).
3.2	<p>Action: Counseling Supports</p> <p>Need: Student engagement gaps persist for unduplicated students. Unduplicated students</p>	Analysis of this data and additional unduplicated student feedback (CHKS) data over the last two years of implementing these Wellness positions suggest that these roles enable schools to provide additional targeted counseling and wellness supports for unduplicated students, create more	The following metrics will be used by sites to monitor the progress in attendance of unduplicated students: Chronic absenteeism (1.1); suspension rate

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	<p>have an attendance gap. For example, their chronic absenteeism rates are higher: All Students 16%; Homeless Youth 37%; Foster Youth 50%; English Learners 25%; Socio-Economically Disadvantaged 25%. Unduplicated student (with the exception of Foster Youth) are also suspended at greater rates: All Students 1%; Homeless Youth 3%; English Learners 2%; Socio-Economically Disadvantaged 2%. Analysis of this data suggests that these gaps are rooted in challenges unduplicated students experience with social-emotional health and feelings of safety and community in classrooms and school.</p> <p>Scope: LEA-wide</p>	<p>welcoming schools, and give students more avenues to work on social emotional health and to feel a part of the school community. The use of funds to continue to provide these Wellness positions is therefore creating the opportunity to significantly reduce the engagement gaps of unduplicated students. However, this action is being implemented on an LEA-wide basis to support all schools and to maximize its impact in improving the engagement of all students.</p>	<p>(1.2); CHKS survey indicators (1.3-1.8); and Red Dashboard indicators (see Addendum).</p>
3.3	<p>Action: Restorative Practices Professional Development</p> <p>Need: Student engagement gaps persist for unduplicated students. Unduplicated students have an attendance gap. For example, their chronic absenteeism rates are higher: All Students 16%; Homeless Youth 37%; Foster Youth 50%; English Learners 25%; Socio-Economically Disadvantaged 25%. Unduplicated student (with the exception of Foster Youth) are also suspended at greater rates: All Students 1%; Homeless Youth 3%; English Learners 2%; Socio-Economically</p>	<p>Analysis of this data and additional student feedback (CHKS) data suggests SMFCSD is making important progress with unduplicated students, even while engagement gaps persist. Since implementing the restorative practices professional development plan starting two years ago, the staff professional development in restorative practices is creating more welcoming schools and classrooms, is replacing punitive outcomes (which particularly impact unduplicated students as the data shows) with restorative ones, and is strengthening the conflict resolution skills specifically of unduplicated students, and giving students more avenues to work on social emotional health and to feel a part of the school community (and improve the disproportionate chronic absenteeism of unduplicated students).</p>	<p>The following metrics will be used by sites to monitor the progress in engagement of unduplicated students: Chronic absenteeism (1.1); suspension rate (1.2); CHKS survey indicators (1.3-1.8); and Red Dashboard indicators (see Addendum).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Disadvantaged 2%. Analysis of this data suggests that these gaps are rooted in challenges unduplicated students experience with social-emotional health and feelings of safety and community in classrooms and school.</p> <p>Scope: LEA-wide</p>	<p>The use of funds to continue to provide this professional development, with a focus on new staff and continued focus on the specific needs of unduplicated students, is therefore creating the opportunity to significantly reduce the engagement gaps of unduplicated students. However, this action is being provided on an LEA-wide basis to all certificated staff to maximize its impact in improving the engagement of all students.</p>	
3.4	<p>Action: Restorative Justice Practices Teachers on Special Assignment</p> <p>Need: Student engagement gaps persist for unduplicated students. Unduplicated students have an attendance gap. For example, their chronic absenteeism rates are higher: All Students 16%; Homeless Youth 37%; Foster Youth 50%; English Learners 25%; Socio-Economically Disadvantaged 25%. Unduplicated student (with the exception of Foster Youth) are also suspended at greater rates: All Students 1%; Homeless Youth 3%; English Learners 2%; Socio-Economically Disadvantaged 2%. Analysis of this data suggests that these gaps are rooted in challenges unduplicated students experience with social-emotional health and feelings of safety and community in classrooms and school.</p>	<p>Analysis of this data and additional unduplicated student feedback (CHKS) data over the last two years of implementing the Restorative Justice ToSA positions suggests that the ToSA role in supporting the restorative justice professional development plan (coaching teachers, supporting the implementation of the curriculum and practices, providing intervention supports) is creating more welcoming schools and classrooms, is replacing punitive practices with restorative ones, and is strengthening the conflict resolution skills specifically of unduplicated students, and giving students more avenues to work on social emotional health and to feel a part of the school community. The use of funds to continue to provide these RJ ToSAs is therefore creating the opportunity to significantly reduce the engagement gaps of unduplicated students. However, this action is being implemented on an LEA-wide basis to support all staff and to maximize its impact in improving the engagement of all students.</p>	<p>The following metrics will be used by sites to monitor the progress in engagement of unduplicated students: Chronic absenteeism (1.1); suspension rate (1.2); CHKS survey indicators (1.3-1.8); and Red Dashboard indicators (see Addendum).