2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	San Mateo-Foster City School District
CDS Code:	41690390000000
LEA Contact Information:	Name: Diego Ochoa Position: Superintendent Email: DiegoOchoa@smfcsd.net Phone: (650) 312-7348
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$129,153,575
LCFF Supplemental & Concentration Grants	$7,222,020
All Other State Funds	$15,917,423
All Local Funds	$16,303,432
All federal funds	$3,954,196
Total Projected Revenue	$165,328,626

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$167,891,439
Total Budgeted Expenditures in the LCAP	$119,368,205
Total Budgeted Expenditures for High Needs Students in the LCAP	$14,826,028
Expenditures not in the LCAP	$48,523,234

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$5,083,000
Actual Expenditures for High Needs Students in Learning Continuity Plan	$4,213,053

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$7,604,008
2020-21 Difference in Budgeted and Actual Expenditures	$-869,947

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The General Expenditures not shown in the LCP are general administrative costs that are not part of the core teaching and learning elements that are represented in the focus of the 2020-2021 LCP. These expenditures include but not limited to salaries and benefits for general administration, district office staff, STRS on behalf, utilities and operation expenditures, insurance and attorney expenditures, noon duty aides, contracted services as well as maintenance and custodial supplies.

The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	For additional teacher professional learning and planning to increase/improve services to targeted students, SMFCSD budgeted more funding than was actually necessary. We anticipated needing extra time for teachers, when in fact much of this additional professional learning and planning was accomplished during the regular duty day. Similarly, we anticipated needing extra time for teachers and staff to reach out and engage students and families, and so we budgeted additional funds. However, we were able to provide these increased services during the regular duty day. Spending $869,947 less, therefore, did not impact our ability to provide increased/improved services to targeted students and their families.

LCFF Budget Overview for Parents

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

CDS Code: 41690390000000

School Year: 2021-22

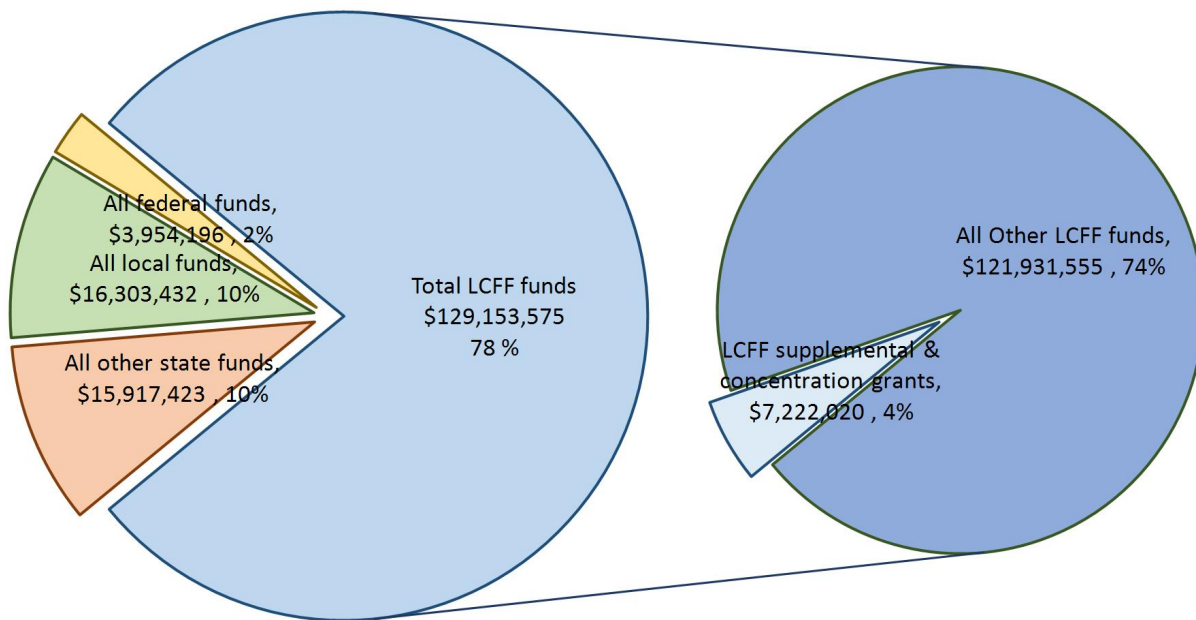LEA contact information:

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 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $3,954,196 , 2%

All local funds, $16,303,432 , 10%

All other state funds, $15,917,423 , 10%

Total LCFF funds $129,153,575 78 %

All Other LCFF funds, $121,931,555 , 74%

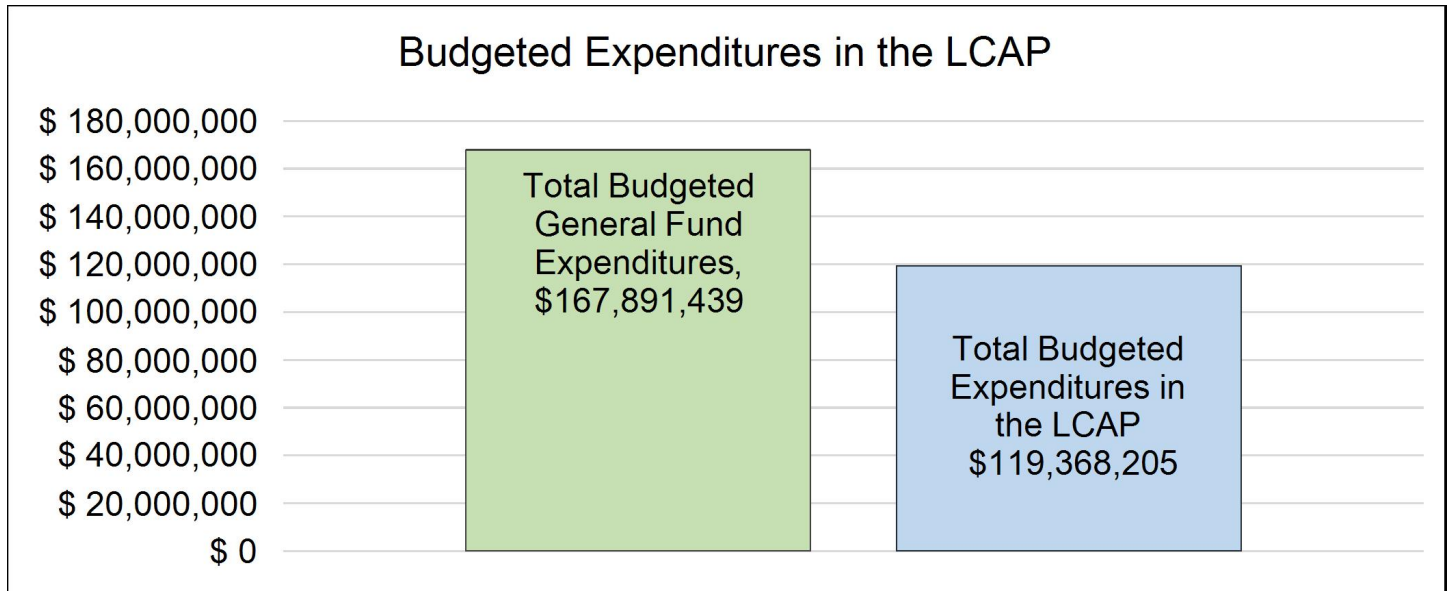LCFF supplemental & concentration grants, $7,222,020 , 4%

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 total revenue projected for San Mateo-Foster City School District is $165,328,626, of which $129,153,575 is Local Control Funding Formula (LCFF), $15,917,423 is other state funds, $16,303,432 is local funds, and $3,954,196 is federal funds. Of the $129,153,575 in LCFF Funds, $7,222,020 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.

Budgeted Expenditures in the LCAP

Amount	
$ 180,000,000	
$ 160,000,000	
$ 140,000,000	
$ 120,000,000	
$ 100,000,000	Total Budgeted General Fund Expenditures, $167,891,439
$ 80,000,000	Total Budgeted Expenditures in the LCAP $119,368,205
$ 60,000,000	
$ 40,000,000	
$ 20,000,000	
$ 0	

This chart provides a quick summary of how much San Mateo-Foster City School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

San Mateo-Foster City School District plans to spend $167,891,439 for the 2021-22 school year. Of that amount, $119,368,205 is tied to actions/services in the LCAP and $48,523,234 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
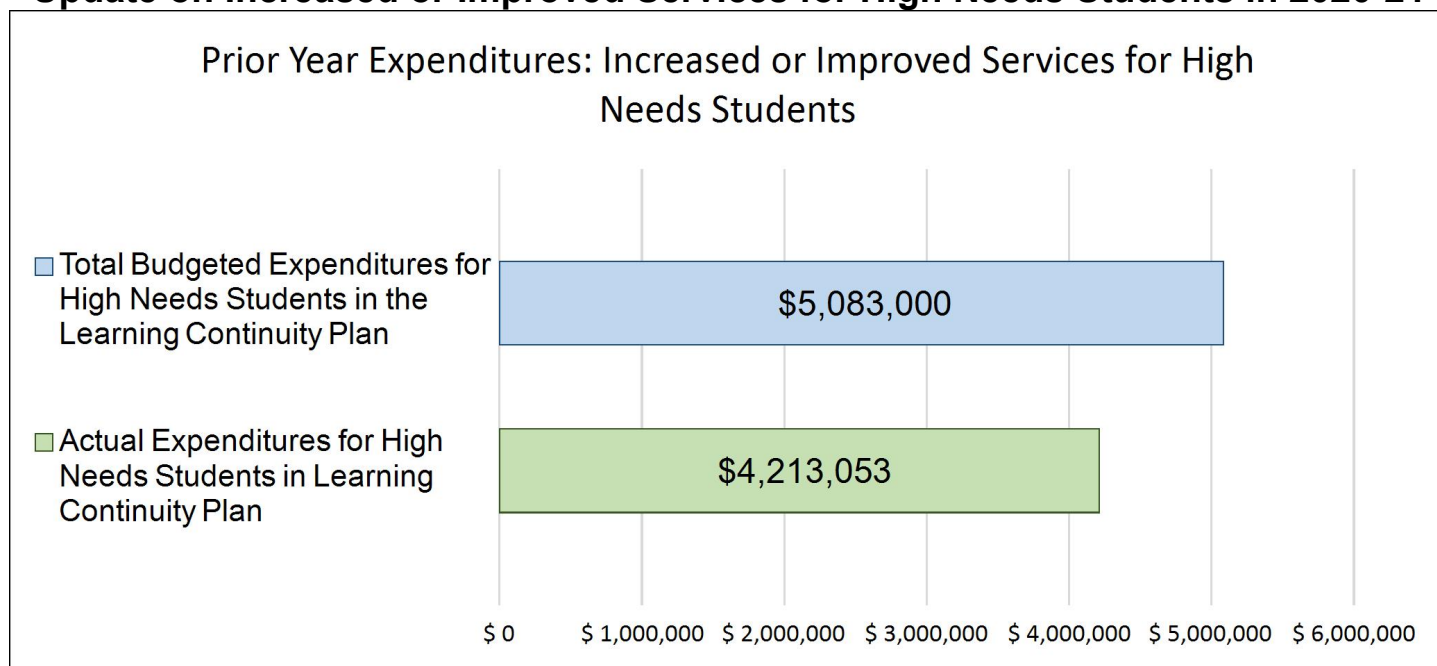
The General Expenditures not shown in the LCP are general administrative costs that are not part of the core teaching and learning elements that are represented in the focus of the 2020-2021 LCP. These expenditures include but not limited to salaries and benefits for general administration, district office staff, STRS on behalf, utilities and operation expenditures, insurance and attorney expenditures, noon duty aides, contracted services as well as maintenance and custodial supplies.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, San Mateo-Foster City School District is projecting it will receive $7,222,020 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 $14,826,028 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 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $5,083,000

□ Actual Expenditures for High Needs Students in Learning Continuity Plan — $4,213,053

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000 $ 5,000,000 $ 6,000,000

This chart compares what San Mateo-Foster City School District budgeted last year in the Learning Continuity Plan 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.

In 2020-21, San Mateo-Foster City School District's Learning Continuity Plan budgeted $5,083,000 for planned actions to increase or improve services for high needs students. San Mateo-Foster City School District actually spent $4,213,053 for actions to increase or improve services for high needs students in 2020-21.

For additional teacher professional learning and planning to increase/improve services to targeted students, SMFCSD budgeted more funding than was actually necessary. We anticipated needing extra time for teachers, when in fact much of this additional professional learning and planning was accomplished during the regular duty day. Similarly, we anticipated needing extra time for teachers and staff to reach out and engage students and families, and so we budgeted additional funds. However, we were able to provide these increased services during the regular duty day. Spending $869,947 less, therefore, did not impact our ability to provide increased/improved services to targeted students and their families.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Students will attend class in a well-maintained facility, with standards-aligned instructional materials and taught by credentialed teachers.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Facilities Inspection Tool How many school sites were rated "Good"? **19-20** Goal: 17 sites will be rated good on the Facilities Inspection Tool. **Baseline** In January of 2017, 11 sites were rated good on the Facilities Inspection Tool.	2019-20: 4/5 Wiiliams schools were rated by District staff using the Facility Inspection Tool were Good/Exemplary. Due to the COVID pandemic additional inspections were interrupted and SMCOE was also not able to provide onsite inspections.
Metric/Indicator Students will have access to standards aligned instructional materials in core instructional areas as materials are adopted. Does the inventory of books/materials match the number of students at each grade level? **19-20** Goal: 100 percent of our students will have access to standards aligned instructional materials in Mathematics and English Language Arts/English Language Development (and additional adoptions).	2019-20: 100% of students had access to standards-aligned instructional materials.

Expected	Actual
The inventory of books/materials is greater than or equal to the number of students at each grade level. **Baseline** In 2016-2017, 100 percent of our students had access to standards aligned instructional materials in Mathematics.	
Metric/Indicator Students will have credentialed teachers. The percentage of teachers without a full credential or teachers teaching outside their subject area of competence. **19-20** Goal: 100 percent of teachers will have a full credential. **Baseline** In 2016-2017, 100 percent of teachers had a full credential.	2019-20: 100% of teachers with a full credential and teaching in their subject area of competence

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1.1. District base instructional program: 1.1.1.a. Certificated teachers (24:1 for grades TK-2 and 30:1 for grades 3-8) 1.1.1.b. Principal 1.1.1.c. Assistant Principal (Middle Schools & Large Elementary Schools) 1.1.1.d. Counselor (1 per Middle School and 1 Elementary School) 1.1.1.e. Nurses- 2 Nurses, 2 LVN, 1 Health Clerk 1.1.1.f. Custodial Staff 1.1.1.g. Office Staff	1.1.1 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Base $86,381,885 1.1.1.o 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Base $15,523,439 1.1.1.o 1000-5000: Salaries, Benefits, Books, Supplies,	1.1.1 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Base 66,476,189 1.1.1.o 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Base 23,207,487 1.1.1.o 1000-5000: Salaries, Benefits, Books, Supplies,

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1.1.h. Student Supervision 1.1.1.i. Core Instructional Materials 1.1.1.j. Technology- 3:1 Chromebooks 1.1.1.k. Librarian or Para-educator for Library/Media 1.1.1.l. TK-4 Music 1.1.1.m. 5th Grade Instrumental or Choral Music 1.1.1.o. Special Education 1.1.1.p. Physical Education 1.1.1.q. Transportation 1.1.2 Maintain all school sites in good repair. 1.1.3. Students will have access to California standards aligned instructional materials based on current adoption cycle. Note: Lottery carryover 1.1.3.a. Implement newly adopted Science materials Fall 2019 middle schools & Spring 2020 elementary schools. 1.1.3.b. Purchase additional materials for adopted programs in ELA/ELD, Math or MS Science 1.1.3.c. Provide software systems to support materials management. 1.1.4 Teachers are fully credentialed in the subject area that they are assigned.	Services & Other Federal Funds 2,382,327 1.1.1.o 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Special Education $6,037,037 1.1.2 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Base $5,337,861 1.1.3 4000 & 5000: Books & Supplies and Services & Other Lottery $500,000 1.1.3.a 4000 & 5000: Books & Supplies and Services & Other Base $2,200,000 1.1.3.b 5000-5999: Services And Other Operating Expenditures Lottery $80,000 1.1.3.c 5000-5999: Services And Other Operating Expenditures Base $37,500 1.1.3.c 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Base $10,000 1.1.4 (Included in the base costs) Base	Services & Other Federal Funds 4,068,594 1.1.1.o 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Special Education 23,207,486 1.1.2 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Base 3,481,984 1.1.3 4000 & 5000: Books & Supplies and Services & Other Lottery 18,110 1.1.3.a 4000 & 5000: Books & Supplies and Services & Other Base 145598 1.1.3.b 5000-5999: Services And Other Operating Expenditures Lottery 27887 1.1.3.c 5000-5999: Services And Other Operating Expenditures Base 32652 1.1.3.c 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Base 48784

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were implemented, except for 1.1.3.a. A new elementary science curriculum was adopted and purchased, but the middle school science curriculum pilot process was extended for lack of teacher consensus, and then was interrupted by the pandemic and move to distance learning in March 2020. The planned expenditures were not implemented. The middle school pilot and adoption process will resume in 2021-22, with the planned expenditure in this year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As noted above, SMFCSD met all but one of its annual measurable outcomes for this goal and successfully implemented all planned actions and services--with one exception: the middle school science curriculum pilot process was extended for lack of teacher consensus, and then was interrupted by the pandemic and move to distance learning in March 2020. The planned expenditures were not implemented. The middle school pilot and adoption process will resume in 2021-22, with the planned expenditure in this year. The FIT was used to rate the 5 Williams schools and 4/5 were rated Goo/Exemplary. SMFCSD will resume regular site inspections in 2021-22.

Goal 2

Students will make progress toward meeting or exceeding grade level California Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP Results ELA	MET Goal of Green for all students. NOT MET Goal: 27.8 points above level 3. Actual 24.8 points above level 3. Improved 1.3 point. Hispanic/Latino Students: NOT MET Goal of Yellow. Actual Orange. NOT MET Goal of 36 points below level 3. Actual 43.2 points below level 3. Improved 0.7 points. White Students: MET Goal: Blue NOT MET Goal of 60.7 points above level 3. Actual: 57.9 points above level 3. Improved 1.4 Points Asian Students: MET Goal: Blue MET Goal of 84.4 points above level 3. Actual 84.4 points above standard. Improved 4.4 Points Two or More Races: MET Goal: Blue NOT MET Goal of 70.1 points above level 3. Actual 68.5 points above level 3. Improved 2.9 Points

Expected	Actual
19-20 Revised Goals based on 2018-19 Data The dashboard indicator: Goal: Green for all students. 27.8 points above level 3 Hispanic/Latino Students: Goal: Yellow 36 points below level 3 White Students: Goal: Blue 60.7 points above level 3 Asian Students: Goal: Blue 84.4 points above level 3 Two or More Races: Goal: Blue 70.1 points above level 3 Filipino Students: Goal: Blue 40.6 points above level 3 Pacific Islander Students: Goal: Yellow 22 points below level 3 Socioeconomically Disadvantaged Students: Goal: Yellow Status - 35 points below level 3 English Learners: Goal: Yellow Status - 20 points below level 3 New student groups goals:	Filipino Students: NOT MET Goal of Blue. Actual Green MET Goal of 40.6 points above level 3. Actual 41.9 points above standard. Increased 5.3 Points Pacific Islander Students: NOT MET Goal of Yellow. Actual Orange NOT MET Goal of 22 points below level 3. Actual 37.9 points below standard. Declined 8.4 Points Socioeconomically Disadvantaged Students: NOT MET Goal of Yellow. Actual Orange. NTO MET Goal of 35 points below level 3. Actual 51.3 points below standard. Decreased -1.8 Points English Learners: NOT MET Goal of Yellow. Actual Orange. NOT MET Goal of 20 points below level 3. Actual 46.2 points below standard. Declined 8.7 Points New student groups goals: African American Students: MET Goal of Yellow NOT MET Goal of 22.9 points below level 3. Actual 25.8 points below standard. Increased 4.7 Points Students with Disabilities: MET Goal of Orange NOT MET Goal of 89.3 points below level 3. Actual 93.7 points below standard. Increased 12.1 Points Homeless Students: MET Goal of Orange NOT MET Goal of 53.1 points below level 3. Actual 65.4 points below standard. Increased 2.6 Points Foster Youth: Group size too small for reporting.

Expected	Actual
Metric/Indicator CAASPP Results Mathematics **19-20** Revised Goals based on 2018-19 Data The dashboard indicator is Goal: Green for all students. 10.7 points above level 3 Hispanic/Latino Students: Goal: Yellow 65.2 points below level 3 White Students: Goal: Blue 35.7 points above level 3 Asian Students: Goal: Blue 92.2 points above level 3 Two or More Races: Goal: Blue 58.6 points above level 3 Filipino Students: Goal: Green 13.3 points above level 3 Pacific Islander Students: Goal: Yellow 50.8 points below level 3 Socioeconomically Disadvantaged Students: Goal: Yellow Status - 58.8 points below level 3	MET Goal of Green for all students. NOT MET Goal: 10.7 points above level 3. Actual 8.7 points above standard. Increased 1.2 Points Hispanic/Latino Students: NOT MET Goal of Yellow. Actual Orange. NOT MET Goal of 65.2 points below level 3. Actual 72.5 points below standard. Declined -2.5 Points White Students: MET Goal of Blue NOT MET Goal of 35.7 points above level 3. Actual 35.1 points above standard. Increased 2.6 Points. Asian Students: MET Goal of Blue. MET Goal of 92.2 points above level 3. Actual 94.7 points above standard. Increased 5.9 Points Two or More Races: MET Goal: Blue NOT MET Goal of 58.6 points above level 3. Actual 56 points above standard. Increased 1.1 Points • ----- Filipino Students: MET Goal of Green. MET Goal of 13.3 points above level 3. Actual 20.9 points above standard. Increased 10.6 Points Pacific Islander Students: NOT MET Goal of Yellow. Actual Orange NOT MET Goal of -50.8 points below level 3. Actual -62.3 points below standard. Declined 6.6 Points Socioeconomically Disadvantaged Students: NOT MET Goal of Yellow. Actual Orange.