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.6	<p>Action: Transportation support</p> <p>Need: Unduplicated students have an attendance gap. For example, their chronic absenteeism rates are higher: All Students 16%; Homeless Youth 37%; Foster Youth 50%; English Learners 25%; Socio-Economically Disadvantaged 25%. In SMFCSD, many unduplicated students attend school too far away to walk, and because of their socio-economic circumstances, as captured in yearly surveys, transportation by the family is not available. Survey data also reveals that some students do not feel safe on public buses, so passes are not always a sufficient solution to their transportation needs.</p> <p>Scope: LEA-wide</p>	<p>Analysis of this data and additional unduplicated student feedback (CHKS) data has led the district to expand the transportation options available to unduplicated students to ensure regular attendance to specific schools. The district has determined that it is the best use of funds to support students through free/reduced price bus passes or have options to use other van or "Uber-like" services. These services will focus on areas lower income students live and will create an opportunity to significantly increase attendance rates for lower-income students because they are designed to address the needs identified. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance rates for all students.</p>	<p>The following metrics will be used by sites to monitor the progress in attendance of unduplicated students: Chronic absenteeism (1.1); CHKS survey indicators (1.3-1.8); and Red Dashboard indicators (see Addendum).</p>
3.9	<p>Action: Wellness Supports and Professional Development</p> <p>Need: Student engagement gaps persist for unduplicated students. Unduplicated students have an attendance gap. For example, their chronic absenteeism rates are higher: All Students 16%; Homeless Youth 37%; Foster</p>	<p>Analysis of this data and additional unduplicated student feedback (CHKS) data over the last two years of implementing these Wellness supports and professional development suggest that these roles and PD enable schools to provide targeted counseling and wellness supports for unduplicated student, create more welcoming schools and classrooms, strengthen the conflict resolution skills specifically of unduplicated students, and give students more avenues to work on social</p>	<p>The following metrics will be used by sites to monitor the progress in attendance of unduplicated students: Chronic absenteeism (1.1); suspension rate (1.2); CHKS survey indicators (1.3-1.8); and Red Dashboard indicators (see Addendum).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Youth 50%; English Learners 25%; Socio-Economically Disadvantaged 25%. Unduplicated student (with the exception of Foster Youth) are also suspended at greater rates: All Students 1%; Homeless Youth 3%; English Learners 2%; Socio-Economically Disadvantaged 2%. Analysis of this data suggests that these gaps are rooted in challenges unduplicated students experience with social-emotional health and feelings of safety and community in classrooms and school.</p> <p>Scope: LEA-wide</p>	<p>emotional health and to feel a part of the school community. The use of funds to continue to provide these Wellness supports and professional development is therefore creating the opportunity to significantly reduce the engagement gaps of unduplicated students. However, this action is being implemented on an LEA-wide basis to support all schools and to maximize its impact in improving the engagement of all students.</p>	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.10	<p>Action: English Learner (EL) Family Engagement</p> <p>Need: The district's parent and family engagement survey (see above in "Measuring & Reporting Results section) indicates that the district is making important progress in engaging the families at our high-SED community schools with the largest enrollment of English Learner</p>	<p>Analysis of this engagement data and the related attendance data suggests that the insufficient engagement numbers and attendance gaps are at least partially rooted in communication challenges and a lack of authentic engagement with English Learner and other unduplicated families about the needs of their students and the information and resources that families have and that schools can provide to address these needs. These engagement actions by sites are intended to</p>	<p>The following metrics will be used to monitor the quality of family engagement and the attendance of English Learner and other unduplicated students: SMFCSD's "red dashboard" indicators (see Addendum); chronic</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>students, but it is significant that the percent of these families who are reporting full/sustaining progress is lower than acceptable, with none above 70%: 1. Welcoming: 70%; 2. Learn about Families: 56%; 3. Student Progress: 70%; 4. Decision-making: 64%; and 5. Input: 63%.</p> <p>English Learner students also have an attendance gap. For example, their chronic absenteeism rates are higher: All Students 14%; English Learners 23%; LTEL 26%. Analysis of this data suggests that English Learners student reading and math performance gaps are due to literacy/language and mathematics skills deficits and due to lack of engagement in their classes.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>expand the number and quality of efforts to reach EL families and to leverage the resources of the schools and families, on behalf of EL students. The use of funds to continue to provide this District and Community School site-based work is therefore creating the opportunity to significantly reduce the performance gaps of English Learner students.</p>	<p>absenteeism (3.1); suspension rate (3.2); feedback survey indicators (2.3, 2.7, 2.8).</p>