Expected	Actual
English Learners: Goal: Yellow Status - 34.9 points below level 3 New student groups goals: African American Students: Goal: Yellow • 62.4 points below level 3 Students with Disabilities: Goal: Orange Status - 109.6 points below level 3 Homeless Students: Goal: Yellow Status - 76.4 points below level 3 Foster Youth: Establish baseline if cohort size reaches required size for reporting **Baseline** The dashboard indicator is Green for all students. 9.5 points above level 3 Hispanic/Latino Students: Yellow 61 points below level 3 White Students: Green 31.6 points above level 3 Asian Students: Blue 84.5 points above level 3 Two or More Races: Blue 45.2 points above level 3	NOT MET Goal of -58.8 points below level 3. Actual -78.4 points below standard. Decreased 5 Points English Learners: NOT MET Goal of Yellow. Actual Orange. NOT MET Goal of -34.9 points below level 3. Actual -61.3 points below standard. Declined 9.1 Points New student groups goals: African American Students: MET Goal of Yellow MET Goal of -62.4 points below level 3. Actual -57.4 points below standard. Increased 10.1 Points Students with Disabilities: MET Goal of Orange NOT MET Goal of - 109.6 points below level 3. Actual -116.2 points below standard. Increased 10 Points Homeless Students: MET Goal of Yellow NOT MET Goal of - 76.4 points below level 3. Actual -87.4 points below standard. Increased 4 Points Foster Youth: Group size too small for reporting.

Expected	Actual
Filipino Students: Green 12.5 points above level 3 Pacific Islander Students: Yellow 42 points below level 3 Socioeconomically Disadvantaged Students: Yellow 68.9 points below level 3 English Learners: Yellow 45.7 points below level 3 Baseline for new student groups from 2018 dashboard: African American Students: Orange 67.4 points below level 3 Students with Disabilities: Red Status - 124.6 points below level 3 Homeless Students: Orange Status - 91.4 points below level 3 Foster Youth: No Performance Color Status - data not displayed for privacy	
Metric/Indicator Galileo ELA **19-20** Goal: 60% of classes meet or exceeded growth targets. 61% of all students met or exceeded standard on final benchmark. **Baseline**	This 2019-20 district benchmark metric was unavailable due to the pandemic. The end-of-year administration was scheduled for the spring of 2020, but canceled due to the sudden transition to distance learning. To support teachers to provide the best possible instruction, while in distance and hybrid learning, SMFCSD focused on implementing formative and interim assessments embedded in the adopted curriculum. This strategy strengthened teacher ability to

Expected	Actual
102 out of 224 classes met or exceeded growth targets (46%). 52% of all students met or exceeded standard on final benchmark.	monitor student progress and adjust instruction, but did not support the kind of cross-district annual academic outcome analysis needed for the LCAP.
Metric/Indicator Galileo Mathematics **19-20** Goal: 64% classes met or exceeded growth targets. 66% of all students met or exceeded standard on final benchmark. **Baseline** 108 out of 214 classes met or exceeded growth targets (50%). 57% of all students met or exceeded standard on final benchmark.	This 2019-20 district benchmark metric was unavailable due to the pandemic. The end-of-year administration was scheduled for the spring of 2020, but canceled due to the sudden transition to distance learning. To support teachers to provide the best possible instruction, while in distance and hybrid learning, SMFCSD focused on implementing formative and interim assessments embedded in the adopted curriculum. This strategy strengthened teacher ability to monitor student progress and adjust instruction, but did not support the kind of cross-district annual academic outcome analysis needed for the LCAP.
Metric/Indicator Fountas & Pinnell Assessment **19-20** Goal: 75.1% K-2 Students Meet Grade Level Small group instruction observation: establish baseline **Baseline** Baseline established in 2018-19 71.1% K-2 Students Met Grade Level	This 2019-20 district benchmark metric was unavailable due to the pandemic. The end-of-year administration was scheduled for the spring of 2020, but canceled due to the sudden transition to distance learning. To support teachers to provide the best possible instruction, while in distance and hybrid learning, SMFCSD focused on implementing formative and interim assessments embedded in the adopted curriculum. This strategy strengthened teacher ability to monitor student progress and adjust instruction, but did not support the kind of cross-district annual academic outcome analysis needed for the LCAP.
Metric/Indicator Low Performing Student Block Grant Student Group Growth Change in performance on CAASPP math	Baseline for CAASPP change in cohort performance: Change in distance from level 3 from previous year Spring 2018 to Spring 2019: +5

Expected	Actual
19-20 CAASPP change in cohort performance: Change in distance from level 3 from previous year +20 **Baseline** Establish CAASPP Math Baseline from Spring 2019 Data	
Metric/Indicator Low Performing Student growth on Galileo Math Student Block Grant Student Group Growth **19-20** Galileo growth: 1.5 times the expected grade level growth from pretest to benchmark #2. **Baseline** Establish Galileo Math Baseline from Fall Benchmark	This 2019-20 district benchmark metric was unavailable due to the pandemic. The end-of-year administration was scheduled for the spring of 2020, but canceled due to the sudden transition to distance learning.
Metric/Indicator Math Support Data - Math Support cohort change in performance on CAASPP Math assessment: **19-20** Goal: Change in distance from level 3 from previous year: +20 **Baseline** Change in distance from level 3 from 2015-2016: +3.4	CAASPP change in cohort performance: NOT MET Change in distance from level 3 from previous year Spring 2018 to Spring 2019: +2.4
Metric/Indicator English Learner Progress: Dashboard Indicators Progress on CELDT Reclassification Rate At risk and Long-Term English Learner Rates New Metric: Progress on ELPAC	Dashboard indicator: NOT MET Goal of Green. Actual Yellow. Established baseline for % of students making progress on ELPAC: 54.1% NOT MET Goal of 50% of eligible students reclassified FEP. Actual 36.4% At-Risk ELs: 508 (19.3%) LTEL: 410 (15.6%)

Expected	Actual
19-20 Dashboard indicator: Goal: Green Establish baseline for % of students making progress on ELPAC 50% of eligible students reclassified FEP At-Risk ELs: 347 (1.6%) LTEL: 216 (1.7%) **Baseline** Dashboard indicator: Orange 57.4% of ELs making one level of progress or are level 4/5 21% of eligible students reclassified FEP At-Risk ELs: 347 (7.6%) LTEL: 216 (4.7%)	
Metric/Indicator CAASPP Assessment 3rd-8th Grade **19-20** CAASPP Participation Rate: Goal: 99.5% **Baseline** CAASPP Participation Rate: 99.5%	MET CAASPP Participation Rate Goal of 99.5%. Actual 99.5%
Metric/Indicator Galileo Assessment 3rd-8th Grade **19-20** Assessment: Galileo Participation Rates: Goal: 98% **Baseline** Galileo Participation Rate: 97.3%	This 2019-20 district benchmark metric was unavailable due to the pandemic. The end-of-year administration was scheduled for the spring of 2020, but canceled due to the sudden transition to distance learning.

Expected	Actual
Metric/Indicator Percentage of Faculty Attending Professional Development **19-20** Percent teachers participating in Professional Development: Goal: 95% **Baseline** Percent teachers participating in Professional Development: 89.8%	This 2019-20 metric was incomplete due to the pandemic. The scheduled professional development days in the spring were repurposed to support the sudden transition to distance learning.
Metric/Indicator Daily Use of Technology **19-20** Goal: Average daily device usage over a 7 day period: 3600 April 2020 drive usage: • Forms: 5,000 • Slides: 60,000 • Sheets: 25,000 • Docs: 500,000 • Files Uploaded: 1,700,000 **Baseline** Average daily device usage over a 7 day period: 3100 April 2017 drive usage: • Forms: 2659 • Slides: 31764 • Sheets: 11570 • Docs: 263405 • Files Uploaded: 732926	Note: This data is stored only for a year, making the 2019-20 data unavailable. The following data is therefore the actual data for 2020-21. Actual in 2020-21: Average daily device usage over a 7 day period: 10,230 April 2020 drive usage: • Forms: 3,000 • Slides: 216,000 • Sheets: 5,405 • Docs: 227,000 • Files Uploaded: 693,000

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Improve "first" (Tier 1) instructional services to students by providing teachers with resources, professional learning, and program supports to continue quality implementation of curriculum and programs aligned with California Content Frameworks in Math, English Language Arts/English Language Development (ELA/ELD), Science, History/Social Studies, Visual & Performing Arts (VAPA). 2.1.1 (Discontinued. Specific activities captured in subsequent sections.) 2.1.2 (Moved to 1.1.3.a) 2.1.3 (Moved to 2.9.6 below) 2.1.4 (Moved to 2.3.7 below) 2.1.5 Increase services to teacher leaders and teacher teams for additional inquiry and planning time, outside the duty day, to pilot, adopt, and implement new instructional materials aligned with California Content Frameworks for History/Social Studies and Science. 2.1.6 Improve visual & performing arts (VAPA) services to students by convening a stakeholder group that identifies additional VAPA resources to support and strengthen programs and program alignment with the CA VAPA Framework. 2.1.7 Improve instructional services for all students by convening the Equity Task Force, the Sanctuary Task Force, and Compacted Math and GATE stakeholder groups that recommend additional resources and program strategies.	2.1.1 Discontinued 2.1.2 (see 1.1.3.a) 2.1.3 (see 2.9.6) 2.1.4 (see 2.3.7) 2.1.5 1000 & 3000: Certificated Salaries & Benefits Prior Year S&C Carryover $25,000 2.1.6 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Prior Year S&C Carryover $10,000 2.1.7 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Prior Year S&C Carryover $10,000	2.1.1 Discontinued 2.1.2 (see 1.1.3.a) 2.1.3 (see 2.9.6) 2.1.4 (see 2.3.7) 2.1.5 1000 & 3000: Certificated Salaries & Benefits Prior Year S&C Carryover 80,891.95 2.1.6 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Prior Year S&C Carryover 2,574.82 2.1.7 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Prior Year S&C Carryover 33,218.66

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.2 Increase site-based instructional supports for unduplicated students 2.2.1 Increase supports for teachers to provide small group instruction to targeted students (para educators at Audubon, Beresford, College Park, Fiesta Gardens, Lead, Laurel) 2.2.2 Provide increased support for targeted students during after-school Homework Clubs/Tutoring programs (Abbott, Bayside, Borel, Bowditch, Fiesta Gardens, Sunnybrae) 2.2.3 Provide increased support for targeted students using library/media academic services (additional library/computer staff hours at Abbott, Borel, Sunnybrae) 2.2.4 Provide additional electives in middle school for targeted students exiting math or reading support classes (Bayside) 2.2.5 Increase middle school Dean of Student services to strengthen Tier 1 instruction and social emotional supports for targeted students (Bayside 1.0 FTE, Borel .67 FTE, Abbott 1.0 FTE) 2.2.6 Provide additional time for teachers to assess targeted students, analyze data, and plan re-teaching strategies for targeted students (Sunnybrae, College Park, Lead)	2.2.1 2000 & 3000: Classified Salaries & Benefits Supplemental $177,892 2.2.2 4000-4999: Books And Supplies Prior Year S&C Carryover $2,500 2.2.2 1000 & 3000: Certificated Salaries & Benefits Prior Year S&C Carryover $96,092 2.2.3 1000 & 3000: Certificated Salaries & Benefits Supplemental $39,124 2.2.4 1000 & 3000: Certificated Salaries & Benefits Base $91,000 2.2.5 1000 & 3000: Certificated Salaries & Benefits Supplemental $341,463 2.2.6 1000 & 3000: Certificated Salaries & Benefits Supplemental $12,450	2.2.1 2000 & 3000: Classified Salaries & Benefits Supplemental 224,048 2.2.2 4000-4999: Books And Supplies Prior Year S&C Carryover 0.0 2.2.2 1000 & 3000: Certificated Salaries & Benefits Prior Year S&C Carryover 25,667.63 2.2.3 1000 & 3000: Certificated Salaries & Benefits Supplemental 27,122.90 2.2.4 1000 & 3000: Certificated Salaries & Benefits Base 88,421.30 2.2.5 1000 & 3000: Certificated Salaries & Benefits Supplemental 266,059.05 2.2.6 1000 & 3000: Certificated Salaries & Benefits Supplemental 5,954.29
2.3. Improve learning supports for unduplicated students through teacher and administrator use of multiple assessment measures to drive instruction and academic interventions 2.3.1 Increase support for elementary and middle school teacher teams to conduct inquiry using assessment data and plan instruction (additional time for data meetings), especially to meet the learning needs of targeted students	2.3.1 1000 & 3000: Certificated Salaries & Benefits Supplemental $89,300 2.3.2 5000-5999: Services And Other Operating Expenditures Base $1000 2.3.3 2000 & 3000: Classified Salaries & Benefits Supplemental $136,826	2.3.1 1000 & 3000: Certificated Salaries & Benefits Supplemental 9,390.26 2.3.2 5000-5999: Services And Other Operating Expenditures Base 1753.45 2000 & 3000: Classified Salaries & Benefits Supplemental 48,435.13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.3.2 Improve supports to teachers and administrators to analyze formative and summative student performance data, through tools for gathering, organizing and reporting student and assessment data. 2.3.3 Improve supports to teachers and administrators to analyze and use formative and summative student performance data, by providing additional data analytics staff (all students and English Learners) 2.3.4 Increase supports to teachers to manage the implementation of California Assessment of Student Performance and Progress (CAASPP) by providing additional time for site testing coordinators. 2.3.5 (New) Improve math learning supports for English Learners, SED Students, and other struggling performers through district-wide implementation of a K-8 math benchmark performance assessment that supports teacher inquiry & planning (Note this action is part of, but funded separately from, the Low Performing Student Block Grant). 2.3.6 (New) Improve language & literacy learning supports for middle school English Learners, SED Students, and other struggling performers through district-wide implementation of a literacy screener that supports teacher inquiry & planning 2.3.7 (Moved from 2.1.4) Improve instructional supports for higher performing students through use of multiple assessment measures to identify students for the Gifted and Talented and the Compacted Math Pathways Programs.	2.3.4 1000 & 3000: Certificated Salaries & Benefits Base 2.3.5 4000 & 5000: Books & Supplies and Services & Other Lottery $25,000 2.3.6 4000 & 5000: Books & Supplies and Services & Other Supplemental $20,000 2.3.7 4000 & 5000: Books & Supplies and Services & Other Base $5,000	2.3.4 1000 & 3000: Certificated Salaries & Benefits Base 0.0 2.3.5 4000 & 5000: Books & Supplies and Services & Other Lottery 2,400.09 2.3.6 4000 & 5000: Books & Supplies and Services & Other Supplemental 194,113.73 2.3.7 4000 & 5000: Books & Supplies and Services & Other Base 0
2.4 Increase and improve professional learning services for administrators and teachers and credential supports for teachers, to improve instructional supports for unduplicated students. 2.4.1 (New) Increase and improve language & literacy professional learning supports for teachers and administrators through services provided by a Language & Literacy Program consultant.	2.4.1 1000 & 3000: Certificated Salaries & Benefits Prior Year S&C Carryover $50,000 2.4.2 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Prior Year S&C Carryover $50,000	2.4.1 1000 & 3000: Certificated Salaries & Benefits Prior Year S&C Carryover 40,803.02 2.4.2 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Prior Year S&C Carryover 33,218.66

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.4.2 Increase and improve math professional learning supports for teachers and administrators through expanded collaboration with Silicon Valley Math Initiative (Note this action is part of, but funded separately from, the Low Performing Student Block Grant).	2.4.3 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Title II $60,000	2.4.3 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Title II 77,425.50
2.4.3 Increase and improve professional learning supports for new and developing teachers by providing them extra time to attend expanded/targeted professional learning activities outside the duty day (evenings, summer, etc.; across contents)	2.4.4 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Supplemental $180,065	2.4.4 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Supplemental 220,675.54
	2.4.4 1000 & 3000: Certificated Salaries & Benefits Base	2.4.4 1000 & 3000: Certificated Salaries & Benefits Base 196,587.26
2.4.4 Increase and improve professional learning supports for for teachers through Teachers on Special Assignment in Math and Science that provide site-based and district-wide support.	2.4.5 1000 & 3000: Certificated Salaries & Benefits Prior Year S&C Carryover $20,000	2.4.5 1000 & 3000: Certificated Salaries & Benefits Prior Year S&C Carryover 4,029.37
2.4.5 Increase supports for classified and certificated staff to earn teaching credentials & certifications in hard to fill math, Montessori and science positions by providing extra-time and training costs.	2.4.5 1000 & 3000: Certificated Salaries & Benefits Title II $18,969	2.4.5 1000 & 3000: Certificated Salaries & Benefits Title II 25,207.91
2.4.6 Increase supports for preliminary credential, intern, and pre-credential teachers through new teacher program mentors	2.4.6 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Base	2.4.6 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Base 93836.19
2.4.7 Increase and improve professional learning supports for teachers to provide quality Tier 1 and Tier 2 instruction to targeted students, through site-based Language and Literacy Teachers on Special Assignment (ToSA)	2.4.7 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Supplemental $849,471	2.4.7 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Supplemental 722,908.75
	2.4.7 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Title I $322,626	2.4.7 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Title I 562,320
2.4.8 Increase and improve professional learning for teachers and administrators to provide quality Tier 1/2 supports, through site-based consultant training, coaching, and collaboration on cultural competency and language & literacy strategies to support English learners and students who are socioeconomically disadvantaged.	2.4.8 5000-5999: Services And Other Operating Expenditures Prior Year S&C Carryover $150,000	2.4.8 5000-5999: Services And Other Operating Expenditures Prior Year S&C Carryover 115,100
2.4.9 (New) Improve professional learning supports for new and developing teachers, through peer educator observation of identified	2.4.9 1000 & 3000: Certificated Salaries & Benefits Title II $10,000	2.4.9 1000 & 3000: Certificated Salaries & Benefits Title II 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Model Teachers, who have extra-time and coaching to serve as this support 2.4.10 (New) Increase and improve professional learning for teachers and administrators to provide quality Tier 1/2/3 supports through services provided by Director of Curriculum & Instruction (1.0 FTE for elementary services and 1.0 FTE for middle services) 2.4.11 (New) Provide mentoring to principals in their first two years as leaders in the District	2.4.10 1000 & 3000: Certificated Salaries & Benefits Supplemental $228,887 2.4.11 1000 & 3000: Certificated Salaries & Benefits Prior Year S&C Carryover $41,900	2.4.10 1000 & 3000: Certificated Salaries & Benefits Supplemental 238,432 2.4.11 1000 & 3000: Certificated Salaries & Benefits Prior Year S&C Carryover 41,000
2.5. Support site-based professional learning for teachers: 2.5.1 Support site-based professional learning on instructional strategies and/or exemplar classroom observations (Borel, College Park, Fiesta Gardens, Foster City, Laurel, Brewer Island, North Shoreview Montessori, Parkside, and San Mateo Park) 2.5.2 Support site-based professional learning for the International Baccalaureate program at Sunnybrae 2.5.3 (New) Support site-based professional learning on Tier 1 and 2 instructional strategies and supports, across all sites, as identified in site SPSAs	2.5.1 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Supplemental $103,235 2.5.1 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Base 2.5.2 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Base 2.5.3 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Supplemental $35,000	2.5.1 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Supplemental 30,116.42 2.5.1 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Base 15,222.92 2.5.2 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Base 200,158.62 2.5.3 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Supplemental 11,592.87
2.6. Increase technology resources and services to students to support standards-aligned learning 2.6.1 Students in grades TK-8 will have access to technology devices for learning and assessment purposes. 2.6.2 (Discontinued)	2.6.1 4000 & 5000: Books & Supplies and Services & Other Base 2.6.2 discontinued 2.6.3 4000 & 5000: Books & Supplies and Services & Other Base	2.6.1 4000 & 5000: Books & Supplies and Services & Other Base 16,944.22 2.6.2 discontinued 4000 & 5000: Books & Supplies and Services & Other Base 7112.20

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.6.3 Develop plans and curate resources for educating students about the ethical and safe use of the internet as a learning tool. 2.6.4 (Discontinued)	2.6.4 discontinued	2.6.4 discontinued
2.7 Increase and improve district-level supports for English Learners, SED students, and other struggling readers to make progress in learning English and achieving academic standards 2.7.1 Improve and increase supports to sites to advance quality instruction for English learners, design high-quality language programs, and monitor and evaluate supports for English Learners, through the management of a Coordinator of Support for English Learners. 2.7.2 Improve supplementary instructional materials for newcomers and LTELs 2.7.3 Draft English Learner Master Plan and ensure a collaborative process that includes input from all stakeholders 2.7.4 Administer ELPAC to initial and continuing EL students as a summative measure. 2.7.5 Improve and increase site-based reading intervention supports for targeted students by providing a Language & Literacy Program Specialist who builds the expertise of site Reading Specialists. 2.7.6. Improve and increase site-based reading intervention supports for targeted students by providing Reading Specialists to sites. 2.7.7 Support school/district inquiry and strengthen reclassification procedures through the use of data systems for monitoring English Learner performance data	2.7.1 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Supplemental $119,464 2.7.1 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Title III $46,458 2.7.2 4000 & 5000: Books & Supplies and Services & Other Lottery $10,000 2.7.3 2.7.4 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Base 2.7.5 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Title I $148,189 2.7.6 1000 & 3000: Certificated Salaries & Benefits Title I $123,083 2.7.6 1000 & 3000: Certificated Salaries & Benefits Supplemental $2,102,181 2.7.7 4000 & 5000: Books & Supplies and Services & Other Supplemental $36,000	2.7.1 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Supplemental 0 2.7.1 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Title III 192,266 2.7.2 4000 & 5000: Books & Supplies and Services & Other Lottery 25,129 2.7.3 2.7.4 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Base 197,075.97 2.7.5 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Title I 338,268.65 2.7.6 1000 & 3000: Certificated Salaries & Benefits Title I 123,083 2.7.6 1000 & 3000: Certificated Salaries & Benefits Supplemental 2,316,774.56 2.7.7 4000 & 5000: Books & Supplies and Services & Other Supplemental $36,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.8 Increase and improve supports for English Learners through site-based teachers and staff providing targeted interventions 2.8.1 (Discontinued) 2.8.2 (Discontinued) 2.8.3 Increase and improve supports for English Learners through Newcomer classes and program resources at Abbott and Bayside Middle Schools 2.8.4 Increase services for English Learners through classroom interventions provided by teachers, who in turn are supported by para-educators providing services to other, non-EL students in the classroom (Bayside Academy, Bowditch, Laurel, Foster City)	2.8.1 discontinued 2.8.2 discontinued 2.8.3 2000 & 3000: Classified Salaries & Benefits Supplemental $185,536 2.8.3 1000 & 3000: Certificated Salaries & Benefits Title III $239,736 2.8.4 1000-4000: Employee Salaries, Benefits, Books & Supplies Supplemental $149,397	2.8.1 discontinued 2.8.2 discontinued 2.8.3 2000 & 3000: Classified Salaries & Benefits Title III 156,992 2.8.3 1000 & 3000: Certificated Salaries & Benefits Title III 125,863 2.8.4 1000-4000: Employee Salaries, Benefits, Books & Supplies Supplemental 166,255.63
2.9 . Increase and improve Mathematics learning supports for English Learners, SED Students, and other math struggling performers 2.9.1 Increase math learning supports for English Learners, SED Students, and other struggling performers through additional Math Foundations classes at the middle school. 2.9.2 Improve math learning supports for English Learners, SED Students, and other struggling performers through student use of specialized math learning software. 2.9.3 (Moved to 2.7.7) 2.9.4 (New) Increase and improve math professional learning supports for teachers and administrators in the Abbott Complex of schools (Abbott MS, Beresford, Meadow Heights, Fiesta Gardens, Laurel, & George Hall ES) through site-based Math Teachers on Special	2.9.1 1000 & 3000 : Certificated Salaries & Benefits Supplemental $248,863 2.9.2 5000-5999: Services And Other Operating Expenditures Prior Year S&C Carryover $20,000 2.9.3 moved to 2.7.7 2.9.4 1000 & 3000: Certificated Salaries & Benefits 7510 Low Perform Student Block Grant $352,598 2.9.5 1000 & 3000: Certificated Salaries & Benefits Supplemental $97,356	2.9.1 1000 & 3000: Certificated Salaries & Benefits Supplemental 265,929.19 2.9.2 4000 & 5000: Books & Supplies and Services & Other Prior Year S&C Carryover 55,000 2.9.3 moved to 2.7.7 1000 & 3000: Certificated Salaries & Benefits 7510 Low Perform Student Block Grant 393,763.12 1000 & 3000: Certificated Salaries & Benefits Supplemental 19,769.29

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Assignment who lead training, team inquiry, coaching and model teacher observation (funded through 2-year Low Performing Student Block Grant). 2.9.5 (New) Increase teacher team math inquiry and planning time in the Abbott Complex elementary schools (Beresford, Meadow Heights, Fiesta Gardens, Laurel, & George Hall ES) through a cadre of permanent subs who release teachers from their classrooms during the school day (Note this action is part of, but funded separately from the Low Performing Student Block Grant). 2.9.6 (Moved from 2.1.3) Increase and improve math professional learning supports for teachers and administrators district wide through a Math Teacher on Special Assignment who lead training, team inquiry, coaching and model teacher observation (for schools outside the Abbott Complex).	2.9.6 1000 & 3000: Certificated Salaries & Benefits Supplemental $106,729	1000 & 3000: Certificated Salaries & Benefits Supplemental 193,622.36
2.10 . Increase services to students that promote high expectations and college-readiness and provide academic and social-emotional supports, through implementation of the AVID program in middle schools 2.10.1 Implement AVID program (coordinators, membership, professional learning & field trips at Abbott, Borel, Bayside and Bowditch) 2.10.2 Implement AVID Electives at Abbott, Borel, Bayside and Bowditch 2.10.3 (new) Hire AVID tutors at Abbott, Borel, Bayside and Bowditch	2.10.1 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Prior Year S&C Carryover $297,276 2.10.2 1000 & 3000: Certificated Salaries & Benefits Supplemental $127,933 2.10.3 2000-2999: Classified Personnel Salaries Prior Year S&C Carryover $59,234	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Prior Year S&C Carryover 203,509.74 1000 & 3000: Certificated Salaries & Benefits Supplemental 146,308.63 2.10.3 2000-2999: Classified Personnel Salaries Prior Year S&C Carryover 0
2.11 Increase academic supports for English Learners, SED students, and other struggling learners through extended learning opportunities	2.11.1 1000-4000: Employee Salaries, Benefits, Books & Supplies Title I $180,000	2.11.1 1000-4000: Employee Salaries, Benefits, Books & Supplies Title I 147,440.27

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.11.1 Increase learning time for targeted students through Summer School and Kick Off to Kindergarten programs 2.11.2 Improve student access to academic learning and supports through bus passes for SED students that facilitate transportation back and forth from school. 2.11.3 Improve student access to academic learning and supports through bus passes for Homeless students that facilitate transportation back and forth from school. 2.11.4 Improve student access to academic learning and supports through bus transportation from after school intervention/homework programs. Improve family engagement with schools in support of their student's academic learning through bus transportation to and from school community events.	2.11.1 1000 & 3000: Certificated Salaries & Benefits Prior Year S&C Carryover $10,000 2.11.2 5000-5999: Services And Other Operating Expenditures Prior Year S&C Carryover $10,000 2.11.3 5000-5999: Services And Other Operating Expenditures Title I $10,000 2.11.4 5000-5999: Services And Other Operating Expenditures Prior Year S&C Carryover $100,000	2.11.1 1000 & 3000: Certificated Salaries & Benefits Prior Year S&C Carryover 11,957.35 2.11.2 5000-5999: Services And Other Operating Expenditures Prior Year S&C Carryover 10,000 2.11.3 5000-5999: Services And Other Operating Expenditures Title I 14,975.96 2.11.4 5000-5999: Services And Other Operating Expenditures Prior Year S&C Carryover 0
2.12. Improve student access to academic learning and supports through professional development for Administrators and Teachers on topics specific to unduplicated pupils. 2.12.1 Provide Reading Recovery training for teachers (Reading Specialists and classroom teachers) and materials and training for current Reading Recovery trained teachers who serve unduplicated students. 2.12.2 Early Learning Math Initiative professional development open to all teachers but focused on schools with students who have a high number of unduplicated students. 2.12.3 (Discontinued) 2.12.4 (Discontinued)	2.12.1 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Prior Year S&C Carryover $60,000 2.12.2 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Prior Year S&C Carryover $15,000 2.12.3 discontinued 2.12.4 discontinued	2.12.1 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Prior Year S&C Carryover 37,561.43 2.12.2 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Prior Year S&C Carryover 31,093.62 2.12.3 discontinued 2.12.3 discontinued

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.13 Increase and improve academic services for students with disabilities to ensure accelerated learning in ELA and Mathematics, within the least restrictive environment. 2.13.1 Students with disabilities will be taught by highly qualified teachers in the Least Restrictive Environment (LRE), using grade level curriculum with appropriate accommodations/modifications according to his or his Individualized Education Plan (IEP). 2.13.2 Students with IEPs have academic goals aligned with state standards. 2.13.3 Students' IEPs will be reviewed no less than annually, with goals and services updated as reflected by revised IEPs. 2.13.4 General Education and Special Education teachers will collaborate to plan instructional strategies in order to meet the needs of diverse learners, including students with IEPs, within the Least Restrictive Environment, focusing on inclusion strategies to successfully support students who spend less than 40% of their day with general education peers. 2.13.5 Identify and purchase ELA/ELD materials to support students in Mild/Moderate Special Day Classes. (New) 2.13.6 Professional Development for all staff addressing increased inclusion of Special Education students into the general education setting, focusing particularly on inclusion strategies to successfully support students who spend less than 40% of their day with general education peers. 2.13.7 (New) Program Analyst mentor to support new Special Education Teachers	2.13.1 Included in Base program 2.13.2 2.13.3 2.13.4 2.13.5 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Base	2.13.1 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Base
	2.13.6 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Prior Year S&C Carryover $25,000	2.13.6 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Prior Year S&C Carryover 0
	2.13.7 1000 & 3000: Certificated Salaries & Benefits Locally Defined $40,257	2.13.7 1000 & 3000: Certificated Salaries & Benefits Locally Defined 32,963
	2.13.7 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Title II $80,513	2.13.7 1000 & 3000: Certificated Salaries & Benefits Supplemental 32,963
	2.13.7 1000 & 3000: Certificated Salaries & Benefits Base 0	2.13.7 1000 & 3000: Certificated Salaries & Benefits Base 32,962
	2.13.8 4000 & 5000: Books & Supplies and Services & Other Lottery $142,000	2.13.8 4000 & 5000: Books & Supplies and Services & Other Lottery 142,000
	2.13.9 1000-1999: Certificated Personnel Salaries Prior Year S&C Carryover $10,000	2.13.9 1000-1999: Certificated Personnel Salaries Prior Year S&C Carryover 10,000
	2.13.10 5000-5999: Services And Other Operating Expenditures Prior Year S&C Carryover $40,000	2.13.10 5000-5999: Services And Other Operating Expenditures Prior Year S&C Carryover 40,000
	2.13.10 5000-5999: Services And Other Operating Expenditures Locally Defined $40,000	2.13.10 5000-5999: Services And Other Operating Expenditures Locally Defined 40,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.13.8 (New) Purchase Spire reading intervention curriculum, leveled libraries for special day classrooms, Unique Learning curriculum licenses, and GoalBook Toolkit for special education teachers. 2.13.9 (New) Support Performance Indicator Review (PIR) advisory team and the Inclusion Collaborative to provide recommendations and guidance to remedy PIR findings, focusing on inclusion strategies to successfully support students who spend less than 40% of their day with general education peers. 2.13.10 (New) Increase supports for classified and certificated staff to earn teaching credentials & certifications needed to be Special Education Teachers by providing credential training costs.		
2.14 Increase and improve instructional and social-emotional services to students by providing analytical and facilitation resources for district-wide inquiry and planning for high quality improvement strategies and programs 2.14.1 Provide surveys, data gathering software, dashboards and data analytics systems, and document tracking tools for district-wide inquiry and planning for high quality improvement strategies and programs 2.14.2 Provide facilitation services to the Equity Task Force to support quality inquiry and planning	2.14.1 4000 & 5000: Books & Supplies and Services & Other Prior Year S&C Carryover $94,000 2.14.2 5000-5999: Services And Other Operating Expenditures Prior Year S&C Carryover $38,000	2.14.1 4000 & 5000: Books & Supplies and Services & Other Prior Year S&C Carryover 94,000 2.14.2 5000-5999: Services And Other Operating Expenditures Prior Year S&C Carryover 38,360

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

2.1 Overall for these actions and services, actual expenditures exceeded budgeted expenditures. Particularly for actions 2.1.5 and 2.1.7, the funding for actual expenditures, in supporting teacher inquiry and planning and in engaging with these key stakeholder groups, was drawn from actions (explained below) where actual expenditures were below budgeted expenditures.

2.2 The funds for instructional support actions, where actual expenditures were significantly below budgeted expenditures (2.2.2 and 2.2.5), were applied to action 2.2.1, where actual expenditures exceeded budgeted expenditures, and used in the Fall 2020 to pay staff to facilitate Distance Learning Hubs for students who were struggling with connectivity and engagement from home.

2.3 The funds for assessment actions, where actual expenditures were significantly below budgeted expenditures (2.3.1, 2.3.3 and 2.2.5,), were applied to action 2.3.6, where actual expenditures exceeded budgeted expenditures and to actions in section 2.1.

2.4 Actual expenditures for these staff professional learning actions overall balanced, with the funds for actions where actual expenditures were below budgeted expenditures being applied to actions where actual expenditures exceeded budgeted expenditures.

2.5 Actual expenditures for these teacher professional learning actions were generally below budgeted expenditures. Funds that were not implemented were used for actions in section 2.1 and, in the Spring 2020, to pay teachers and staff extra time to collaborate and plan distance learning curriculum and instruction.

2.6 The funds for these educational technology actions were expended as planned.

2.7 Overall for these language and literacy support actions, actual expenditures exceeded budgeted expenditures. The funding for actual expenditures, in supporting student and teacher learning, was drawn from actions in other sections where actual expenditures were below budgeted expenditures. Note also that actual expenditures for action 2.7.1 reflect funding adjustments made as a result of Federal Program Monitoring.

2.8 The funds for these newcomer student support actions were expended as planned. Note also that actual expenditures for action 2.8.3 reflect funding adjustments made as a result of Federal Program Monitoring.

2.9 Overall for these math support actions, actual expenditures exceeded budgeted expenditures. The funding for actual expenditures, in supporting student and teacher learning, was drawn from actions in other sections where actual expenditures were below budgeted expenditures.

2.10 Actual expenditures for these AVID actions were generally below budgeted expenditures. Funds that were not implemented were used for actions in section 2.9 and, in the Spring 2020, to pay teachers and staff extra time to collaborate and plan distance learning curriculum and instruction.

2.11 With the exception of action 2.11.4, the funds for these extended learning actions were expended as planned. The funding for action 2.11.4 was applied to actions in section 2.9.

2.12 Overall for these professional learning actions, actual expenditures exceeded budgeted expenditures.

2.13 Overall for these professional learning and resource support actions, actual expenditures matched budgeted expenditures, including 2.13.7 where there was an amended budget plan.

2.14 Actual expenditures matched budgeted expenditures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

2.1 - Successes:
K-5 completed the elementary science textbook adoption and built a team to build capacity on the teaching of NGSS;
K-5 contracted with Benchmark to engage in site-based PD on the ELA/ELD standards;
6-8 hosted ELD PD across all content areas on Wednesday afternoons;
Equity Task Force, Sanctuary Task Force and GATE Committee convened to address issues of equity and access for all students

2.1 - Challenges:
COVID-19 pandemic ceased professional development implementation in the spring. All resources pivoted to providing distance learning to students. We held professsional development for teachers on Google Classroom, Screencastify and Google Meet in order to support theor instruction.

2.2 - Successes:
Provided the planned supports for sites to deliver targeted support to unduplicated students for small group instruction, after school programs, Middle School electives, additional library/media support, and assessment analysis. Three Middle School sites provided additional staffing to support Tier 1 SEL instruction.

2.2 - Challenges:
COVID-19 pandemic caused all staff to pivot how they were providing support to unduplicated students. The staff we hired focused their time and resources to connecting with families and ensuring that students were accessing online instruction.

2.3 - Successes:
Sites engaged in cycles of data inquiry in literacy math at targeted sites;

Improved math learning supports for unduplicated students by funding 3 math TOSAs in Low Performing School Block Grant; GATE and Compacted Math Pathways continued despite COVID-19 challenges

2.3 - Challenges:
COVID-19 pandemic caused us to not administer the CAASPP or the planned MARS assessment;
COVID-19 pandemic causes us to skip an cycle of literacy assessments (RI for Middle School and F&P for Elementary School)

2.4 - Successes:
Teams of teachers participated in SVMI work with TOSAs and engaged in on-site and off-site professional learning opportunities.
Benchmark consultants provided on-site professional learning with grade level teams on effective ELA and ELD practices.
Math and Science site-based TOSAs provided on-site professional learning with grade level teams on instructional routines.
We filled specialized positions by providing additional resources and support with credentiaiing.
Directors of Curriculum and Instruction provided ongoing professional learning and coaching to principals.
Teachers were paid at their hourly rate to participate in professional learning outside the school day to support tier one instruction for unduplicated students.

2.4 - Challenges:
COVID-19 pandemic caused all staff to pivot how they were providing professional learning. TOSAs focused their time and resources to connecting with families and ensuring that students were accessing online instruction. Work with Benchmark and SVMI stopped in March.

2.5 - Successes:
Schools received additional funding for site-based professional development to support tier one and tier two strategies to align with SPSA goals.

2.5 - Challenges:
COVID-19 pandemic forced a pause on all professional learning.

2.6 - Successes:
COVID-19 pandemic caused us to quickly reallocate our technology resources. We gathered data on which students had the most urgent needs and then used that data to purchase additional chromebooks and hostpots and to distribute to families. We created a Distance Learning website for teacher resources and for family resources and we curated our curriculum.

2.6 - Challenges:
Because it was a global pandemic access to purchasing technological devices was limited.

2.7 - Successes:

We hired two Middle School Language and Literacy TOSAs to begin the planning of the Middle School Language Pathways and redesign the Middle School master schedule.
The Language and Literacy Program Specialist supported the site-based TOSAs on small group instruction, specifically for English Learners.
We administered the summative ELPAC to selected students (due to the pandemic) and the inital ELPAC to all new students.
We implemented the "EL Snapshot" as a way to communicate student progress to families and to support the reclassification process.
The work in Middle School laid the foundation for future work.

2.7 - Challenges:
COVID-19 pandemic put a pause on the EL Master Planning.

2.8 - Successes:
We redesigned the Newcomer Year 1 program at Middle School.
Paras continued to support English Learners at the given sites.

2.8 - Challenges:
The focus on Middle School led to determining consistent exit criteria and the need for adding a 3rd Newcomer class at another middle school.

2.9 - Successes:
The math work in the Abbott Complex maintained until the pandemic and teachers met on a regular basis with their TOSAs.
The math team began the work of redesigning mathematics instruction, using instructional routines and assessments.
A focus on K-8 mathematics has led to a cohesive plan across elementary and middle schools.
We implemented the Math Foundations courses at Middle School.

2.9 - Challenges:
COVID-19 pandemic caused the math team to pivot on their site-based coaching and support, however, the work on instructional routines and assessments continued.
Fluctuations in master scheduling make it difficult to ensure Math Foundations courses at every school.

2.10 - Successes:
We implemented AVID at the focused sites.

2.10 - Challenges:
Inability to hire tutors and to support AVID with central office staff.

2.11 - Successes:
We implemented a summer school program, despite the challenges of the COVID-19 pandemic.

We distributed bus passes.

2.10 - Challenges:
We had limited spots available due to the COVID-19 pandemic.

2.11 - Successes:
We continued to support the implementation of Reading Recovery.
We offered professional development to teachers on early learning mathematics.

2.12 - Challenges:
COVID-19 pandemic forced a pause on Reading Recovery and ELMI professional development.

2.13 - Successes -
One Program Specialist was assigned to focus on curriculum and instruction and collaborated with Education Services in planning for professional development training and facilitating joint learning opportunities for general education and Special Education staff.
Para-educator trainings were provided to enhance skills and confidence in supporting students with IEPs' educational needs (academic, behavioral, socio-emotional)
Program Specialists scheduled site-based coordinated training sessions with all staff (IEP process, IEP development and writing,standards-based instruction).
Special Education staff and para-educators participated in curriculum training sessions along with general education staff.
The two Inclusion TOSAs were hired and assigned to support 3 pilot schools (elemntary) to improve inclusive practices and to implement differentiated instructional strategies.
Spire, Sounds Sensible, and iSpire have been purchased for classes K-8.
Provided ongoing PD, coaching and ongoing support for behavior with accommodations and modifications.
Provided opportunity for virtual bi-weekly drop-in behavioral consultations and collaboration with teacher and school psychologists.

2.13 - Challenges:
Goalbook Pathways curriculum implementation that was planned to be piloted by selected schools in 2020-21 has been moved to next school year due to priorities associated with switching to a distance learning platform.
The pandemic and distance learning made it difficult to explore additional inclusion opportunities and inclusion was limited, and often difficult, for students via remote learning.
COVID pandemic interrupted professional development on Universal Design for Learning.

2.14 - Successes:
The work of the Equity Task Force deepened and progressed under the facilitation of a new consultant, brought on mid-year.

2.14 - Challenges:

Efforts to improve analytical and facilitation resources for district-wide inquiry and planning were delayed in the fall due to staff work on Federal Program Monitoring and then interrupted fully by the COVID pandemic.