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

Not applicable. SMFCSD has no limited actions in the 2026-27 LCAP that is "associated with a Planned Percentage of Improved Services in the Contributing Summary Table".

Additional Concentration Grant Funding

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

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$115,307,054	\$10,088,230	8.749%	0.271%	9.020%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$12,370,015.00	\$11,620,827.00	\$925,162.00	\$1,404,000.00	\$26,320,004.00	\$15,334,250.00	\$10,985,754.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Foundational Reading & Writing Supplemental Curricula	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$0.00	\$290,000.00	\$290,000.00				\$290,000.00	
1	1.2	Literacy Professional Development Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$256,000.00	\$0.00	\$256,000.00				\$256,000.00	
1	1.3	Language & Literacy and MultiLingual Teachers on Special Assignment (ToSAs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$3,626,000.00	\$0.00	\$3,109,000.00			\$517,000.00	\$3,626,000.00	
1	1.4	Foundational Literacy Family Support	All	No			All Schools	2024-26	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.5	Middle School Professional Development Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools 6-8	2024-27	\$288,000.00	\$63,865.00	\$351,865.00				\$351,865.00	
1	1.6	Middle School Curriculum Teacher Leaders	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle School 6-8	2024-27	\$100,000.00	\$0.00	\$100,000.00				\$100,000.00	
1	1.7	Middle School ELD Supports	English Learners	No			All Schools	2024-26	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.8	Elementary Newcomer Supports	English Learners	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.9	Elementary Integrated/ Designated ELD Professional Development Plan	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Elementar y K-5	2024-27	\$468,000.00	\$93,000.00	\$561,000.00				\$561,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	MTSS Literacy Assessment System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$91,250.00	\$82,000.00	\$173,250.00				\$173,250.00	
1	1.11	MTSS Math Assessment System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$91,250.00	\$40,000.00	\$131,250.00				\$131,250.00	
1	1.12	Core Math Curricula	All	No			All Schools	2026-27	\$0.00	\$2,200,000.00		\$2,200,000.00			\$2,200,000.00	
1	1.13	Math Professional Development Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementar y Schools K-5	2026-27	\$460,000.00	\$0.00	\$460,000.00				\$460,000.00	
1	1.14	Elementary Math ToSAs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementar y schools K-5	2026-27	\$781,250.00	\$0.00	\$781,250.00				\$781,250.00	
1	1.15	Middle School Math ToSA and Teacher Leaders	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools 6-8	2024-27	\$510,000.00	\$0.00	\$510,000.00				\$510,000.00	
1	1.16	Math Family Support														
1	1.17	ELO-P Initiative #1: Extended Day Programs (Before/After School)	All	No			All Schools K-8	2026-27	\$900,000.00	\$4,000,000.00		\$4,900,000.00			\$4,900,000.00	
1	1.18	ELO-P Initiative #2: 30+ Extra Days Programs (in addition to the 180 day school year)	All	No			All Schools	2026-27	\$1,000,000.00	\$400,000.00		\$1,400,000.00			\$1,400,000.00	
1	1.19	College & Career Exploration Program	All	No			All Schools	2024-27	\$190,000.00	\$15,000.00	\$15,000.00	\$190,000.00			\$205,000.00	
1	1.20	Outdoor Education	5th grade students	No			Specific Schools: Elementar y schools 5th grade	2024-27	\$50,000.00	\$500,000.00	\$50,000.00	\$500,000.00			\$550,000.00	
1	1.21	Comprehensive Support and Improvement (CSI) program at LEAD Elementary School	All	No			Specific Schools: LEAD Elementar y		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.22	Site-based Extended School Day Targeted Student Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$270,000.00	\$0.00	\$130,000.00			\$140,000.00	\$270,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.23	Site-based Professional Learning, Data Inquiry, and Planning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$105,000.00	\$0.00	\$60,000.00			\$45,000.00	\$105,000.00	
1	1.24	Middle School AVID program	Identified middle school students	No			Specific Schools: 2 middle schools: Abbott/Bor el 7-8	2024-25	\$160,000.00	\$0.00	\$160,000.00				\$160,000.00	