Goal 3

Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Suspension Rate **19-20** Dashboard Indicator: Goal: Blue Status: very low - 0.4% **Baseline** Dashboard indicator: Green Status: Low - 1.4%	NOT MET 2019-20 Dashboard data for suspensions indicate an increase of 1.4% to 1.6% (Orange)
Metric/Indicator District Attendance Data **19-20** District Attendance Data: Goal: 80% Excellent or Satisfactory	NOT MET 2019-20 District Attendance Data indicates 78% of student had Excellent or Satisfactory attendance

Expected	Actual
Baseline 76.8% Excellent or Satisfactory Attendance (Students who miss less than 5% of the school year)	
Metric/Indicator Chronic Absences **19-20** Goal: 3.5% Chronic 0% Severe Chronic **Baseline** 4.3% Chronic Absences (10% to 20% of the school year) 0.5% Severe Chronic (Greater than 20% of the school year)	NOT MET 2019-20 Dashboard data indicates that 6% of all students were chronically absent, which is an increase of 1% (Orange)
Metric/Indicator Student Expulsion Rate **19-20** Goal: 0 Students Expelled **Baseline** 4 Students Expelled	MET 2019-20: 0 Students Expelled Note: This 2019-20 district metric of expulsions has validity problems due to the pandemic. The district data on expulsion is not truly comparable for this analysis because of the dramatic change in schooling conditions, when the district went to full-time distance learning in March.
Metric/Indicator Middle School Dropout Rate **19-20** Goal: 0 Students Dropped Out **Baseline** 0 Students Dropped Out	MET 2019-20: 0 Middle School Students Dropped Out Note: This 2019-20 district metric of middle school drop outs has validity problems due to the pandemic. The district data is not truly comparable for this analysis because of the dramatic change in schooling conditions, when the district went to full-time distance learning in March.
Metric/Indicator California Healthy Kids Survey Grade 5 School Connectedness Grade 5 School Safety Grade 7 School Connectedness	California Healthy Kids Survey Results for 2019-2020 MET Grade 5 School Connectedness - 74% NOT MET Grade 5 School Safety - 80% NOT MET Grade 7 School Connectedness - 54% NOT MET Grade 7 School Safety - 55%

Expected	Actual
Grade 7 School Safety **19-20** Goal: Grade 5 School Connectedness- 62% Grade 5 School Safety- 91% Grade 7 School Connectedness- 56% Grade 7 School Safety- 69% **Baseline** Baseline established 2017-2018 Grade 5 School Connectedness- 58% Grade 5 School Safety- 87% Grade 7 School Connectedness- 52% Grade 7 School Safety- 65%	Note: Each year the district completes this surveying in February. In 2019-20 it therefore occurred before the move to distance learning caused by the pandemic. It is therefore comparable to previous years and useful for analysis.
Metric/Indicator Student Group Chronic Absenteeism Dashboard Indicators **19-20** Foster Youth Goal: Yellow 42.8% Chronically Absent Homeless students Goal: Green 12.6% Chronically Absent Students with Disabilities Goal: Green 8.7% Chronically Absent Pacific Islander students Goal: Yellow 22.7% Chronically Absent	2019-20 Dashboard data for Student Group Chronic Absenteeism indicates: MET Foster Youth: Yellow; 16.7% chronically absent NOT MET Homeless Students: Orange; 15.4% chronically absent NOT MET Students with Disabilities: Orange; 13% chronically absent NOT MET Pacific Islander Students: Red; 32.1% chronically absent

Expected	Actual
Baseline New Metric Baseline Established 2018-19: Foster Youth: Red 45.8% Chronically Absent Homeless students: Orange 15.6% Chronically Absent Students with Disabilities: Orange 11.7% Chronically Absent Pacific Islander Students: Red 25.7% Chronically Absent	
Metric/Indicator Student and Staff Conditions **19-20** New Metric: District Student and Staff Survey indicators with Baseline to be established. **Baseline** New Metric: District Student and Staff Survey indicators with Baseline to be established.	No data: Due the Governor's Shelter-in-Place order (March 2020), our survey process was interrupted.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Improve health and physical education services to students, aligned with the CA Health Education Framework 3.1.1 Provide additional health & physical education instructional materials and resources to teachers, aligned with the six key concepts outlined in the CA Health Education Framework 3.1.2 Increase services to teachers and teacher teams for professional learning to pilot, adopt, and implement instructional materials aligned with California Health Education Framework 3.1.3 Improve professional learning services to teachers by providing a Health & Physical Education Teacher on Special Assignment (ToSA) to coordinate and deliver these services 3.1.4 Provide additional social-emotional learning and play-based physical education resources to Title 1 schools and additional schools with high percentages of SED students	3.1.1 4000-4999: Books And Supplies Lottery $15,000 3.1.2 1000 & 3000: Certificated Salaries & Benefits Title II $11,000 3.1.3 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Base 3.1.4 2000 & 3000: Classified Salaries & Benefits Prior Year S&C Carryover $27,222 3.1.4 5000-5999: Services And Other Operating Expenditures Title IV $137,789	3.1.1 4000-4999: Books And Supplies Lottery 9,217.02 3.1.2 1000 & 3000: Certificated Salaries & Benefits Title II 6,102.50 3.1.3 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Base 92,090.25 3.1.4 2000 & 3000: Classified Salaries & Benefits Prior Year S&C Carryover 108.28 3.1.4 5000-5999: Services And Other Operating Expenditures Title IV 111,056.97
3.2 Increase and improve social-emotional supports for unduplicated students. 3.2.1 Provide increased counseling supports and services to targeted students at middle schools through 4 additional counselors 3.2.2 Provide increased counseling supports and services to targeted students at elementary schools through 4 additional counselors 3.2.3 Provide increased counseling supports and services to targeted students at elementary schools through additional counseling interns (YSB & Art Therapy).	3.2.1 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Supplemental $424,340 3.2.2 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Supplemental $471,852 3.2.3 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Supplemental $372,322	3.2.1 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Supplemental 462,715.85 3.2.2 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Supplemental 450,842.16 3.2.3 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Supplemental 480,844.68

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.2.4 . Provide increased counseling supports and services to targeted students at middle schools through School Safety Advocates and Groups. 3.2.5 . Provide increased social-emotional safety supports to targeted students at middle schools through School Resource Officers. 3.2.6 (New) Provide increased social-emotional supports and resources to Newcomer, Homeless, and Foster Youth students through the case management services of social workers. Note: T1 Carryover 3.2.7 (New) Provide increased social-emotional supports to Foster Youth through site-based support meetings with foster family and school staff and leaders (part of Differentiated Assistance program).	3.2.4 5000-5999: Services And Other Operating Expenditures Supplemental $101,920 3.2.5 5000-5999: Services And Other Operating Expenditures Supplemental $126,321 3.2.5 5000-5999: Services And Other Operating Expenditures Base 0 3.2.5 5000-5999: Services And Other Operating Expenditures Tobacco-Use Prevention Education $5,000 3.2.6 5000-5999: Services And Other Operating Expenditures Title I $161,734 3.2.7 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Prior Year S&C Carryover $4,600	3.2.4 5000-5999: Services And Other Operating Expenditures Supplemental 174,025.00 3.2.5 5000-5999: Services And Other Operating Expenditures Supplemental 0 5000-5999: Services And Other Operating Expenditures Supplemental 104,933.58 3.2.5 5000-5999: Services And Other Operating Expenditures Tobacco-Use Prevention Education 0 3.2.6 5000-5999: Services And Other Operating Expenditures Title I 0 3.2.7 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Prior Year S&C Carryover 0
3.3 Improve social-emotional supports for unduplicated students through safe, positive, engaging learning environments. 3.3.1 Increase site-based professional learning opportunities for elementary teachers and principals, including coaching, to support implementation of Positive Behavior Interventions and Supports (PBIS) 3.3.2 Increase site-based professional learning opportunities for middle school teachers and principals to support implementation of Restorative Practices, through release and extra time. 3.3.3 Increase supportive alternative learning environments for targeted students through the services of an alternative education teacher.	3.3.1 5000-5999: Services And Other Operating Expenditures Title I $40,000 3.3.2 1000 & 3000: Certificated Salaries & Benefits Prior Year S&C Carryover $10,000 3.3.3 1000 & 3000: Certificated Salaries & Benefits Supplemental $82,468 3.3.3 1000 & 3000: Certificated Salaries & Benefits Tobacco-Use Prevention Education $24,633	3.3.1 5000-5999: Services And Other Operating Expenditures Title I 0 1000 & 3000: Certificated Salaries & Benefits Prior Year S&C Carryover 1,164.30 3.3.3 1000 & 3000: Certificated Salaries & Benefits Supplemental 83,011 3.3.3 1000 & 3000: Certificated Salaries & Benefits Tobacco-Use Prevention Education 50,428

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.3.4 Improve social-emotional supports for targeted students through increased teacher/principal professional learning in Trauma Informed Practices. 3.3.5 Improve social-emotional supports for LGBTQ+ students through Inclusion Team consultation with schools and staff professional learning. 3.3.6 Improve social-emotional supports for targeted students through professional learning services for school counselors, psychologists, and counseling interns. 3.3.7 Improve social-emotional supports for targeted students through site and district staff professional learning on best "student wellness" practices. 3.3.8 (New) Improve social-emotional supports for targeted students through site and district staff professional learning on Mindfulness. 3.3.9 (New) Support site-based professional learning on Tier 1 and 2 social-emotional support strategies, across all sites, as identified in site SPSAs	3.3.4 5000-5999: Services And Other Operating Expenditures Prior Year S&C Carryover $5000 3.3.5 4000 & 5000: Books & Supplies and Services & Other Prior Year S&C Carryover $7,950 3.3.6 5000-5999: Services And Other Operating Expenditures Prior Year S&C Carryover $3,850 3.3.7 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Prior Year S&C Carryover $40,000 3.3.8 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Prior Year S&C Carryover $5000 3.3.9 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Supplemental $20,000	5000-5999: Services And Other Operating Expenditures Prior Year S&C Carryover 1,299.34 3.3.5 4000 & 5000: Books & Supplies and Services & Other Prior Year S&C Carryover 0 3.3.6 5000-5999: Services And Other Operating Expenditures Prior Year S&C Carryover 7,782.91 3.3.7 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Prior Year S&C Carryover 0 3.3.8 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Prior Year S&C Carryover 5,608.98 3.3.9 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Supplemental 0
3.4 Improve wellness supports and safe, positive, engaging learning environments district-wide through the services of a Wellness Coordinator.	3.4 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Supplemental $195,352	3.4 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Supplemental $197,401
3.5 Improve wellness supports for students through teacher, leader, and stakeholder inquiry, using multiple measures of wellness, to plan and implement student wellness strategies 3.5.1 Support teacher, leader, and stakeholder inquiry using Attention 2 Attendance and Behavioral Alert data collection, analytics, and reporting.	3.5.1 5000-5999: Services And Other Operating Expenditures Prior Year S&C Carryover $83,050 3.5.2 4000 & 5000: Books & Supplies and Services & Other Prior Year S&C Carryover $11,000	3.5.1 5000-5999: Services And Other Operating Expenditures Prior Year S&C Carryover $84,900 3.5.2 4000 & 5000: Books & Supplies and Services & Other Prior Year S&C Carryover 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.5.2 (New) Support teacher, leader, and stakeholder inquiry using Wellness survey data and reporting. 3.5.3 (New) Conduct teacher, leader, and stakeholder inquiry through Student Wellness and Behavior Study GroupTeam	3.5.2 4000 & 5000: Books & Supplies and Services & Other Tobacco-Use Prevention Education $4,000 3.5.3 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Prior Year S&C Carryover $6000	3.5.2 4000 & 5000: Books & Supplies and Services & Other Tobacco-Use Prevention Education 0 3.5.3 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Prior Year S&C Carryover 0
3.6 Improve wellness supports and safe, positive, engaging learning environments for targeted students at sites through additional school site counseling, social emotional learning, and intervention programs and services 3.6.1 Improve wellness supports for targeted students through school implementation of social-emotional learning strategies and curricula. 3.6.2 Improve wellness supports for targeted students through additional Youth Service Bureau intern counseling (College Park and Foster City ES) 3.6.3 (Moved to Goal 2, Action 2.5) 3.6.4 Improve wellness supports at LEAD ES for targeted students by providing an additional counselor. 3.6.5 Improve wellness supports at District middle schools for targeted students through Restorative Practices training and coaching. 3.6.6 Improve wellness supports at Sunnybrae ES for targeted students through the additional services of School Safety Advocates. 3.6.7 (Moved to Goal 2, Action 2.3)	3.6.1 5000-5999: Services And Other Operating Expenditures Prior Year S&C Carryover $63,180 3.6.2 5000-5999: Services And Other Operating Expenditures Prior Year S&C Carryover $12,900 3.6.3 (Moved) 3.6.4 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Supplemental $100,214 3.6.5 1000 & 3000: Certificated Salaries & Benefits Prior Year S&C Carryover $43,316 3.6.6 1000 & 3000: Certificated Salaries & Benefits Prior Year S&C Carryover $54,958 3.6.7 (moved) 3.6.8 1000-4000: Employee Salaries, Benefits, Books & Supplies Prior Year S&C Carryover $35,923 3.6.9 (moved)	3.6.1 5000-5999: Services And Other Operating Expenditures Prior Year S&C Carryover 7,816.66 3.6.2 5000-5999: Services And Other Operating Expenditures Prior Year S&C Carryover 25,972 3.6.3 moved 3.6.4 1000 & 3000: Certificated Salaries & Benefits Supplemental $139,953 3.6.5 1000 & 3000: Certificated Salaries & Benefits Prior Year S&C Carryover 0 3.6.6 5000-5999: Services And Other Operating Expenditures Prior Year S&C Carryover $36,450 3.6.7 moved 3.6.8 1000-4000: Employee Salaries, Benefits, Books & Supplies Prior Year S&C Carryover 0 3.6.9 moved

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.6.8 Improve wellness supports for targeted students at specific schools through professional learning for staff and leaders. 3.6.9 (Moved to Goal 3, Action 3.8)		
3.7 Review current LCAP measures and targets for Goal 3 and revise, particularly to include additional measures and targets regarding wellness: student social emotional learning outcomes (e.g., self management, growth mindset, self efficacy, social awareness); school & classroom culture (e.g., student sense of academic support, belonging, safety; teacher/staff sense of efficacy, support, safety).	3.7 $0	3.7 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

3.1 PE Improve health and physical education services to students, aligned with the CA Health Education Framework
Funds were utilized to support the PE and health education of our students. PE teachers conducted PE class remotely until we moved to In-person instruction when they were able to see classes outside.

3.2 Increase and improve social-emotional supports for unduplicated students.
Overall, across all 7 planned actions/services, we spent $5270 more than was allocated. The most funds spent were in the certificated salaries/benefits/services areas. In addition, due to the pivot to distance learning, there were expenditures for books/supplies/materials, as well is in the 'other operating procedures category.

3.3 Improve social-emotional supports for unduplicated students through safe, positive, engaging learning environments.
Some of the activities/services under this goal area were affected by the COVID pandemic and the shift to distance learning by the shelter-in-place order. The services of the alternative education teacher continued, though site-based professional learning was curtailed. However, counseling staff were supported to participate in Mindfulness training. The unspent funds were re-allocated, in the Spring 2020, to pay teachers and staff extra time to communicate and "virtually" meet with students and families who "lost contact" in the transition to distance learning.

3.4 Improve wellness supports and safe, positive, engaging learning environments district-wide through the services of a Wellness Coordinator
For the activities/services of the Wellness Coordinator, we spent the allocated amount of funds for the cost of this position.

3.5 Improve wellness supports for students through teacher, leader, and stakeholder inquiry, using multiple measures of wellness, to plan and implement student wellness strategies
We spent 82% of the funds allocated for the activities/services in operational expenditures. The funds allocated for tobacco-use prevention were utilized to cover expenditures in 3.2.

3.6 Improve wellness supports and safe, positive, engaging learning environments for targeted students at sites through additional school site counseling, social emotional learning, and intervention programs and services
To support the activities/services in this section, we spent the majority of funds on certificated salaries and benefits, as well other operational procedures. The remaining funds were directed to support activities/services under Gaol 3.1 (Improving health and physical education services).

3.7 Review current LCAP measures and targets for Goal 3 and revise, particularly to include additional measures and targets regarding wellness: student social emotional learning outcomes (e.g., self management, growth mindset, self efficacy, social awareness); school & classroom culture (e.g., student sense of academic support, belonging, safety; teacher/staff sense of efficacy, support, safety)
No funds were allocated for this goal.

The unspent funds within this larger Goal 3 were targeted to support two critical priorities due to the pandemic: 1. professional learning services and planning time for administrators and teachers to improve instructional supports for students as we transitioned to distance learning and continued in distance learning for most of the school year; and 2 the implementation of distance learning hubs and site family outreach strategies to support students who struggled with distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

3.1 Successes
We provided consistent PE instruction during Distance Learning and then when we moved to in-person instruction we were able to offer outdoor PE for all students on campus. We worked with Health Connected and developed teams of teachers to support classroom teachers with their delivery of the Health Education Curriculum.
3.1 Challenges
Due to distance learning challenges, PE staff were unable to discern if students were actually able to participate in their classes. Students struggled with camera issues and lack of appropriate setting do actually do PE work. Due to limited time during the school day and staff who were still working remotely once we moved to in-person instruction, we were only able to provide 1-2 in-person PE classes each week to students.

3.2 Successes
We continued to provide increased counseling supports and services to targeted students at middle schools through 4 additional school counselors for a total of 3 counselors per site at Abbott, Bayside, Borel and Bowditch. There are focus areas for school counselor support include: school climate, behavior and safety, promoting equity and access for students, promoting college and career readiness, mental health and wellness, addressing chronic absenteeism, and consulting with staff and parents.
We provided increased counseling supports and services to targeted students at elementary schools through 4 additional Counselors for a total of 7 school counselors. Their services were inclusive of individual and group counseling as well as in-class Tier 1 support through SEL lessons.
We provided increased counseling supports and services to targeted students at elementary schools through additional counseling interns (YSB & Art Therapy). Counseling supports, including individual and group therapy, was provided at SMSCSD elementary sites by 11 trainee interns and 2 MFT Associates. These trainees and associates were supervised by qualified university and agency personnel and managed by a District administrator.
An additional MFT Associate was contracted in the spring of 2020 to assist with contact with Spanish speaking families and to provide counseling services to referred Spanish speaking newcomer stude
We provided increased counseling supports and services to targeted students at middle schools through School Safety Advocates and Groups. SSA's provided both individual and group counseling and worked collaboratively with site teams in support of students.

3.2 Challenges
We provided increased social-emotional safety supports to targeted students at middle schools through School Resource Officers. Per School Board decision August 2020, the SRO program was put on hold until stakeholder feedback was gathered as to the direction the District should go in terms of having police on our campuses.
One school counselor assigned to 2 school sites resigned in October 2019. It took until January 2020 to fill the position and for the new counselor to begin.
One returning school counselor was initially assigned to 3 sites. This workload was adjusted by relieving the school counselor from duties at one site. For services at that site, an Art Therapy Associate who had worked in SMFCSD as a trainee providing individual and group counseling support, and a Mindfulness instructor was contracted to provide related SEL instruction.

3.3 Successes
Restorative Practices (RP) trainings offered to Middle School teachers in Fall of 2019, though enrollment was low.
We developed a multi-year PBIS and RP Implementation Plan.
Site leaders completed RP Implementation Rubrics to help in process of identifying what is in place for RP and what needs to be done.
Restorative Practices continue to be used as alternative to suspension at middle school sites.

3.3 Challenges
We did not complete school community engagement and assessment of school site commitment and leadership for RP.
Pandemic interrupted planning for continued RP and PBIS implementation development.

3.4 Successes
The SMFCSD Wellness Coordinator worked towards promoting and supporting the physical and mental well-being of students.
Activities included:
- Coordination of YSB Counseling intern and School Safety Advocate services and coordination of Art therapy intern and associate services
- Supervision of Elementary Counselors
- Leadership of Wellness Task Force and the Task Force subcommittee
- Coordination and support for Restorative Practices trainings and implementation
- Coordination of professional development for teachers and school counselors related to mental health
- Provision of Spanish and English language SEL resources for parents and teachers to use with students during DL, many of which were created by school counselors
- Development of District guidelines for teletherapy for distance learning
- Development of guidelines for supporting students with mental health challenges or crisis while in distance learning

3.4 Challenges
 We experienced low enrollment of middle school teachers in fall 2019 voluntary training.

3.5 Successes

3.5 Challenges
This activity was interrupted due to the pandemic, however our bi-monthly Leadership Team meetings with Site/School Leaders included discussion about improving services and supports for students and families.
We were not able to implement additional measures regarding social-emotional outcomes or school/classroom culture.

3.6 Successes

3.6 Challenges
This activity was interrupted due to the pandemic, however our bi-monthy Leadership Team meetings with Site/School Leaders included discussion about improving services and supports for students and families.
We were not able to implement additional measures regarding social-emotional outcomes or school/classroom culture.

3.7 Successes

3.7 Challenges
This activity was interrupted due to the pandemic, however our bi-monthly Leadership Team meetings with Site/School Leaders included discussion about improving services and supports for students and families.

We were not able to implement additional measures regarding social-emotional outcomes or school/classroom culture.