1	1.25	Magnet Program Supports	All	No			Specific Schools: Magnet Schools: Fiesta Gardens, College Park, Parkside and North Shoreview	2024-27	\$177,000.00	\$45,000.00	\$222,000.00				\$222,000.00	
1	1.26	New Teacher Residency/Credential/ Certification Support	All	No			All Schools	2024-27	\$247,000.00	\$0.00				\$247,000.00	\$247,000.00	
1	1.27	Elementary Visual and Performing Arts (VAPA) Programs	All	No			All Schools	2024-25	\$0.00	\$1,375,989.00		\$915,827.00	\$460,162.00		\$1,375,989.00	
2	2.1	Culturally Responsive Curriculum & Practices (CRCP)	Key equity student groups	No			All Schools	2024-26	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.2	Equity Measures for Academic Learning	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.3	Equity Measures for Social Emotional Learning	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.4	Inclusion of Special Education Students in General Education Classes--Professional Development and Support for Focus Sites	Students with Disabilities	No			All Schools	2024-26	\$39,000.00	\$0.00	\$39,000.00				\$39,000.00	
2	2.5	District Inclusion Teacher on Special Assignment	Students with Disabilities	No			Specific Schools: George Hall	2024-25	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.6	Teacher Recruitment and Teacher Residency/ Credential Program financial assistance	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.7	LGBTQ+ Inclusion Practices	All	No			All Schools	2024-27	\$15,000.00	\$125,000.00	\$140,000.00				\$140,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.8	LGBTQ+ Counselor on Special Assignment	LGBTQ+	No			All Schools	2024-27	\$170,000.00	\$0.00	\$170,000.00				\$170,000.00	
2	2.9	Comprehensive Coordinated Early Intervention Service (CCEIS) plans	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.10	English Learner (EL) Family Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: High EL count schools	2024-27	\$748,000.00	\$84,400.00	\$806,400.00			\$26,000.00	\$832,400.00	
2	2.11	Sanctuary Task Force	Newcomer students	No			All Schools	2024-27	\$1,000.00	\$1,000.00	\$2,000.00				\$2,000.00	
2	2.12	Community Outreach Staff	English Learners	Yes	Schoolwide	English Learners	Specific Schools: High EL count schools: Abbott MS, Bayside K-8, Sunnybrae ES, LEAD ES, Fiesta Gardens ES, Meadow Heights ES, Baywood ES, Beresford ES, Laurel ES, San Mateo Park ES	2024-27	\$627,000.00	\$0.00	\$583,000.00			\$44,000.00	\$627,000.00	
2	2.13	Family Engagement & Feedback	English Learners	Yes	Schoolwide	English Learners	Specific Schools: High EL count schools: Abbott MS, Bayside K-8, Sunnybrae ES, LEAD ES, Fiesta Gardens ES, Meadow Heights ES, Baywood ES,	2024-27	\$3,000.00	\$5,500.00	\$8,500.00				\$8,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Beresford ES, Laurel ES, San Mateo Park ES									
2	2.14	Full Service Community School Strategies	All	No			Specific Schools: LEAD, Sunnybrae , Laurel, Fiesta Gardens and San Mateo Park	2024-27	\$0.00	\$1,250,000.00		\$1,250,000.00			\$1,250,000.00	
3	3.1	Wellness Social Workers and Program Specialists	All	No			All Schools	2024-27	\$200,000.00	\$0.00		\$200,000.00			\$200,000.00	
3	3.2	Counseling Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Schools funded with Title 1	2024-27	\$1,560,000.00	\$0.00	\$1,560,000.00				\$1,560,000.00	
3	3.3	Restorative Practices Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$130,000.00	\$40,000.00	\$130,000.00	\$40,000.00			\$170,000.00	
3	3.4	Restorative Justice Practices Teachers on Special Assignment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: 4 Middle Schools 6-8	2024-27	\$465,000.00	\$25,000.00	\$25,000.00		\$465,000.00		\$490,000.00	
3	3.5	Wellness Centers	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.6	Transportation support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$0.00	\$60,000.00	\$60,000.00				\$60,000.00	
3	3.7	Physical Education Professional Learning & Resources	All	No			All Schools	2024-27	\$25,000.00	\$5,000.00	\$30,000.00				\$30,000.00	
3	3.8	Elementary School Supported Play	All	No			Specific Schools: LEAD, FGIS, SM Park, Laurel, Sunnybrae , Beresford, Meadow Heights	2024-27	\$105,000.00	\$0.00				\$105,000.00	\$105,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.9	Wellness Supports and Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$1,428,500.00	\$285,000.00	\$1,433,500.00			\$280,000.00	\$1,713,500.00	