Goal 4

Strengthen school-home communications; integrate family assets into school services; and engage families to deepen their support for their child's academic and social-emotional growth in alignment with the school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Middle School School Loop enrollment **19-20** School Loop enrollment: Goal: Student goal: 99% Household goal: 90% **Baseline** School Loop enrollment and access rates Percentage of students enrolled: Abbott: 97.5% Borel: 95.4% Bowditch: 99.1% Bayside: 98.3% Percentage of households enrolled: Abbott: 65.8% Borel: 75.9% Bowditch: 94.2% Bayside: 78.8%	School Loop enrollment and access rates: This data is only available in the current year, so this actual is for 2020-21. Percentage of students enrolled: MET Abbott: 97.2% MET Borel: 99.3% MET Bowditch: 99.4% MET Bayside: 97.5% Percentage of households accesssing: NOT MET Abbott: 76.7% MET Borel: 98.4% MET Bowditch: 90.7% NEAR MET Bayside: 87.8%
Metric/Indicator Number of participants	NOT MET: 2019-20 DAC/DELAC attendance (until pandemic interruption): 23

Expected	Actual
DELAC/DAC sign-in sheets **19-20** DAC/DELAC attendance goal: Goal: 35 parents attending/participating **Baseline** DAC/DELAC attendance: 15	
Metric/Indicator Family Engagement Learning Institute: Participating Schools and Measurable Outcomes **19-20** Goal: Participating Schools: 16 Parent Events: 16 **Baseline** Baseline established in 2017-2018 Schools: 6 Parent Events: 6	2019-20: FELI initiative discontinued.
Metric/Indicator Parent Institute for Middle School Families: I am Here and Ready to Learn **19-20** Program has been discontinued. **Baseline** Baseline to be determined in 2018-2019	Discontinued

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1 Increase instructional and social-emotional supports to targeted students through DISTRICT efforts to strengthen school-home communications, integrate family assets into the school's services, and engage families to deepen their support for their child's academic and social-emotional growth in alignment with the school.	4.1.1 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Prior Year S&C Carryover $10,000 4.1.1	4.1.1 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Prior Year S&C Carryover $1,850
4.1.1 Engage families to deepen their support through district-wide parent workshops.	4.1.2 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Base	4.1.2 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Base $135,325.57
4.1.2 Strengthen school-home communication and family engagement by providing translation and interpreting services.	4.1.3 2000 & 3000: Classified Salaries & Benefits Base	2000 & 3000: Classified Salaries & Benefits Base $60,949.94
4.1.3 Strengthen school-home communication and family engagement by providing a district coordinator of translation and interpreting services.	4.1.3 4.1.4 5000-5999: Services And Other Operating Expenditures Base	5000-5999: Services And Other Operating Expenditures Base $24,224
4.1.4 Strengthen school-home communication and family engagement by standardizing, across elementary and middle schools, the electronic means of communicating with families and ensuring teachers/leaders receive the training to use these tools effectively.	4.1.4 1000 & 3000: Certificated Salaries & Benefits Prior Year S&C Carryover $5,000	4.1.4 1000 & 3000: Certificated Salaries & Benefits Prior Year S&C Carryover $1,818.61
4.1.5 Strengthen integration of family assets into schools and family engagement by expanding District LCAP and school SPSA efforts to get input and feedback from families.	4.1.5 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Supplemental $10,000	4.1.5 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Supplemental $2502.53
4.1.6 Strengthen integration of family assets into schools and family engagement by providing the services of the Family Engagement Learning initiative to schools.	4.1.6 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Prior Year S&C Carryover $75,000	4.1.6 0.00
4.1.7 Strengthen school-home communication, particularly with families of English Learners and Students with Disabilities, through the inquiry and planning of the District Communications Committee and its efforts to standardize electronic communications in the district.	4.1.7 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Base 4.1.8 (moved)	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1.8 (Moved to Goal 2, Action 11.4)		
4.2 Increase instructional and social-emotional supports to targeted students through SITE-BASED efforts to strengthen school-home communications, integrate family assets into the school's services, and engage families to deepen their support for their child's academic and social-emotional growth in alignment with the school. 4.2.1 Strengthen integration of family assets into schools and family engagement by SITES providing improved/increased parent engagement activities, including formal bodies such as the School Site Council and the English Language Advisory Committee. 4.2.2 Strengthen school-home communication and the integration of family assets by SITES employing School Community Outreach Coordinators to engage the families of English Learners. 4.2.3 Strengthen integration of family assets into schools and family engagement by SITES using the Parent Involvement Preschool Program. 4.2.4 (New) Strengthen integration of family assets into schools and family engagement by SITES increasingly using their Teacher-Family conferences to share data and evidence of targeted student work and to enlist families in goal setting and monitoring of student progress toward CA standards. 4.2.5 (New) Support site-based professional learning and planning for family engagement, across all sites, as identified in site SPSAs	4.2.1 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Prior Year S&C Carryover $36,998 4.2.1 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Title I $6,991 4.2.2 2000 & 3000: Classified Salaries & Benefits Title I $237,349 4.2.2 4.2.3 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Other $61,000 4.2.4 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Prior Year S&C Carryover $10,000 4.2.5 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Supplemental $15,000	4.2.1 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Prior Year S&C Carryover $15,249.17 4.2.1 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Title I $722.62 4.2.2 2000 & 3000: Classified Salaries & Benefits Title I $210,967.88 4.2.3 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Other $61,000 4.2.4 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Prior Year S&C Carryover $2,625 4.2.5 0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.3 Review current LCAP measures and targets for Goal 4 and revise, particularly to include additional measures and targets re: family engagement in the Family Engagement Learning Initiative; number of Teacher/Family conferences at different reporting periods during the year; translator services satisfaction; rate of family enrollment in and use of digital school communication platforms, etc.	4.3 $0	4.3 $0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

4.1 Funding for actions 4.1.1, 4.1.5 and 4.1.6 were used in the Spring 2020 to pay teachers and staff extra time to communicate and "virtually" meet with students and families who "lost contact" in the transition to distance learning; and in the Fall 2020 to pay staff to facilitate Distance Learning Hubs for students who were struggling with connectivity and engagement from home.

4.2 Funding for action 4.2.1 was used in the Spring 2020 to pay teachers and staff extra time to communicate and "virtually" meet with students and families who "lost contact" in the transition to distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

4.1 Successes:
We provided translation services and training on School Messenger.
We expanded district and school LCAP input sessions for families, including pre-existing groups (i.e SEDAC, PTA Council, DELAC).

4.1 Challenges:
We continue to grapple with providing meaningful opportunities for families of unduplicated students to be active participants of the LCAP process.
We continue to work on ways to bring student voices into decision-making.

4.2 Successes:
We hired School Community Outreach Coordinators to support families and increase the school-home communications.
We implemented the PIP program in targeted preschools.

4.2 - Challenges:

We continue to grapple with providing meaningful opportunities for families of unduplicated students to be active participants of the LCAP process.
We continue to work on ways to bring student voices into decision-making.

4.3 - Successes:
We reviewed current LCAP measures and targets for Goal 4 and revised, particularly to include additional measures and targets for number of Teacher/Family conferences at different reporting periods during the year; translator services satisfaction; rate of family enrollment in and use of digital school communication platforms, etc.

4.4 - Challenges:
We are no longer partnering with FELI.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
When the District begins to return students to campuses, the priority is to bring back "vulnerable" students first in learning hubs (students with disabilities, English Learners, homeless youth, foster youth, students from socioeconomically disadvantaged families and others struggling with attendance and engagement) and "transitioning" students (kindergarteners in elementary; sixth graders in middle). The District seeks to improve services for these vulnerable student groups by providing this on-campus academic intervention strategy to support their accelerated progress during distance learning.	$1,000,000	1,340,000	Yes
When the District begins to have students back on campuses and physical distancing is still required, middle school students will remain in distance learning (except for vulnerable and transitioning students) until it is safe for all to return to campus.	0	0	No
When the District begins to have students back on campuses and physical distancing is still required, elementary students will come back on a paired-day, hybrid schedule until it is safe for all to return to campus.	0	0	No
The District will implement the District guidance for campus access and logistics https://drive.google.com/file/d/1Qsuak2i_HIj6wS94s5VnFPmw2yBJNm6i/view?usp=sharing across all schools.	0	0	No
The District will implement the District guidance for health and hygiene	$257,000	234,923	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
https://drive.google.com/file/d/1qI5uxPc0Rh_ZWvxrbEeC2jlD5vB4lvlh/view?usp=sharing practices across all schools.			
The District will implement the District guidance for cleaning and disinfecting https://drive.google.com/file/d/1KXWpgiYM1JsxgCDDhugpPAN2LjI8YNHN/view?usp=sharing routines across all schools.	$200,000	287,074	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences between planned actions and budgeted expenditures and what was implemented and expended, other than the district implemented more distance learning hubs, to serve a greater number of students, than originally anticipated.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Bringing back vulnerable students first:
We were able to bring small groups of vulnerable students to campus in "learning hubs". We prioritized students at Title 1 schools and who were identified as Students with Disabilities, Homeless, Foster Youth, English Learners. Over the course of the year we were able to open more hubs and more schools.
Challenges included staffing (need for negotiation with unions), facilities and communication with families who we targeted as having urgent needs.

Middle School and distance learning:
The original plan was to only have vulnerable student groups on campus and we were able to provide that in the learning hubs. Over the course of the year we received feedback from our famliies that more would be ready to be on campus. Therefore we opened our middle schools to all students who opted into in-person instruction for 4 days/week. Challenges included the complexity of the master schedule, and ensuring our staffs and facilities were well-prepared to follow the safety protocols.

Elementary School and distance learning:
The school year started with learning hubs for vulnerable student groups. The in-person plan was to work in a hybrid model with paired days. Once the hybrid model began, and health protocols allowed, we received feedback from our famliies that more students should be on campus for longer periods of time. Therefore we opened our elementary schools 5 mornings a week for all students who

opted in. Challenges included the complexity of student-teacher assignments and ensuring our staffs and facilities were well-prepared to follow the safety protocols.

District Guidance for opening schools:
We had a committee that created a Guidance Document that included handbooks for staff and families, school site health and safety walkthroughs protocols and informational slide decks for principals to share with staff and famiilies. The biggest challege was the constantly moving targets and guidance from the county and state health departments.

District Guidance for health and safety:
The district supported staff to raise the awareness of how to not spread COVID-19 by providing information, EPE, and conducting site walkthroughs. We provided temperature checks, health apps and COVID-19 testing for all staff. Challenges included high costs, health app was not accessible for all families, the use of EPE as a new process, constantly shifting guidance from state and county health departments.

District Guidance for cleaning and disenfecting:
There are new and consistent practices across all schools that support the cleaning of the faciliites and student and staff hygene, including a cleaning log for each site and classroom. The custodial team played an integral role in supporting the facilities. Even though we learned that COVID-19 is less likely to be spread by surfaces, the attention to the cleaning and disenfecting of the schools will provide lasting change. A challenge was the need to hire outside crews for extensive cleaning when we have a positive COVID case and the cost of the supplies. In addition we are unsure about the need for ongoing deep cleaning at the sites.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Full-time distance learning model and the hybrid learning model will have four hours of daily live engagement between the teacher and students for the purposes of instruction/interaction, progress monitoring and maintaining school connectedness.	0	0	No
At the middle school level, full-time distance learning will have a seven-period block schedule.	0	0	No
The following online curriculum and learning management system decisions were approved to ensure continuity of learning between the distance learning, hybrid and full-return programs: Elementary Level: (for general and special education program implementation) • ELA/ELD: continue online Benchmark Universe for Advanced/Adelante (no cost); add online Steps to Advance for intervention (cost $143,000) • Math: adopt online Zearn program (cost of $255,000) • Science: continue Twig Online (no cost) • History: continue Harcourt curriculum (no cost) • Learning Management System: For TK-K, adopt SeeSaw (cost $9,000). For 1st-5th, continue Google Classroom (no cost) Middle Level: • ELA/ELD: continue online Springboard program (no cost); add CommonLit (cost $2,000); add RIGOR for ELD (cost $95,000) • Math: adopt Math Nation (cost $50,000) • Science: adopt STEMScopes (cost $84,000) • History: continue McGraw Hill curriculum (no cost) • Learning Management System: continue Google Classroom Special Education program: • ELA/ELD: continue Spire and Unique (no additional cost)	$680,000	1,089,936	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
• Learning Management System: adopt Presence Learning Platform (cost $30,000) • Online Assessment System: adopt Q-Global platform (cost $8000)			
The District will provide Chromebooks to all students and give hotspots to any student who has connectivity needs. (Action amended after LCP adoption due to clerical error.)	$2,000,000	1,497,597	Yes
The District will provide Chromebooks to all paraeducators and give hotspots to any paraeducator who has connectivity needs, to improve services for students with unique needs with distance learning. Cost included above.	cost included above	cost above	Yes
Providing a wide variety of technology supports is another key set of actions SMFCSD is taking to ensure students have access to distance learning. These resources support students and families to manage their Chromebooks and hotspots and remain connected to distance learning: • The SMFCSD Family Resources webpage (with Spanish translation) which provides guidance for operating Chromebooks and using the various online distance learning resources; • Regular District and school communications (email, text, and webpage, with Spanish translation) with key links to guidance documents and the SMFCSD Family Resources webpage; • Student/Family Tech Help Google form (with Spanish translation) which communicate tech and online resources needs to a central support team; • Video and written guidance for Google tools and other online resources (all translated into Spanish);	$30,000	190,852	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
• Tech support provided by both central and site-based resources (with on-demand translation available); and • Spanish-language tech support call-in center for families that struggle with any of the above resources.			
These technology resources support teachers and staff to remain connected and build their capacity to solve their own technical challenges and those of the students and families with whom they work: • The SMFCSD Teacher Resources webpage which provides guidance for operating Chromebooks and using the various online distance learning resources; • Video and written guidance for Google tools and other online resources; • Teacher and staff virtual training for Google tools and other online resources; and • Staff Tech Help Google forms which communicate tech and online resources needs to a central support team.	0	0	No
Student attendance and engagement in distance learning will be tracked through the District's current Aeries procedures. Students will be marked present by participating in live, synchronous meetings with their teachers. Students that are having known access challenges that prevent their appearance in live meetings will be marked as such in Aeries and have the opportunity to complete assignments separately (asynchronously) and have their mark corrected as in attendance.	0	0	No
Student academic progress will be tracked by teachers in their online grade book, based on their performance on these tasks and assessments as indicators. Families will receive regular progress updates through communications embedded in the online grade book	0	0	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
systems and through the District's Aeries report card system at the end of reporting periods.			
For students who are not consistently attending or engaging in distance learning, staff will follow defined procedures to ensure reengagement and consistent attendance.	0	0	No
SMFCSD implemented a plan to support teachers with two weeks of professional learning in preparation for distance learning, focused on the curriculum (academic and social-emotional learning) and learning management system resources. Aspects of this professional learning focused on improving teaching and learning services to students with unique needs, including students with disabilities, English Learners and students from socioeconomically disadvantaged families.	$800,000	528,504	Yes
SMFCSD formed and coordinated central and site teacher teams to prepare standardized distance learning curricula and learning management systems to support teachers with the launch of distance learning during the first three to four weeks of school. Teachers accessed this prepared content and planned during the two weeks of professional development before school started. These planning teams will continue their work throughout the year of preparing standardized units and lessons. Aspects of these planned materials focus on improving teaching and learning services to students with unique needs, including students with disabilities, English Learners and students from socioeconomically disadvantaged families.	$75,000	68,091	Yes
SMFCSD will also implement a series of monthly Wednesday PD Days for professional learning and planning each month to provide regular opportunities for continued professional learning and follow-up teacher support for distance learning. Aspects of this professional learning again will focus on improving teaching and learning services to students with unique needs, including students with disabilities, English Learners and students from socioeconomically disadvantaged families.	0	0	Yes
SMFCSD is implementing several different professional learning resources and technical supports for teachers and paraeducators to	$50,000	118,505	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
manage their devices and connectivity for distance learning. Teachers have the option of working from school and using the District's wifi or working from home, supplemented by a District hotspot if needed. They have access to key links to the SMFCSD Teacher Resources webpage, tech help Google forms, video and written guidance for Google tools and other online resources. Ongoing tech support is provided by both central and site-based resources.			
Long-term/permanent substitute teachers have been added to support every school site with the different student needs evident in the distance and anticipated hybrid learning models, particularly improving services to vulnerable students (e.g., students with disabilities, English Learners, homeless youth, foster youth, other struggling students): meeting with small groups of vulnerable students to reinforce instruction; assisting teachers with preparing acceleration learning tasks for vulnerable students; communicating with and supporting students and families struggling to engage; and so on, depending on the site.	$1,000,000	401,488	Yes
Language and Literacy and mathematics teachers on special assignment (ToSAs) have taken on different responsibilities under distance learning, specifically to support the implementation of distance learning curricula, by serving as central online curriculum developers and as lead facilitators of professional development for this curricula.	$1,600,000	2,157,693	No
Additional staff in the Special Education department will support the unique learning needs of students with exceptional challenges related to distance learning (as described above): Coordinator; Program Specialist; and two Inclusion TOSAs.	$135,800	181,723	No
A Program Specialist for Newcomer Wellness Support was added this year under LCAP supplemental strategies and the original responsibilities of this position have been modified to expand services for newcomer students/families, including supporting student engagement during distance learning and coordinating with	$40,000	37,253	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
community resources to ensure families have access to resources that help with job, food and housing insecurity.			
School librarians and aides have taken on different responsibilities under distance learning, specifically to assist students and families with access and digital literacy and citizenship either through their own virtual lessons or by joining the virtual classrooms of their teacher colleagues.	0	0	No
The Alternative Education teacher for the District has taken on different responsibilities, specifically to work directly with schools sites to improve services for homeless students by supporting their engagement and attendance in distance learning.	$28,000	28,488	Yes
SMFCSD improved distance learning curriculum supports for English Learners (ELs), through new online MS ELD core curricula matched to the different profiles (or typologies) ELs have based on their educational background and proficiencies and through expanded licenses for online math supplementary curriculum and new literacy supplementary curriculum that specifically target EL learning needs.	$70,000	100,780	Yes
SMFCSD improved translation resources by providing on-demand, call-in translation support that can be used by any teacher or school staff to communicate and engage with non-English-speaking families about academic or social-emotional matters.	$40,000	20,000	Yes
A Distance Learning Plan is being developed for all students with an Individualized Education Program (IEP) that describes for parents the special education services a student will receive while in distance learning.	0	0	Yes
Online assessment processes/protocols have been purchased to allow the District to move forward with assessments that had been paused in spring 2020. Assessments can now be initiated and completed by School Psychologists, SLPS, Education Specialists and OTs for initial assessments or three-year reevaluations. New referrals and assessments can be initiated and completed virtually, which had not been possible in spring 2020.	$8,000	27,224	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Two new learning platforms were purchased for completing assessments and providing therapy sessions: Q-Global through Pearson for school psychologists and education specialists and Presence Learning for speech and occupational therapists. These platforms provide a means of working remotely with students and families in a confidential manner. Assessments can now be initiated and completed by School Psychologists, SLPS, Education Specialists and OTs for initial assessments or three-year reevaluations. New referrals and assessments can be initiated and completed virtually, which had not been possible in spring 2020.	$38,000	54,600	No
Access has been provided to all Special Education staff, including paraeducators, to District math, language arts and science online curricula for alignment of IEP goals to general education standards.	0	0	No
Special education paraeducators participated in behavior and academic intervention strategies professional development prior to the beginning of school.	$10,000	Included above	No
When safe to do so, in-person 1:1 services will be provided, as well as on-site services for students with disabilities. These services will occur following health and safety protocols and guidance from the County Office of Education and the California Department of Public Health.	0	0	No
Each school will have an assigned foster/homeless youth liaison (school counselor) to monitor and support student engagement and progress in the distance learning program.	0	0	Yes
The District Homeless/Foster Youth Liaison will work with new homeless/foster youth and their families, and the District's Technology Department to ensure that students have the necessary technology to engage in learning. Ongoing connection with these students and families is occurring at the school-level.	0	0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences in planned actions and what was implemented. Variations between budgeted expenditures and what was expended were due primarily to the challenges of estimating with precision the costs of the actions. The one exception was the action related to long-term/permanent substitutes where the district planned to hire more substitutes than in fact happened, and therefore the actual expenditure was substantially less than planned.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Full-time Distance Learning Program and Hybrid Program:
The Elementary and Middle School FTDL and Hybrid Programs were implemented using the MOUs established by the teachers union and district administration. Successes include consistency across the models and schools, the emphasis on accessing grade level content, the emphasis on live engagement and interaction, and the use of common curriculum. Challenges include the shifting of roles for our intinerant staff (mostly TOSAs), the need to pivot quickly to bring 100% online and not having a technology department that was robust enough to handle staff, student and family needs.

Online curriculum and Learning Management Systems:
We purchased the online curriculum as intended. Successes include a smooth transition with Google Classroom since that was what was being used last spring, an overall ease of use of the platforms, and support provided by our IT Consultant. Challenges included consistent and limited tech support for all and that the transition to hybrid in elementary school created conditions for teachers that necessitated teaching both online and in person. Once we moved to 5 days/week, that was alleviated.

Providing a variety of technology supports to families:
We developed a Family Resource Webpage in English and Spanish While we consistently heard feedback that these resources were underutiized, they did provide a common place for families to gain information. We implemented a General Tech Ticket and On-Demand translation for families to communicate issues they were having with their appplications and devices. The biggest challenge here is that the need outweighed the resources we have to support it. All family communications resources have been implemented and have been well-received by families although we know we continue to struggle to reach our families who are homeless, foster youth and English Learners. Challenges include staffing for tech support, adequate tracking systems, managing Aeries parent data, and systematizing survey data collection and analysis.

Providing a variety of technology supports to staff:
The SMFCSD Teacher Resources webpage provides guidance for operating Chromebooks and using the various online distance learning resources. This has been well-received and also underutilized. We created video and written guidance for Google tools and

all online curriculum. Staff received virtual training for Google tools and other online resources and we implemented Staff Tech Help Google forms which communicate tech and online resources needs to a central support team. Challenges included lack of tech staff to support the needs and the shifts from FTDL to Hybrid and then In-person learning that created various student snd staff reassignments.

Student attendance and engagement:
We restructured attendance-taking to add participation and implemented the Teacher Weekly Engagement Report to monitor student attendance and participation. This led to more consistent attendance-taking practices across the district. When we shifted to hybird and in-person instruction we needed to revisit the procedures and communciate to all; these changes caused challenges. We struggled to ensure that our most vulnerable students were not just attending but also participating.

Tracking student academic progress:
In elementary school, we were able to have families access their child's report cards on the Aeries parent portal.

Addressing students who are not attending/participating in class:
Schools implemented site-based CARE Teams to monotir student attendance and participation. Sites followed procedures when students were not attending or participating in class, which included communicaiton with staff and families to try to solve the issues.

Summer professional learning:
We provided 2 weeks of professional learning on all content areas and on best practices for the use of online resources. We provided a menu of options as well as consistent training on core content. This PD continued throughout the school year during monthly trainings and was focused on accessing grade level content, particularly English learners. Specific PD was provided for our special ed staff. The PD this year increased grade level and department collaboration and alignment. In an effort to increase collaboration between general ed and special ed staff, we had district planning teams that focused on middle school math for SDC teachers.

Centralized district curriculum teams:
Teams started working over the summer to curate currriculum and create guidance documents and pacing calendars based on the prioroty standards. These resources were rolled out throughout the year and were posted on the Distance Learning website. This was a successful effort as it provided students access to grade level content and led to alignment and collaboration within and across schools. The biggest challenge was the teams of teachers and TOSAs were pulled in so many directions, especially once hybrid and in-person teaching started.

Monthly Wednesday PD Days:
We implemented a series of professional learning and planning each month to provide regular opportunities for continued professional learning and follow-up teacher support for distance learning. Aspects of this professional learning focused on teaching and learning services to students with unique needs, including students with disabilities, English Learners and students from socioeconomically disadvantaged families. Successes included the ability to ensure all teachers within a grade span shared similar experiences, the ability for sites to have dedicated time each month for site-specific work, and a yearlong focus in math in elementary school.

Challenges included the need to respond to the changes from distance learning to hybrid to in-person instruction as well as our platforms not always being able to accomodate the needs of the presenters or the participants.

Technology resources and supports for teachers and paraprofessionals:
All staff were given the option of working from school and using the District's wifi or working from home, supplemented by a District hotspot if needed. They were given access to key links to the SMFCSD Teacher Resources webpage, tech help Google forms, video and written guidance for Google tools and other online resources. Ongoing tech support was provided by both central and site-based resources, however we learned that the support needed outweighed our ability to provide it.

Long-term/permanent substitute teachers:
These staff were added to support every school site and proved to be a valuable resource for site leaders and staff. Substitutes were used to cover teacher absences, grade level meetings, IEP and SST meetings and support small group instruction. The challenges were around the inconsistency of support given by substitutes at each site and the technical challenges that occured when a subsititue needed to take over for a classroom in the short or long term.

TOSA support:
Site-based Language and Literacy and Math TOSAs shifted their responsibilites to ensure that the guidance documents and curricular resources provided to teachers were high quality and reflected the priority content standards. This led to a relatively smooth implementation of the curriculum and alignment across schools as well as a focus for teacher learning on student access to grade level content. Teacher leaders rose from this work and will continue for the future. A challenge was the enormous workload of this group as tey were pulled for site responsibilities.

Additional staff for special education:
New administrative special education staff and specialiats were hired and a coordinated effort was made to ensure teachers had the curriculum, resources and training they needed to provide instruction to their students with disabilities. Special and general education staff were able to collaborate on curriculum and training. A challenge was the ongoing shifts to hybrid and distance learning that highlighted specific and unique needs for students with disabilities.

Newcomer Program Specialist:
A Program Specialist was hired to develop supports for newcomers, including an intake process, family engagement, coordination of community resources, and professional development for teachers. These supports were necesary for our families and staff. A challenge was coordinating support for families who struggle to access school resources during a pandemic.

School librarians and aides:
Staff have taken on different responsibilities under distance learning, specifically to assist students and families with access and digital literacy and citizenship either through their own virtual lessons or by joining the virtual classrooms of their teacher colleagues. Challenges were on the need to pivot staff into different positions and responsiblities as the year progressed.

Alternative Education:
This teacher has taken on different responsibilities, specifically to work directly with schools sites to improve services for homeless students by supporting their engagement and attendance in distance learning. Staff provided outreach to families directly and coordinated with the Food Services Department to ensure access. The challenge is that we did not have the resources to ensure access to these services for all families.

Middle School EL curriculum:
New curriculum was developed and provided to staff to support the different typologies of English Learners in middle school. Additional supplementary curriculum was provided for math and ELD.

Translation resources:
We provided on-demand, call-in translation support for staff to communicate and engage with non-English-speaking families about academic or social-emotional matters. The challenges are around the cost and ensuring that families know about the resource.

IEPs in Distance Learning:
We developed a Distance Learning Plan for students with IEPs that described services students will receive in distance learning and improved collaboration between staff and families. Challenges were around the changing of services throughout the year and the minimal growth that some students made.

Online assessment processes/protocols/platforms:
These have been purchased to allow us to initiate and complete assessments by School Psychologists, SLPS, Education Specialists and OTs for initial assessments or three-year reevaluations. New referrals and assessments can be initiated and completed virtually, which had not been possible in spring 2020. These platforms provide a means of working remotely with students and families in a confidential manner. The challenge was the time it took for the companies to provide this resource and for us to train staff on usage, and the increased time it took to work with families remotely rather than in person.

Paraeducator staff in Special Education:
Access has been provided to all Special Education staff, including paraeducators, to District math, language arts and science online curricula for alignment of IEP goals to general education standards. Staff also participated in training over the summer and throughout the school year to ensure they were able to provide high quality academic and behavior instruction and intervention for students. The challenge for this was the amount of time it took to coordinate at the beginning of the year to ensure the right staff had access to the right colleagues and students as well as making quick adjustments when assignments changed throughout the year.

1:1 services:
Once the CDPH allowed, we were able to provide in-home services for students with severe cognitive or behavioral supports to access online learning. This behavioral and socio-emotional support increased student participation and engagement and allowed providers the opportunity to model educational strategies to the families.

Foster/homeless youth liaison:
A District administrator was assigned as the Homeless/Foster Youth Liaison and each school was assigned foster/homeless youth liaison (school counselor) to monitor and support student engagement and progress in the distance learning program. We worked with shelter liaisons, conducted home visits with their school teams, and offered transportation to homeless families struggling with transportation to learning hubs. The technology department staff worked with the District Homeless/Foster Youth Liaison to provide devices for specific students who needed them. As a result of the coordinated efforts, students received the wrap around service support they needed.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SMFCSD will modify its system of English Language Arts and English Language Development (ELA/ELD) diagnostic and benchmark assessments. Initial elementary screening and trimester "interim" assessments will be done using online sub-tests of the Fountas & Pinnell assessment, the Benchmark Universe Oral Fluency Assessment and the Benchmark Universe Unit Assessments. Initial middle school screening and semester "interim" assessments will be done using the online Scholastic Reading Inventory and supports provided within the adopted curriculum and Interim Assessment Blocks.	0	0	No
SMFCSD will modify its Mathematics diagnostic and benchmark assessments. At the Elementary level, initial formative screenings and end of mission assessments will be given throughout the year, along with the use of formative MARS tasks. At the middle school level, initial screenings and formative assessments are embedded in the newly adopted online curricula to support teacher instructional decisions. End of unit assessments within the curriculum will be given throughout the year with an "interim" reassessment twice a year.	0	0	No
This Plan has already outlined, in the sections above and specifically in the section "Supports for Students with Unique Needs," most of the key strategies the District will use to address "learning loss" and to accelerate student learning at grade level standards.	--	--	
The District's strategy is to support teachers to reject "skill recovery" strategies (e.g. starting the year teaching "recovery" curriculum from last year's content) which research has shown particularly leave further behind specific vulnerable students, such as English Learners, students from lower-income families, foster and homeless youth and students with exceptional needs. The District supports teachers to implement instead grade level content, with re-teaching of prerequisite standards and content integrated into it.	0	0	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SMFCSD implemented ELA, ELD and mathematics planning teams that started working in June will continue through the year to develop core curriculum units and lessons for all teachers that take this strategic approach to address the challenges of unfinished learning from last spring.	Cost Above	Cost Above	No
District professional learning strategies (initially during the start-of-year PD weeks and then ongoing on monthly Wednesday PD Days) introduce these curated curricula to teachers and support them in their planning.	Cost Above	Cost Above	No
The District is improving resources for English Learners by implementing English Language Development planning teams to work throughout the year with the adopted curricula at elementary and newly adopted curricula at middle and and prepare model units and lessons for all teachers of Designated ELD (D-ELD) that strategically address the challenges of unfinished learning for English Learners from last spring.	Cost Above	Cost Above	Yes
The District is improving services for students with exceptional needs by adopting and adapting online core curricula, training teachers and paraeducators and working to ensure that all Special Education staff have access to these resources for alignment of IEP goals and instruction to general education standards, including the online Goalbook resource.	0	0	No
SMFCSD is improving services for students with exceptional needs by purchasing online assessment processes/protocols to replace in-person assessments that can not be used in distance learning. These assessments can be initiated and completed by school psychologists, SLPS, education specialists and occupational therapists as needed for initial assessments or three-year reevaluations	0	0	No
The District is improving services for students with exceptional needs by training paraeducators in behavior and online academic intervention strategies as an additional layer of support during distance learning.	0	0	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SMFCSD is implementing regular monitoring and evaluation of the effectiveness of "learning loss" actions and other actions delineated in this plan. As part of the distance and hybrid learning decisions, this evaluation will be disseminated to the staff, community and Board during the sixth, tenth, and fourteenth weeks of the school year. Ongoing staff program adjustments and Board decisions will be based on additional evaluation points throughout the year.	0	0	No
SMFCSD schools will provide: regular family updates of student academic progress through various online learning management systems; teacher email updates through District learning management systems; student attendance/engagement protocols that lead to family contacts and case management if students are struggling to participate; and site leader updates through virtual meetings, email updates and newsletters.	0	0	No
The District will provide: Superintendent Coffee Chats; frequent, detailed Superintendent and site leader email updates and newsletters in multiple formats; dedicated District and site web pages; posting of announcements on social media; and virtual updates at Board meetings.	0	0	No
SMFCSD's plan for monitoring and evaluation will focus on three main areas of performance: 1. The quality and consistency across all schools of teaching and learning in the distance and hybrid learning models; 2. The effectiveness of academic and social-emotional support for vulnerable student groups (students with disabilities, English Learners, homeless youth, foster youth) and any struggling learners generally; and 3. The effectiveness of outreach to and supports for families, especially those with struggling learners.	0	0	No
SMFCSD's plan for monitoring these three areas of performance will use a variety of qualitative and quantitative measures to understand the effectiveness of the above actions. For academic strategies and actions, the measures will include: • Repeated "pulse" surveys to capture key stakeholders' views (students, families, teachers, staff and site leaders) on the performance areas above;	0	0	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
• Regular stakeholder focus groups, oral surveys and spot interviews; • Teacher survey feedback on the centrally curated curriculum lessons and units; • Student benchmark assessments results (by key student group); • Student attendance and engagement data (by key student group, as coded in Aeries); etc.			
SMFCSD's plan for monitoring these three areas of performance will use a variety of qualitative and quantitative measures to understand the effectiveness of the above actions. For strategies and actions regarding mental health and social-emotional well-being, the measures will include: • Comparison of referral concerns and degree the concerns impact student academic and social functioning through counseling referral and post--counseling survey • District and site surveys, including annual California Healthy Kids Survey and surveys related to needs and experience of students/families for distance and hybrid learning contexts • School site student and parent counseling check-in requests • Documentation of suicide risk assessments • SEL Second Step summative assessment.	0	0	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences in planned actions and what was implemented. Actual costs were were either noted in the Distance Learning section of the LCP or were already part of the district's essential educational and student services staffing and support.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The plan to address learning loss was to focus on ensuring all students had access to the priority content standards through multiple measures, including SEL strategies and rejecting "skill recovery" strategies (e.g. starting the year teaching "recovery" curriculum from last year's content) by creating guidance documents, curated curriculum and professional development for teachers to implement grade level content, with re-teaching of prerequisite standards and content integrated into it. SMFCSD's plan for focused on three main areas of performance:

- The quality and consistency across all schools of teaching and learning in the distance and hybrid learning models:

We successfully developed a modified Fountas & Pinnell assessment, which was administered to grades TK-5 and the online Scholastic Reading Inventory to students in Grades 6-8. Challenges to our implementation are related to our district-wide participation rates. We successfully modified our Middle School assessment but struggled with the administration and therefore participation rates. In mathematics, we successfully developed formative assessments to be used within Elementary classrooms and offered guidance using MARS tasks. Challenges include an extensive PD and administration process, which prevented a twice a year implementation, given the need to begin a more extensive CAASPP Administration.

We successfully provided curricular resources for teachers by creating teams of teachers and TOSAs to work throughout the year to analyze the priority standards and modified curriculum. Professional development was provided districtwide (monthly) and at the sites during staff meetings. The special education department provided additional trainings for the specific online resources their staff needed for individual students.

- The effectiveness of academic and social-emotional support for vulnerable student groups (students with disabilities, English Learners, homeless youth, foster youth) and any struggling learners generally:

Counselors at the elementary and middle school levels agreed to be site level liaisons between the students/families and the District. The District Homeless Liaison has provided counselors with information, partnership and resources. School Administration and the District Foster Youth Liaison have been invited to county level meetings to share information about our foster youth receiving services/being monitored by county agencies. This is the first time that this collaboration has happened. Professional development was provided for all staff on trauma informed classroom practices and supports for distance learning.

- The effectiveness of outreach to and supports for families, especially those with struggling learners:

Student attendance/engagement protocols led to family contacts and case management via CARE Teams. At times, connection and attendance concerns included home visits by a small team of staff to connect in person with families and help problem-solve issues. The Sanctuary Task Force worked with community partners to safely deliver free food homes, supported families to utilize the eviction moratorium and utilize the various Immigrant Relief funds and P-EBT cards.

District Department leads facilitated regular meetings to discuss the implementation of our distance learning programs and services.

Surveys were sent to families and staff throughout the year. Adjustments to the plans were made as needed. Updates were presented to the School Board on a regular basis and plans were communicated to families consistently via: Superintendents Coffee Chats, newsletters, websites, social media. Challenges were related to the changing health and safety guidance and its impact on our programs and services.

Monitoring the effectiveness of our academic programs and services included:
- -"Pulse" surveys to capture key stakeholders' views (students, families, teachers, staff and site leaders) - these surveys worked best when in remote meetings as opposed to being sent out to stakeholders.
- -Regular stakeholder focus groups, oral surveys and spot interviews - we collected feedback from student focus groups and from the committees and task forces that were operationalized this year.
- -Teacher survey feedback on the centrally curated curriculum lessons and units - we collected surveys from teachers and principals and used this to inform resource development.
- -Student benchmark assessments results (by key student group) - we administered assessments in literacy and math but struggled with participation rates.
- -Student attendance and engagement data (by key student group, as coded in Aeries); etc. - we implemented a process that allowed teachers to easily report this on a weekly report.

Monitoring the effectiveness of our social/emotional wellness programs and services included:
- -District and site surveys, including annual California Healthy Kids Survey and surveys related to needs and experience of students/families for distance and hybrid learning contexts were administered.
- -School site student and parent counseling check-in requests - this was implemented successfully through an online method but data collection is a challenge.
- -Documentation of suicide risk assessments - we did this in partnership with Star Vista.
- -SEL Second Step summative assessment - pending evaluation at the end of the school year.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Systemic adjustments in support of teachers transitioning into the school year, including extra time for professional development, preparation and community building prior to school starting
Calendar adjustment made through MOU to provide time for PD and prep for teachers.

Professional development offerings on trauma-informed practices and secondary trauma
Trauma informed classroom practices and supports for distance learning for all certificated and classified Special Education staff (8/07/20);
Addressing the Stress and Trauma of Our Reality through the Community Resiliency Model, offered to all middle school teachers (8/10/20)
Community Resiliency Model training for counselors and school psychologists (12/8/20)
Trauma Informed Strategies for Supporting Students and Self-Care Middle School PD (3/03/21)
PD for elementary staff provided on 4/28
Online learning resources available for educators: Trauma Sensitive Schools Training Package: Understanding Trauma and its Impacts; Support for Teachers Affected by Trauma (STAT) Program.
Community resilience training could have been focused on more
Limited time for the PD offerings
Virtual platform a different instructional model

School Counseling Staff lead staff wellness activities at staff meetings (mindfulness-based)
Elementary Counselors lead wellness activities at staff meetings at most sites at least monthly, if not more frequently
Lack of consistency across school sites
Sometime difficult to secure time during staff meetings
Comfort level of counselors in leading these activities varies

Teacher Wellness Resources available on a SMFCSD Adult Wellness Resources Website
An Elementary Counselor created an adult wellness website for staff and parents that is periodically publicized to staff

Principals provide periodic reminders of the Optum Employee Assistance Program and other Wellness resources to teachers in their teacher communication (such as weekly newsletters, etc.)
Frequency of implementation by principals is unknown.
Optum EAP Information and, since January 2021, +Care Solace information is periodically provided to staff by the Wellness Coordinator in emails or during select PD's. Peninsula Health Care District gifted Care Solace services to SMFCSD through June. Care Solace is an online

resource that provides a 24/7 multilingual Care Concierge team to connect students, families and staff with available, verified mental health providers and substance use treatment programs matched to their needs regardless of circumstances.The Care Concierge Team navigation
system taps into a vast database of mental healthcare resources to find carefully vetted local therapists and programs in minutes.
Data indicate 34 anonymous for staff and their families; 329 inquiries for students and their families, and 24 anonymous searches
14 initial appointments scheduled
42 'warm hand-offs' from the District to Care Solace

SMFCSD Distance Teaching & Learning Educator Resources website updated to include Wellness resources for teachers
Information was collected/provided
No staff identified to maintain the page, so was not posted

School Site Sunshine Committees create staff social interaction opportunities
This was handled at school sites
No specific data collected about this activity

SMFCSD expanded ability to support the mental, social and emotional health of students through the additional of wellness-related staff: 6 new elementary counseling positions (funding through Measure V); 4 new middle school counseling positions (funding through Measure V); 1 Program Specialist for Newcomer Wellness Support;
Added 3.8 FTE Student Support Services Teacher on Special A
ssignment positions at 4 Title 1 school sites (1 position each)
6 new Elementary Counselors hired and assigned to schools
1 New additional School Counselors at each Middle School (Abbott, Bayside, Borel, Bowditch)
1 Program Specialist for Newcomer Wellness Support split between Bayside and Abbott
ToSAs pulled to support classrooms and/or hubs

Implement social-emotional learning lessons during distance learning
Elementary: School Counselors collectively worked together to record weekly Second Step lessons for K- 5th grades and to provide related daily activities for teachers to use in morning meeting with students; School Counselors also supported SEL lessons at their sites, including live
virtual instruction of Second Step or other SEL Guidance lessons;
A five week series of daily SEL morning meeting activities was created and implemented during morning meetings for TK- 5th grades
No method of monitoring fidelity of implementation
For most teachers, no PD supporting SEL implementation
Middle School: Middle School SEL teams created bi-weekly SEL lessons and activities for use during the two extended homeroom periods per week; In Feb./March of 2021, Middle School SEL teams were trained by Second Step to lead their sites in implementing the new Second

Step Middle School curriculum. Two sites will begin teaching the curriculum this school year and the other two will begin implementation next year.
No method of monitoring fidelity of implementation
For most teachers, no PD supporting SEL implementation

Daily homeroom meeting for middle school students with an extended 45-minute homeroom period on Friday for community-building circles
This daily meeting and twice weekly extended homeroom period used for SEL and community building were built into the Middle School Distance Learning schedule. As of March 2021, the schedule is being developed for Hybrid.
Lack of PD and support for teachers around the SEL and community-building lessons
Difficulty encouraging students to turn on camera for participation
Some teachers not using the time

Daily morning community meetings for elementary school students that includes wellness check-in with site follow-up for students whose check-in yields concern
Daily morning meetings were required in both Distance Learning and Hybrid schedules.
Data on fidelity of implementation and whether check-in's and related referrals to counselors were made is unavailable.
Not all teachers have had PD opportunities to learn how to hold community meetings

Use of site teams, such as Care, Wellness or COST team, to identify and monitor interventions for students including connecting students and families with counseling services and community resources
School sites are implementing Care teams with related intervention monitoring process
Data on fidelity of implementation unavailable