3	3.10	Special Education Behavior Intervention Strategies	Students with Disabilities	No			All Schools	2024-27	\$25,000.00	\$0.00		\$25,000.00			\$25,000.00	
3	3.11	Reduce Student Chronic Absenteeism	All	No			All Schools	2024-26	\$20,000.00	\$0.00	\$20,000.00				\$20,000.00	
3	3.12	Supports for Youth with Compromised Housing	Homeless Youth	No			All Schools	2024-25	\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$115,307,054	\$10,088,230	8.749%	0.271%	9.020%	\$11,520,015.00	0.000%	9.991 %	Total:	\$11,520,015.00
								LEA-wide Total:	\$10,122,115.00
								Limited Total:	\$806,400.00
								Schoolwide Total:	\$591,500.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Foundational Reading & Writing Supplemental Curricula	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$290,000.00	
1	1.2	Literacy Professional Development Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$256,000.00	
1	1.3	Language & Literacy and MultiLingual Teachers on Special Assignment (ToSAs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,109,000.00	
1	1.5	Middle School Professional Development Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools 6-8	\$351,865.00	
1	1.6	Middle School Curriculum Teacher Leaders	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle School 6-8	\$100,000.00	
1	1.9	Elementary Integrated/ Designated ELD Professional Development Plan	Yes	LEA-wide	English Learners Low Income	Specific Schools: Elementary K-5	\$561,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.10	MTSS Literacy Assessment System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$173,250.00	
1	1.11	MTSS Math Assessment System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$131,250.00	
1	1.13	Math Professional Development Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools K-5	\$460,000.00	
1	1.14	Elementary Math ToSAs	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary schools K-5	\$781,250.00	
1	1.15	Middle School Math ToSA and Teacher Leaders	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools 6-8	\$510,000.00	
1	1.22	Site-based Extended School Day Targeted Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,000.00	
1	1.23	Site-based Professional Learning, Data Inquiry, and Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
2	2.10	English Learner (EL) Family Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: High EL count schools	\$806,400.00	
2	2.12	Community Outreach Staff	Yes	Schoolwide	English Learners	Specific Schools: High EL count schools: Abbott MS, Bayside K-8, Sunnybrae ES, LEAD ES, Fiesta Gardens ES, Meadow Heights ES, Baywood ES, Beresford ES, Laurel ES, San Mateo Park ES	\$583,000.00	
2	2.13	Family Engagement & Feedback	Yes	Schoolwide	English Learners	Specific Schools: High EL count	\$8,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						schools: Abbott MS, Bayside K-8, Sunnybrae ES, LEAD ES, Fiesta Gardens ES, Meadow Heights ES, Baywood ES, Beresford ES, Laurel ES, San Mateo Park ES		
3	3.2	Counseling Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Schools funded with Title 1	\$1,560,000.00	
3	3.3	Restorative Practices Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,000.00	
3	3.4	Restorative Justice Practices Teachers on Special Assignment	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: 4 Middle Schools 6-8	\$25,000.00	
3	3.6	Transportation support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
3	3.9	Wellness Supports and Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,433,500.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$29,116,904.00	\$26,880,585.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Foundational Literacy Supplemental Curricula	Yes	\$125,000.00	40,156
1	1.2	Foundational Literacy Professional Development Plan	Yes	\$257,000.00	246,889
1	1.3	Language & Literacy and MultiLingual Teachers on Special Assignment (ToSAs)	Yes	\$4,089,000.00	3,968,758
1	1.4	Foundational Literacy Family Support	Yes	\$300,000.00	243,000
1	1.5	Middle School Professional Development Plan	Yes	\$219,250.00	234,489
1	1.6	Middle School Curriculum Teacher Leaders	Yes	\$50,000.00	85,559
1	1.7	Middle School ELD Supports	Yes	\$440,000.00	228,077
1	1.8	Elementary Newcomer Supports	No	\$0.00	0
1	1.9	Elementary Integrated/ Designated ELD Professional Development Plan	Yes	\$999,000.00	947,505
1	1.10	Literacy Assessment System	No	\$125,000.00	110,750
1	1.11	Math Assessment System	No	\$10,000.00	8,544