Group counseling conducted by providers including school counselors, school psychologists and counseling trainees and associates contracted through community partners. Focus of groups may include, but are not limited to: desensitization for students averse to appearing on camera in Distance Learning; Spanish-speaking middle school Newcomer groups; groups for students who have experienced trauma using research based curriculum such as Support for Students Experiencing Trauma (SSET), including specific support for foster/homeless youth
Group counseling services are occuring, including trauma-focused groups conducted by a community partner, One Life Counseling, at Lead elementary and Bayside Academy.
There is incomplete data on groups: trainees & SSA's are surveyed mid-year, but school counselors are not surveyed

Goal-based Individual Counseling conducted by providers including school counselors, school psychologists and counseling trainees and associates contracted through community partners
Counselors and other professional staff are providint these services to students
Service tracking logs are collecting the data
Data retrieval laborious, and we have not yet been able to pull the data

Check-in's with the school counselor that can be requested by students or for students by parents/guardians
Online counselor check-in forms are available for students and their parents/guardians
As of March 11, 2021, 168 requests had been made by use of these forms
Requests are also made through email, phone or other site-favored communication methods

Training of staff in identifying student mental health concerns and how to respond (required for teachers in grades 7 and 8)
10/28/20 Middle School staff trained by Educational Support Solutions: "Having Hope: Suicide Prevention"
Training was only provided once for MS teachers

Implement Suicide Risk Intervention process that includes safety planning and related monitoring
SMFCSD follows the SMCOE suicide risk intervention process and guidelines. This process includes safety planning with students
and monitoring students who have returned from a hospitalization or had a related risk assessment
SMCOE has updated the protocol for this school year
We will need to update protocol for the return to Hybrid

School Counselor support for homeless students through monitoring and resource linking
Training opportunities regarding supports for homeless/foster youth students have been provided.
Lists of community resources have been provided to counselors for family referral

Counselors identified as school liaisons for homeless youth to more closely monitor attendance and participation.
They attended homeless seminar on September 17 at SMCOE
The Homeless Liaison met quarterly with the counselors to share additional informaiotn and resourcesT

School Counselors and the District Homeless/Foster Youth Liaison will meet quarterly to discuss ongoing supports for students and families.
Created a homeless/foster youth informational slidedeck for counselors to share with school staffs including current District data
District Liaison provided Aeries use training on attendance and discipline to elementary counselors

Parent Education (with translation) through workshops and presentations, newsletters, website, Facebook and Instagram—on topics such as the 3 R's (Routines, Relationships, and Regulation) and Trauma and Resilience
Parent education workshops provided District-wide in August and October 2020; Community partner, Peninsula Health Care District is providing frequent parent education, workshop, and forum event opportunities to SMFCSD parents with Parent Venture being the organization
contracted to provide these educational services for San Mateo County schools (this started in December 2020); Site-based parent education; Monthly Pondering Parenting articles; weekly Spanish language parent group conducted by contracted Mental Health Clinician

SMFCSD improved family outreach services by providing bilingual support for Spanish-speaking families to access COVID-19 relief funds and resources, including: call-in support for writing letters and completing forms; information on how to access community food resources; etc.
On-demand translation services were available for use by all staff to contact families
Bi-lingual nursing staff communicated with specific families who contacted the district about COVID resources

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Here are descriptions of the success and challenges for the activities under this section:

Tier 1 actions: Classroom teachers will engage all students and reengage struggling/absent students through daily community meetings and other social-emotional learning strategies; small group instruction; 1:1 follow-up instruction and student meetings; routines of family virtual meetings and communication using on-demand translation services (e.g. through adopted learning management systems); and standardized attendance protocols.
In tracking these Tier 1 actions at sites, the district noted they were substantial and persistent, but not consistently strategic. Teachers developed new routines and communication strategies. Students reported positively on opportunities to meet in small groups or 1:1 with their teachers, but as reported these opportunities varied across teachers. It was evident that some schools implemented systemic Tier 1 strategies. Some schools did not, revealing inconsistent management, lack of staffing, or inconsistent district systems and supports.

Tier 2 actions: Schools will reengage struggling/absent students by implementing effective site interventions primarily through additional staffing; translation resources; routines of family virtual meetings and communication, using on-demand translation services; and clear attendance, academic and social-emotional referral processes and protocols.
Existing attendance procedures/resources and academic and social-emotional referral processes and protocols adapted over time, to the new distance learning circumstances, and became more effective. Translation supports, particularly on-demand, were expanded and proved critical to engaging students and families. Staff also began to innovate with specific communication applications (e.g., Talking Points). That said, the problems of disengaged students and families persisted. Many instances were resolved as distance learning hubs expanded in November, but several remained into the spring.

Tier 3 actions: Central leaders will provide more intensive case management support (with translation resources) in coordination with schools' attendance, academic and social emotional referral processes and protocols. Central leaders will also collaborate with community programs and resources to identify academic learning pods that can support struggling/absent students with distance learning or to intervene in support of students and families impacted by job, food and/or housing insecurity.

Several central resources (e.g., principal on special assignment for prevention services; the district alternative education teacher; the social work program specialist; the Sanctuary Task Force) provided additional Tier 3 support for a range of challenges, including distance learning disengaged students; students and families in social-emotional crisis; families facing food and/or housing insecurity. Central leaders also collaborated with community partners, who stepped in and provided numerous distance learning hubs for SMFCSD students.

Tier 3 actions: When it is safe to do so, the District will coordinate all schools to prioritize bringing back on campus struggling/absent students who need additional support to engage successfully with distance learning.
By November 2020, a combination of district and community-based distance learning hubs were supporting approximately 500 SMFCSD struggling students. By March 2021, with the addition of several more school-based hubs, approximately 650 students students were being supported.

SMFCSD's standardized attendance protocols include these tiered actions:
At 3 unexcused absences and/or non-participation, teachers will reach out to students/families (Tier 1)
At 6 unexcused absences and/or non-participation, families will receive an attendance letter from the school through our Attention to Attendance system (Tier 1)
At 8 unexcused and/or non-participation absences, families will receive a second letter (Tier 2)
At 10 unexcused and/or non-participation absences, families will receive an invitation to meet with the school to discuss attendance (Tier 2)
At 12 unexcused and/or non-participation absences, families will be invited to a District-level attendance meeting to develop a plan for improved attendance (Tier 3)
Eighteen students and their families were invited to District SARB
One family participated in a County SARB meeting with agreed upon outcomes and follow-up
Parent communications regarding the attendance and participation guidelines within the District handbook and follow-up in later communications

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

When students were in distance learning and not onsite for in-person instruction, grab-and-go breakfast and lunch meals were available for pickup for any student enrolled in the San Mateo-Foster City School District. Beginning Tuesday, September 1 and approved through December 30, grab-and-go school meals, including breakfast and lunch, were free to all community youth aged 18 and under. USDA provided further flexibility and approval through June 30, 2021, to continue operating under the Seamless Summer Option, and meals have continued to be provided free for all 18 years and younger. The free meal grab-and-go meal program has supported our students' and families' nutritional needs during the year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being				
Mental Health and Social and Emotional Well-Being	Systemic adjustments in support of teachers transitioning into the school year, including extra time for professional development, preparation and community building prior to school starting;	0	0	No
Mental Health and Social and Emotional Well-Being	Professional development offerings on trauma-informed practices and secondary trauma	Cost included above	0	Yes
Mental Health and Social and Emotional Well-Being	School Counseling Staff lead staff wellness activities at staff meetings (mindfulness-based)	0	0	No
Mental Health and Social and Emotional Well-Being	Teacher Wellness Resources available on a SMFCSD Adult Wellness Resources Website	0	0	No
Mental Health and Social and Emotional Well-Being	Principals provide periodic reminders of the Optum Employee Assistance Program and other Wellness resources to teachers in their teacher communication (such as weekly newsletters, etc.)	0	0	No
Mental Health and Social and Emotional Well-Being	SMFCSD Distance Teaching & Learning Educator Resources website https://sites.google.com/smfc.k12.ca.us/smfcsddistancelearning/home updated to include Wellness resources for teachers	0	0	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	School Site Sunshine Committees create staff social interaction opportunities	0	0	No
Mental Health and Social and Emotional Well-Being	SMFCSD expanded ability to support the mental, social and emotional health of students through the additional of wellness-related staff: 6 new elementary counseling positions (funding through Measure V); 4 new middle school counseling positions (funding through Measure V); 1 Program Specialist for Newcomer Wellness Support; Added 3.8 FTE Student Support Services Teacher on Special Assignment positions at 4 Title 1 school sites (1 position each)	Cost included above	0	Yes
Mental Health and Social and Emotional Well-Being	Implement social-emotional learning lessons during distance learning	Cost Included Above	0	No
Mental Health and Social and Emotional Well-Being	Daily homeroom meeting for middle school students with an extended 45-minute homeroom period on Friday for community-building circles	0	0	Yes
Mental Health and Social and Emotional Well-Being	Daily morning community meetings for elementary school students that includes wellness check-in with site follow-up for students whose check-in yields concern	0	0	Yes
Mental Health and Social and Emotional Well-Being	Use of site teams, such as Care, Wellness or COST team, to identify and monitor interventions for students including connecting students and families with counseling services and community resources	0	0	Yes
Mental Health and Social and Emotional Well-Being	Group counseling conducted by providers including school counselors, school psychologists and counseling trainees and associates contracted through community partners. Focus of groups may	0	0	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	include, but are not limited to: desensitization for students averse to appearing on camera in Distance Learning; Spanish-speaking middle school Newcomer groups; groups for students who have experienced trauma using research-based curriculum such as Support for Students Experiencing Trauma (SSET), including specific support for foster/homeless youth			
Mental Health and Social and Emotional Well-Being	Goal-based Individual Counseling conducted by providers including school counselors, school psychologists and counseling trainees and associates contracted through community partners	0	0	No
Mental Health and Social and Emotional Well-Being	Check-in's with the school counselor that can be requested by students or for students by parents/guardians	0	0	No
Mental Health and Social and Emotional Well-Being	Training of staff in identifying student mental health concerns and how to respond (required for teachers in grades 7 and 8)	0	0	Yes
Mental Health and Social and Emotional Well-Being	Implement Suicide Risk Intervention process that includes safety planning and related monitoring	0	0	No
Mental Health and Social and Emotional Well-Being	School Counselor support for homeless students through monitoring and resource linking	Cost included above	0	Yes
Mental Health and Social and Emotional Well-Being	Counselors identified as school liaisons for homeless youth to more closely monitor attendance and participation. They attended a training on September 17 at SMCOE.	0	0	Yes
Mental Health and Social and Emotional Well-Being	School Counselors and the District Homeless/Foster Youth Liaison will meet quarterly	0	0	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	to discuss ongoing supports for students and families.			
Mental Health and Social and Emotional Well-Being	Social-Emotional Learning resources posted on Family and Staff Resources websites	0	0	No
Mental Health and Social and Emotional Well-Being	Parent Education (with translation) through workshops and presentations, newsletters, website, Facebook and Instagram—on topics such as the 3 R's (Routines, Relationships, and Regulation) and Trauma and Resilience	0	0	No
Mental Health and Social and Emotional Well-Being	SMFCSD improved family outreach services by providing bilingual support for Spanish-speaking families to access COVID-19 relief funds and resources, including: call-in support for writing letters and completing forms; information on how to access community food resources; etc.	0	0	Yes
Pupil Engagement and Outreach	Tier 1 actions: Classroom teachers will engage all students and reengage struggling/absent students through daily community meetings and other social-emotional learning strategies; small group instruction; 1:1 follow-up instruction and student meetings; routines of family virtual meetings and communication using on-demand translation services (e.g. through adopted learning management systems); and standardized attendance protocols.	0	0	Yes
Pupil Engagement and Outreach	Tier 2 actions: Schools will reengage struggling/absent students by implementing effective site interventions primarily through additional staffing; translation resources; routines of family virtual meetings and communication, using on-demand translation services; and clear	0	0	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	attendance, academic and social-emotional referral processes and protocols.			
Pupil Engagement and Outreach	Tier 3 actions: Central leaders will provide more intensive case management support (with translation resources) in coordination with schools' attendance, academic and social-emotional referral processes and protocols.	0	0	Yes
Pupil Engagement and Outreach	Tier 3 actions: Central leaders will also collaborate with community programs and resources to identify academic learning pods that can support struggling/absent students with distance learning or to intervene in support of students and families impacted by job, food and/or housing insecurity.	0	0	Yes
Pupil Engagement and Outreach	Tier 3 actions: When it is safe to do so, the District will coordinate all schools to prioritize bringing back on campus struggling/absent students who need additional support to engage successfully with distance learning.	Cost above	Cost above	Yes
Pupil Engagement and Outreach	SMFCSD's standardized attendance protocols include these tiered actions: • At 3 unexcused absences and/or non-participation, teachers will reach out to students/families (Tier 1) • At 6 unexcused absences and/or non-participation, families will receive an attendance letter from the school through our Attention to Attendance system (Tier 1) • At 8 unexcused and/or non-participation absences, families will receive a second letter (Tier 2) • At 10 unexcused and/or non-participation absences, families will receive an	0	0	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	invitation to meet with the school to discuss attendance (Tier 2) • At 12 unexcused and/or non-participation absences, families will be invited to a District-level attendance meeting to develop a plan for improved attendance (Tier 3)			
School Nutrition	When students are in distance learning and not onsite for in-person instruction, grab-and-go breakfast and lunch meals will be available for pickup for any student enrolled in the San Mateo-Foster City School District. Beginning Tuesday, September 1 and approved through December 30, grab-and-go school meals, including breakfast and lunch, are free to all community youth aged 18 and under.	$2,000,000 Estimated	$2,389,000	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

For the actions listed above related to Social-Emotional Wellness, and Pupil/Parent Engagement and Outreach, the actions are duplicates and are discussed and covered in previous sections, and any associated costs are delineated elsewhere in the plan review. School Nutrition had one action regarding the availability of breakfast and lunch meals for any student enrolled in the District, and then those meals were made available to all community youth aged 18 and younger. The District spent an additional $389,000 over the planned $2,000,000 due to an increase in the number of students participating in the free grab-and-go meal service compared to what we originally expected.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

This year has been one of many lessons learned as the District moved quickly to distance learning in March 2020, and then continued and improved the quality of remote instruction and support into the 2020-21 school year. San Mateo-Foster City SD remained in

distance learning for 7 months, with the first group of students returning to a hybrid model March 8th and March 15th. These two groups included TK-5th grades and all students in self-contained classrooms (IEPs). Middle school students returned to in-person learning in phases beginning on April 19th. We currently have elementary students and middle school students on campus for in-person learning, though full time distance learning has continued based on parent choice. We have learned that distance learning can be difficult for students and families to access without appropriate technology (chromebooks, Wifi), and that some students with disabilities have difficulty accessing instruction in a 2-dimensional environment. However, some students have been very successful with this model, describing their positive comments about teacher instruction, small group work and homework. We learned the importance of building community and relationships in a virtual environment, and this was equally important for students experienceing diffculty with distance learning, and those thriving in distance learning. Due to attendance, connectivity and social-emotional issues, we found success in implementing learning hubs for vulnerable students. In the learning hubs, students have support in logging into classes and checking in about work completion. In addition, the social support of being with a small cohort of peers cannot be underscored. We have learned that communication with parents is key, using a variety of strategies including texting, phone calls in the evening with translation, homevisits (with social distancing) to check on the welfare and attendance concerns of students. In addition, the flexibility and nimbleness of staff was evident throughout the school year with the quick transition to distance learning, provision of technology resources for students, development of appropriate professional development for teachers and paraeducators on new resources and curricula, and custodial staff implementing new disinfecting protocols.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

This past year has required much flexibility on the part of students, staff, families and communities. Our District will continue to assess the learning loss issues that students are experiencing in academics and social/mental and physical health, especially our vulnerable students: students with special needs, foster and homeless youth, English learners and students experiencing limited resources. In the current 2021-24 LCAP planning, the district has identified critical investments to enhance classroom-based differentiated Tier 1 universal and Tier 2 targeted instruction in language and literacy. Investments in instructional resources and teacher professional learning (training, teacher coaching, team collaboration) will strengthen integrated and designated English Language Development (ELD) instruction for English Learners, inclusion practices for students with IEPs, differentiation, and acceleration interventions for identified students.

This school year each school developed priority lists of students needing support for distance learning, which were utilized to offer spaces in our learning hubs based on the following criteria: attendance; engagement during distance and in-person learning; language/literacy and math benchmark performance; staff or family referral for academic or social-emotional concerns; and the student/family's demographic match to historically underserved groups (English Learners; newcomer, foster and homeless youth; students with IEPs; economically struggling families). These lists will continue to be curated during the 2021-22 school year, with added criteria of CAASPP and ELPAC performance and on-going social-emotional screeners. School staff will use this information on students' assessed needs to deliver the planned classroom-based differentiated Tier 1 "first" instruction and targeted Tier 2 academic/social-emotional supports; to refer students to the planned Tier 2 extended learning and enrichment programs; and to provide the planned Tier 1-3 health and wellness supports. Recent SMFCSD benchmark assessments and distance learning research have clarified that unfinished learning is pronounced in mathematics, and therefore SMFCSD is prioritizing enhancing

classroom-based differentiated Tier 1 universal and Tier 2 targeted instruction in mathematics. Because the transition from 5th grade elementary to 6th grade middle school mathematics is particularly challenging.

The district also made significant progress over the last year in strengthening leader, teacher and staff capacity to implement a variety of practices that build community and connection in the classroom and on campus. These include: trauma-informed Instruction, Restorative Practices, 2nd Steps social-emotional learning curriculum, and Responsive Classroom. The district plans to continue and expand the professional development in these practices for the 2021-22 school year.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall, there were no substantive differences between planned and implemented actions identified as contributing towards meeting the increased or improved services requirement. Any exceptions were due primarily due to adjustments in the numbers of students needing to be served by a particular strategy or in the efforts to reach more staff with resources and support. In the In Person Instruction goal related to implementing distance learning hubs, we increased the number to serve a greater number of students, than originally anticipated. and student services staffing and support. Another exception was the action related to long-term/permanent substitutes where the district planned to hire more substitutes than in fact happened, and therefore the actual expenditure was substantially less than planned. In the School Nutrition goal area we served a great number of student meals than originally anticipated.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

This past year has required much flexibility on the part of students, staff, families and communities. Our District will continue to assess the learning loss issues that students are experiencing in academics and social/mental and physical health, especially our vulnerable students: students with special needs, foster and homeless youth, English learners and students experiencing limited resources. In the current 2021-24 LCAP planning, the district has identified critical investments to enhance classroom-based differentiated Tier 1 universal and Tier 2 targeted instruction in language and literacy. Investments in instructional resources and teacher professional learning (training, teacher coaching, team collaboration) will strengthen integrated and designated English Language Development (ELD) instruction for English Learners, inclusion practices for students with IEPs, differentiation, and acceleration interventions for identified students.

This school year each school developed priority lists of students needing support for distance learning, which were utilized to offer spaces in our learning hubs based on the following criteria: attendance; engagement during distance and in-person learning; language/literacy and math benchmark performance; staff or family referral for academic or social-emotional concerns; and the student/family's demographic match to historically underserved groups (English Learners; newcomer, foster and homeless youth; students with IEPs; economically struggling families). These lists will continue to be curated during the 2021-22 school year, with added criteria of CAASPP and ELPAC performance and on-going social-emotional screeners. School staff will use this information on students' assessed needs to deliver the planned classroom-based differentiated Tier 1 "first" instruction and targeted Tier 2 academic/social-emotional supports; to refer students to the planned Tier 2 extended learning and enrichment programs; and to provide the planned Tier 1-3 health and wellness supports. Recent SMFCSD benchmark assessments and distance learning research have clarified that unfinished learning is pronounced in mathematics, and therefore SMFCSD is prioritizing enhancing classroom-based differentiated Tier 1 universal and Tier 2 targeted instruction in mathematics. Because the transition from 5th grade elementary to 6th grade middle school mathematics is particularly challenging.

With the shelter-in-place mandate directed in March 2020, Distance Learning Plans were developed by IEP teams to identify the goals that could be addressed within a virtual/remote environment resulting in limited or minimal progress of students skills across all goals. Individual IEP teams will need to re-evaluate students' progress on goals and objectives, and develop new plans based on the students' current needs.

Professional development was an integral component of the District's work this year, with new technology, curricula, online platforms (e.g., Zoom, Google Meet, See Saw) and other student/family resources. This urgent need during the school year has influenced our planning for a focused professional development schedule prior to school starting, with a sequenced plan for the remainder of the year. It is also critical to coordinate topics for both general education and special education teachers. The district also made

significant progress over the last year in strengthening leader, teacher and staff capacity to implement a variety of practices that build community and connection in the classroom and on campus. These include: trauma-informed Instruction, Restorative Practices, 2nd Steps social-emotional learning curriculum, and Responsive Classroom. The district plans to continue and expand the professional development in these practices for the 2021-22 school year.