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Core Math Curricula	No	\$270,000.00	377,550
1	1.13	Math Professional Development Plan	Yes	\$47,750.00	23,250
1	1.14	Elementary Math ToSAs	Yes	\$1,250,000.00	1,162,801
1	1.15	Middle School Math ToSA and Teacher Leaders	Yes	\$510,000.00	349,713
1	1.16	Math Family Support	No	\$0.00	0
1	1.17	ELO-P Initiative #1: Extended Day Programs (Before/After School)	No	\$4,900,000.00	5,413,839
1	1.18	ELO-P Initiative #2: 30+ Extra Days Programs (in addition to the 180 day school year)	No	\$1,400,000.00	546,310
1	1.19	College & Career Exploration Program	No	\$1,000,000.00	241,449
1	1.20	Outdoor Education	No	\$550,000.00	538,541
1	1.21	Comprehensive Support and Improvement (CSI) program at LEAD Elementary School	No	\$0.00	62,776
1	1.22	Site-based Extended School Day Targeted Student Support	Yes	\$270,000.00	308,326
1	1.23	Site-based Professional Learning, Data Inquiry, and Planning	Yes	\$105,000.00	88,498
1	1.24	Middle School AVID program	No	\$160,000.00	138,941

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.25	Magnet Program Supports	No	\$222,000.00	310,234
1	1.26	New Teacher Residency/Credential/Certification Support	No	\$165,000.00	274,484
1	1.27	Elementary Visual and Performing Arts (VAPA) Programs	No	\$1,375,989.00	1,400,011
2	2.1	Culturally Responsive Curriculum & Practices (CRCP)	No	\$0.00	0
2	2.2	Equity Measures for Academic Learning	No	\$0.00	0
2	2.3	Equity Measures for Social Emotional Learning	No	\$0.00	0
2	2.4	Inclusion of Special Education Students in General Education Classes-- Support for Focus Sites	No	\$22,750.00	490
2	2.5	District Inclusion Teacher on Special Assignment	No	\$130,000.00	0
2	2.6	Teacher Recruitment and Teacher Residency/ Credential Program financial assistance	No	\$0.00	0
2	2.7	LGBTQ+ Inclusion Practices	No	\$70,000.00	51,531
2	2.8	LGTBQ+ Teacher on Special Assignment	No	\$142,000.00	164,445
2	2.9	Comprehensive Coordinated Early Intervention Service (CCEIS) plans	No	\$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	English Learner (EL) Family Engagement	Yes	\$576,000.00	795,341
2	2.11	Sanctuary Task Force	No	\$2,000.00	2,000
2	2.12	Community Outreach Staff	Yes	\$627,000.00	659,397
2	2.13	Family Engagement & Feedback	Yes	\$8,500.00	11,740
2	2.14	Full Service Community School Strategies	No	\$1,250,000.00	964,329
3	3.1	Wellness Social Workers and Program Specialists	No	\$662,665.00	660,354
3	3.2	Counseling Supports	No	\$4,364,000.00	4,205,563
3	3.3	Restorative Justice Practices Professional Development	Yes	\$155,000.00	145,885
3	3.4	Restorative Justice Practices and Social-Emotional Learning (SEL)	Yes	\$875,000.00	718,528
3	3.5	Wellness Centers	No	\$0.00	0
3	3.6	Transportation support	Yes	\$60,000.00	61,427
3	3.7	Physical Education Professional Learning & Resources	No	\$30,000.00	51,510
3	3.8	Elementary School Supported Play	No	\$90,000.00	57,000
3	3.9	Additional Site-based Wellness Supports	Yes	\$1,165,000.00	904,966

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.10	Special Education Behavior Intervention Strategies	No	\$25,000.00	50,273
3	3.11	Reduce Student Chronic Absenteeism	No	\$20,000.00	23,061
3	3.12	Supports for Youth with Compromised Housing	No	\$2,000.00	2,295

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
9,725,724	\$10,348,500.00	\$9,813,910.00	\$534,590.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Foundational Literacy Supplemental Curricula	Yes	\$125,000.00	40,156		
1	1.2	Foundational Literacy Professional Development Plan	Yes	\$257,000.00	246,889		
1	1.3	Language & Literacy and MultiLingual Teachers on Special Assignment (ToSAs)	Yes	\$4,089,000.00	3,968,758		
1	1.4	Foundational Literacy Family Support	Yes	\$300,000.00	243,000		
1	1.5	Middle School Professional Development Plan	Yes	\$169,250.00	212,489		
1	1.6	Middle School Curriculum Teacher Leaders	Yes	\$50,000.00	85,558		
1	1.7	Middle School ELD Supports	Yes	\$95,000.00	66,537		
1	1.9	Elementary Integrated/ Designated ELD Professional Development Plan	Yes	\$999,000.00	947,505		
1	1.13	Math Professional Development Plan	Yes	\$47,750.00	12,072		
1	1.14	Elementary Math ToSAs	Yes	\$1,250,000.00	1,162,801		
1	1.15	Middle School Math ToSA and Teacher Leaders	Yes	\$510,000.00	349,713		
1	1.22	Site-based Extended School Day Targeted Student Support	Yes	\$130,000.00	198,324		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.23	Site-based Professional Learning, Data Inquiry, and Planning	Yes	\$60,000.00	27,590		
2	2.10	English Learner (EL) Family Engagement	Yes	\$550,000.00	795,341		
2	2.12	Community Outreach Staff	Yes	\$583,000.00	480,551		
2	2.13	Family Engagement & Feedback	Yes	\$8,500.00	11,740		
3	3.3	Restorative Justice Practices Professional Development	Yes	\$155,000.00	145,885		
3	3.4	Restorative Justice Practices and Social-Emotional Learning (SEL)	Yes	\$25,000.00	5,073		
3	3.6	Transportation support	Yes	\$60,000.00	61,427		
3	3.9	Additional Site-based Wellness Supports	Yes	\$885,000.00	752,501		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
112,433,119	9,725,724	0.349	8.999%	\$9,813,910.00	0.000%	8.729%	\$304,205.59	0.271%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

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

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

ADDENDUM: 2026-27 LCAP--SMFCSD 2023 Red Dashboard Indicators and Directed LCAP Actions

		These charts show which SMFCSD schools and student groups were identified in Fall 2023 as performing "red" for specific 2023 Dashboard indicators. SMFCSD must show how the actions in the 2026-27 LCAP will continue to address the needs of the schools and student groups identified in Fall 2023. The charts show, for each identified school and student group, the specific directed LCAP actions that SMFCSD will implement to address these indicators and improve school and student group performance. Use the LCAP action number provided in the charts, and find the descriptions of each action in the the three "Goals and Actions" sections in this 2026-27 LCAP.																											
SCHOOLS WITHIN SMFCSD		GOAL ONE: ACADEMIC ACHIEVEMENT												GOAL TWO: EQUITY						GOAL THREE: WELLNESS									
	Directed LCAP Actions	1.1	1.2	1.3	1.4	1.5	1.9	1.12	1.13	1.15	1.17	1.18	1.23	2.1	2.4	2.10	2.12	2.13	2.14	3.1	3.2	3.3	3.4	3.6	3.9	3.11	3.12		
Chronic Absenteeism:																													
	Middle Schools: Abbott, Borel												x				x	x		x	x	x	x	x	x	x	x		
	Elementary Schools: Audubon, Beresford, Brewer Island, Fiesta Gardens, International, LEAD, Sunnybrae												x				x	x	x	x	x			x	x	x	x		
ELA																													
	Elementary Schools: LEAD, Sunnybrae	x	x	x	x		x				x	x	x	x	x	x	x	x	x	x	x				x		x		
Math																													
	Middle Schools: Abbott					x	x	x	x	x	x	x	x	x	x	x	x	x		x	x		x		x		x		
EL progress																													
	Middle Schools: Abbott					x	x				x	x	x	x	x	x	x	x		x	x		x		x		x		
	Elementary: Baywood, LEAD, Meadow Heights, San Mateo Park	x	x	x	x		x				x	x	x	x	x	x	x	x		x	x				x		x		

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

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

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

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