Many of our students and their families experienced trauma associated with the pandemic, whether it be illness or death of family members/loved ones, food insecurity, loss of income and housing, and social isolation from remote/distance learning. District and community support was vital in providing access to medical services, food, mental health support. Parent education workshops by community partners were very valuable, as well as the resource, Care Solace in connecting parents and staff to mental health services. This need will continue for our students and families, and we plan to continue our collaboration with Peninsula Health Care, and will be increasing social/wellness services for students/families next year with the additional of 3 more counselors and 1 additional social worker. The learning from this also has informed our plans to begin to build out "full service community school" models in several of schools with higher enrollment of English Learners and students from economically struggling families.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	130,232,884.00	133,100,359.28
	0.00	0.00
7510 Low Perform Student Block Grant	352,598.00	393,763.12
Base	109,587,685.00	94,555,357.89
Federal Funds	2,382,327.00	4,068,594.00
Locally Defined	80,257.00	72,963.00
Lottery	772,000.00	224,743.11
Other	61,000.00	61,000.00
Prior Year S&C Carryover	1,784,949.00	1,100,631.50
Special Education	6,037,037.00	23,207,486.00
Supplemental	7,306,961.00	7,272,700.40
Title I	1,229,972.00	1,397,778.38
Title II	180,482.00	108,735.91
Title III	286,194.00	475,121.00
Title IV	137,789.00	111,056.97
Tobacco-Use Prevention Education	33,633.00	50,428.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	130,232,884.00	133,100,359.28
	0.00	0.00
1000 & 3000: Certificated Salaries & Benefits	4,744,296.00	5,028,002.85
1000, 3000 & 5000: Certificated Salaries, Benefits & Services	2,803,265.00	3,232,212.94
1000-1999: Certificated Personnel Salaries	10,000.00	10,000.00
1000-4000: Employee Salaries, Benefits, Books & Supplies	365,320.00	313,695.90
1000-5000: Salaries, Benefits, Books, Supplies, Services & Other	117,146,250.00	122,170,133.23
2000 & 3000: Classified Salaries & Benefits	764,825.00	701,501.23
2000-2999: Classified Personnel Salaries	59,234.00	0.00
4000 & 5000: Books & Supplies and Services & Other	3,054,950.00	736,407.24
4000-4999: Books And Supplies	17,500.00	9,217.02
5000-5999: Services And Other Operating Expenditures	1,267,244.00	899,188.87

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	130,232,884.00	133,100,359.28
		0.00	0.00
1000 & 3000: Certificated Salaries & Benefits	7510 Low Perform Student Block Grant	352,598.00	393,763.12
1000 & 3000: Certificated Salaries & Benefits	Base	91,000.00	317,970.56
1000 & 3000: Certificated Salaries & Benefits	Locally Defined	40,257.00	32,963.00
1000 & 3000: Certificated Salaries & Benefits	Prior Year S&C Carryover	356,266.00	207,332.23
1000 & 3000: Certificated Salaries & Benefits	Supplemental	3,476,754.00	3,745,289.53
1000 & 3000: Certificated Salaries & Benefits	Title I	123,083.00	123,083.00
1000 & 3000: Certificated Salaries & Benefits	Title II	39,969.00	31,310.41
1000 & 3000: Certificated Salaries & Benefits	Title III	239,736.00	125,863.00
1000 & 3000: Certificated Salaries & Benefits	Tobacco-Use Prevention Education	24,633.00	50,428.00
1000, 3000 & 5000: Certificated Salaries, Benefits & Services	Base	10,000.00	234,710.44
1000, 3000 & 5000: Certificated Salaries, Benefits & Services	Prior Year S&C Carryover	135,000.00	70,780.09
1000, 3000 & 5000: Certificated Salaries, Benefits & Services	Supplemental	2,060,479.00	1,833,867.76
1000, 3000 & 5000: Certificated Salaries, Benefits & Services	Title I	470,815.00	900,588.65
1000, 3000 & 5000: Certificated Salaries, Benefits & Services	Title II	80,513.00	0.00
1000, 3000 & 5000: Certificated Salaries, Benefits & Services	Title III	46,458.00	192,266.00
1000-1999: Certificated Personnel Salaries	Prior Year S&C Carryover	10,000.00	10,000.00
1000-4000: Employee Salaries, Benefits, Books & Supplies	Prior Year S&C Carryover	35,923.00	0.00
1000-4000: Employee Salaries, Benefits, Books & Supplies	Supplemental	149,397.00	166,255.63
1000-4000: Employee Salaries, Benefits, Books & Supplies	Title I	180,000.00	147,440.27
1000-5000: Salaries, Benefits, Books, Supplies, Services & Other	Base	107,243,185.00	93,713,443.08
1000-5000: Salaries, Benefits, Books, Supplies, Services & Other	Federal Funds	2,382,327.00	4,068,594.00

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
1000-5000: Salaries, Benefits, Books, Supplies, Services & Other	Other	61,000.00	61,000.00
1000-5000: Salaries, Benefits, Books, Supplies, Services & Other	Prior Year S&C Carryover	519,874.00	295,729.99
1000-5000: Salaries, Benefits, Books, Supplies, Services & Other	Special Education	6,037,037.00	23,207,486.00
1000-5000: Salaries, Benefits, Books, Supplies, Services & Other	Supplemental	835,836.00	745,732.04
1000-5000: Salaries, Benefits, Books, Supplies, Services & Other	Title I	6,991.00	722.62
1000-5000: Salaries, Benefits, Books, Supplies, Services & Other	Title II	60,000.00	77,425.50
2000 & 3000: Classified Salaries & Benefits	Base	0.00	60,949.94
2000 & 3000: Classified Salaries & Benefits	Prior Year S&C Carryover	27,222.00	108.28
2000 & 3000: Classified Salaries & Benefits	Supplemental	500,254.00	272,483.13
2000 & 3000: Classified Salaries & Benefits	Title I	237,349.00	210,967.88
2000 & 3000: Classified Salaries & Benefits	Title III	0.00	156,992.00
2000-2999: Classified Personnel Salaries	Prior Year S&C Carryover	59,234.00	0.00
4000 & 5000: Books & Supplies and Services & Other	Base	2,205,000.00	169,654.42
4000 & 5000: Books & Supplies and Services & Other	Lottery	677,000.00	187,639.09
4000 & 5000: Books & Supplies and Services & Other	Prior Year S&C Carryover	112,950.00	149,000.00
4000 & 5000: Books & Supplies and Services & Other	Supplemental	56,000.00	230,113.73
4000 & 5000: Books & Supplies and Services & Other	Tobacco-Use Prevention Education	4,000.00	0.00
4000-4999: Books And Supplies	Lottery	15,000.00	9,217.02
4000-4999: Books And Supplies	Prior Year S&C Carryover	2,500.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	38,500.00	58,629.45
5000-5999: Services And Other Operating Expenditures	Locally Defined	40,000.00	40,000.00

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
5000-5999: Services And Other Operating Expenditures	Lottery	80,000.00	27,887.00
5000-5999: Services And Other Operating Expenditures	Prior Year S&C Carryover	525,980.00	367,680.91
5000-5999: Services And Other Operating Expenditures	Supplemental	228,241.00	278,958.58
5000-5999: Services And Other Operating Expenditures	Title I	211,734.00	14,975.96
5000-5999: Services And Other Operating Expenditures	Title IV	137,789.00	111,056.97
5000-5999: Services And Other Operating Expenditures	Tobacco-Use Prevention Education	5,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	118,490,049.00	120,714,771.00
Goal 2	8,567,603.00	9,334,629.48
Goal 3	2,707,894.00	2,533,723.48
Goal 4	467,338.00	517,235.32
Goal 5		0.0

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$1,457,000.00	$1,861,997.00
Distance Learning Program	$6,604,800.00	$6,502,734.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		$2,389,000.00
All Expenditures in Learning Continuity and Attendance Plan	$8,061,800.00	$10,753,731.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$457,000.00	$521,997.00
Distance Learning Program	$2,521,800.00	$3,629,681.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		$2,389,000.00
All Expenditures in Learning Continuity and Attendance Plan	$2,978,800.00	$6,540,678.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$1,000,000.00	$1,340,000.00
Distance Learning Program	$4,083,000.00	$2,873,053.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$5,083,000.00	$4,213,053.00

Local Control 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
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The San Mateo-Foster City School District (SMFCSD) operates 21 K-8 schools (16 elementary; 2 K-8; and 3 middle schools) serving approximately 11,000 students from preschool through 8th grade. 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. Our goal is to educate all students to maximize their potential through a rigorous program that builds a solid academic foundation, builds cultural competence, and challenges students to think critically and communicate effectively.

This school district serves two cities. Foster City is a newer city with mostly middle- to upper-middle income families. More than 28 languages are spoken in Foster City, primarily Mandarin, Hindi, and Japanese. The San Mateo population is also culturally and linguistically diverse and home to over twenty languages including Spanish, Mandarin and Japanese. Districtwide, 25 percent of our students are English Learners, 31 percent of our students are socioeconomically disadvantaged, and 8.97 percent are students with disabilities.

Recent increases in student population led to a bond election to update several schools and build two new schools one in Foster City and one in San Mateo. SMFC has just completed and opened the Foster City school, known as Beach Park. The San Mateo school is currently in the design phase. As the largest school district in San Mateo County, we offer a variety of program options, including International Baccalaureate, Spanish Immersion, Mandarin Immersion, STEM, and Montessori programs.

Our team of teachers, classified staff and administrators genuinely care about the success of every child. Our focus extends beyond academics to the whole child encompassing social-emotional growth and healthy lifestyles. Teachers provide a contextualized experience for students to understand how to respond appropriately to difficult situations. Schools work with the district to ensure Tier one universal supports are in place. Restorative Practice is a companion to the other frameworks that guide our wrap-around services for children who need additional support. All schools offer an SEL program and use it throughout the day building in self-regulation and positive reinforcement.

SMFCSD Vision: 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 Mission: 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.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

As noted in the Annual Update sections of this LCAP, the district entered into the planning for the 2021-24 LCAP without the usual outcome data that would enable the district to describe how the strategies implemented in the previous 2019-20 LCAP resulted in understanding of successes and on-going needs. In addition, with the March 2020 move to distance and then hybrid learning, the implemented LCAP strategies and resources were quickly adjusted to address different teaching/support conditions and needs, with redefined criteria of success.

For example, with the goal of accelerating student literacy learning in the 2019-20 LCAP, the district invested substantially in elementary language and literacy teachers on special assignment (ToSAs), to deliver Tier 2 and Tier 3 instruction to identified students and to support teacher professional learning and planning for Tier 1 instruction. With the pandemic, these ToSAs adjusted their work to writing and curating language and literacy distance learning curriculum for all teachers, to helping find and connect with students who were not engaging with distance learning, to providing as best they could Tier 2 and 3 interventions virtually, and in many cases to moving back into classroom teaching positions as the school needs required. In effect, the strategy took on a new set of goals: 1. to ensure a standard, quality distance learning curriculum across the district; 2. to help students show up in distance and hybrid learning; 3. to deliver virtual and then in-person Tier 2 and 3 instruction, through three to four different shifts in school master schedules during the year; 4. to support classroom teachers and teacher teams with whatever they needed, not just with Tier 1 instruction; and 5. perhaps most importantly, to ensure, by returning to classroom teaching, that students at some schools did not experience dramatic disruptions in their learning. In working on these goals, did the ToSA's adjusted efforts accelerate student literacy learning, which was the original goal of the ToSA investment? The district does not have the data to say this with confidence ... and yet, these ToSA efforts must be acknowledged as resulting in successful outcomes for students. Every LCAP strategy, unless it could not be further implemented, saw this kind of adjustment to new goals as a result of the pandemic.

That said, as noted in the Annual Update, to support teachers to provide the best possible instruction, while in distance and hybrid learning, SMFCSD focused on implementing formative and interim assessments embedded in the adopted curriculum. This strategy strengthened teacher ability to monitor student progress and adjust instruction, but did not support the kind of cross-district annual academic outcome analysis needed for the LCAP. However our program monitoring of these assessments offer some evidence of successful student performance outcomes:
1. Interim literacy assessments provide evidence that student literacy continued to develop: approximately 70% students continued to read at grade level, which was lower than the previous year, but regarded as positive given the pandemic learning circumstances. Note: there were other important challenges in this data which will be highlighted below.)

2. Interim math assessments in middle school provide evidence that student math knowledge and skills continued to develop: across a variety of standard clusters, 70-90% of all students performed at or near grade level proficiency. Again, there were challenges in this data as well, but the overall performance is regarded as positive.

In addition, with respect to LCAP health and wellness strategies, in the annual 2021 CA Healthy Kids survey, the district sees some evidence that wellness strategies, including increasing the number of counselors, strengthening professional learning in SEL practices and trauma-informed instruction, improving site MTSS support, are leading to positive student outcomes, even during the pandemic circumstances where health and wellness was frayed. A higher percentage of 5th and 7th graders reported they had meaningful opportunities to participate in their learning than last year (during non-pandemic circumstances). Regarding their sense of feeling connected to schools, the same percentage of 5th graders reported they felt connected to school, as the year before in non-pandemic circumstances, and the 7th grade percentage improved. Finally 10% more 5th graders said they experienced good supports for social emotional learning, in this pandemic year, than reported this before the pandemic.

With the successes described above, the District will continue with Language and Literacy ToSA support and will re-focus on their original priority to deliver Tier 2 and Tier 3 instruction to identified students and to support teacher professional learning and their assigned sites. The District will also continue work on implementing formative and interim assessments with students to monitor progress. Staff look forward to working with all students in-person and on-site. Student mental health and wellness will be a priority as the District resumes full school schedules in August 2021, with increased counseling support at elementary schools that had previously only had .5FTE counselor, as well as identified North Central school assigned community workers to engage and support parents on-site.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Identifying needs is of course hampered by the interruptions of state and district-wide outcome data, as a result of the pandemic. However, before the pandemic, the district used the 2019 CA Dashboard data (based on the spring 2019 CAASPP assessments), which revealed that the following student groups were performing two or more "dashboard" levels below the district's All Student Group on the CAASPP ELA: Hispanic (orange); Homeless (orange); Pacific Islander (orange); socioeconomically disadvantaged (orange); students with disabilities (orange); English learners (orange). On the CAASPP Math, the following student groups were performing two or more "dashboard" levels below the district's All Student Group: Hispanic (orange); homeless (orange); Pacific Islander (orange); socioeconomically disadvantaged (orange); students with disabilities (orange); English Learners (orange). In addition, on the CA Dashboard indicators for Chronic Absenteeism and Suspension, the district's overall performance was the orange level, indicating the need to address these academic engagement and school climate challenges. To address these, the district's overarching strategy is to increase in quality and quantity its Multi-Tiered System of Supports, both academic and social emotional, for these student groups. Central and site staff (ToSAs) will focus especially on: 1. strengthening Tier 1 "first" instruction through effective differentiated learning, improved delivery of Integrated and Designated ELD supports, and shared strategies for trauma-informed and culturally responsive practices ; and 2. standardizing Tier 2

targeted strategies, expanding extended learning opportunities, and providing additional counseling, social work, and community outreach support.

It should be noted that the available interim assessment data noted above also reveals some substantial needs that require responses in this 2021-22 LCAP:
1. The overall percentage of students reading at grade level in the 2020-21 school year, according to interim assessments, was approximately 10 percentage points lower than the same time the year before, suggesting broad "unfinished" literacy learning.
2. While the math interim assessment data could not support similar comparative analysis, the anecdotal evidence suggests "unfinished" math learning is probably greater.
3. Using the literacy and math benchmark assessments, it was not possible to determine if the performance gaps between different student groups have increased, but it was evident that they persist. While 74% of all students showed reading level improvement from pre-pandemic into the fall of 2020, 58% of Latinx students, 59% of English Learners, 57% of students from economically struggling families, and 63% of students with IEPs showed reading level improvement. Nearly 20% of students in these same groups showed actual decline in reading level. Math benchmark assessments showed similar gaps. Clearly there is critical need to support these groups more effectively going forward.
4. Additional data on English Learners has reinforced the need to support this group. 77% of English Learners in 4th grade are at risk of becoming Long-Term English Learners (LTELs), according to district criteria. 56% of LTELs in 6th grade read 2 or more years behind grade level.

Also, with respect to health and wellness needs, in the annual 2021 CA Healthy Kids survey (again, note students were surveyed during distance learning), 7th grade students particularly reported increased mental-emotional health needs. 3 percentage points more students reported thoughts of suicide, compared to the 2020 group, and 8 percentage points more students reported experiencing chronic sadness.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

SMFCSD's LCAP for 2021-2024 is comprised of 7 goals, inclusive of the AB86 Learning Acceleration Plan:
1. Basic Services
2. Academic Acceleration
3. Mental/Social-Emotional/Physical Wellness
4. Family Engagement and Support
5. Students with Disabilities
6. English Learners

The District is committed to its previous, first 4 goal areas and decided to highlight specific actions for Students with Disabilities and English Learners in Goals 5 and 6. This will enhance the visibility of the work of inclusion, the CCEIS outcome monitoring, and providing English

learners with quality language instruction. This organizational structure allows stakeholders to understand the targeted actions and strategies that will lead to improved opportunities and outcomes for students across two important District plans.

Another key feature of the plan is based on the evidence that wellness strategies, including increasing the number of counselors, strengthening professional learning in SEL practices and trauma-informed instruction, improving site MTSS support, are leading to positive student outcomes, even during the pandemic circumstances where health and wellness was frayed, and it is important to continue and expand those wellness supports and services.

Finally, another feature of note is the updated and sharpened metrics used to monitor progress and evaluate impact. Each goal area includes metrics now more focused: on the key unduplicated groups and students with IEPs; on equity outcomes, and on more specific impacts of the planned actions. For example, the Family Engagement and Support Goal Four includes more robust metrics regarding parent feedback on involvement in schools and school cultural responsiveness. Students with IEPs Goal 5 and English Learners Goal 6 include more specific metrics to assess the impact of specific actions in these goal areas.

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.

LEAD Elementary School

Support for Identified Schools

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

As noted above, San Mateo Foster City School District has one school, LEAD Elementary, in CSI, which has and will enable the district to provide direct support to the school in two ways:

1) A district-site CSI Planning Team will meet regularly to conduct and plan site-based CSI planning and implementation activities (data inquiry, root cause analysis, identification of evidence-based strategies, etc.). This team is composed of the Assistant Superintendent of Education Services, the Director of Curriculum & Instruction for Elementary Schools, and the Principal of LEAD Elementary.

Even before LEAD was identified for CSI, this group met to analyze key CA Dashboard and district benchmark data, to monitor/adjust LEAD's School Plan for Student Achievement (SPSA), and to plan the site's engagement with the School Site Council, staff teams, and families broadly. As part of that work, this group and the LEAD community had clarified the school's performance challenges, specifically that English Learners and students from Socio-Economically Disadvantaged (SED) backgrounds were not meeting grade-level standards, across grade levels. Root cause analyses of these challenges had identified: teachers needed more professional learning and support with

the newly-adopted Literacy/Language curriculum; English Language Development instruction was not yet coherent and consistent across all grades; teachers needed more professional learning and support for math instruction; the school needed to set and focus on learning targets at each grade level to help teachers monitor student progress; the social emotional learning needs of students were not being sufficiently addressed; teachers needed more built-in opportunities for cross-grade level collaboration and vertical alignment; and teachers and staff needed to develop methods to strengthen the school-to-home relationship to enhance academic support. Through the district-site planning group and the SPSA adoption, the district was already supporting implementation of evidence-based strategies from Balanced Literacy, the CA English Learner Roadmap, the Silicon Valley Math Initiative, and Multi-Tiered System of Supports (MTSS) frameworks. These strategies included enhanced supports from the district such as site content coaches; tier two and three language & literacy student interventions through Teachers on Special Assignment; and additional counselors.

With LEAD's entrance into CSI, the district planning group formalized into the district-site CSI Planning Team and has continued the thought-partnership, coaching, and resource allocation to LEAD. The continued work of the CSI Planning team--the additional data analysis, root cause analysis and identification of evidenced-based strategies--has built on the original work described above and informed the following second way that the district has provided direct support to the school in developing LEAD's CSI plan.

2) The district has also supported the principal to form a LEAD CSI Core Planning Team of key teacher leaders and to implement that team's efforts to engage school stakeholders in evidence-based planning and decision making and to build on the SPSA planning and implementation described above. The principal has shared and extended the work of the district-site planning team with the LEAD CSI Core Planning Team, which has in turn worked with the School Site Council, the school English Language Advisory Council, teacher and staff teams, and families more generally.

These stakeholders have participated in a review of the data analysis, root cause analysis, and identification of strategies and then been asked to extend the thinking of the planning teams in four specific areas: student achievement, student wellness, family engagement, and operations/human resources. This work has led to the identification of another major improvement work stream (in addition to those outlined above) focused on staff Diversity/Equity/Inclusion (DEI) professional learning that builds staff will, knowledge, and skill to accelerate the learning of historically lower-performing students, through strategies that ameliorate staff implicit bias, build cultural knowledge, and enable their implementation of responsive pedagogy.

The district will continue to support the planning and activities of LEAD CSI Core Planning Team as the school implements its CSI plan. In addition to the thought-partnership, coaching, and allocation of resources, the district will focus more intensively on the monitoring and evaluation of LEAD's CSI improvement efforts, as outlined in the following section.

Monitoring and Evaluating Effectiveness

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

SMFCSD is monitoring the implementation of LEAD's CSI plan in the following ways: 1) Given the emphasis in LEAD's plan on building staff capacity through professional learning in DEI, language and literacy, mathematics, and social-emotional learning strategies, the district-site

team and the site CSI Core Planning Team is gathering and analyzing evidence of the impact of professional learning activities, including feedback survey data, staff focus groups and interviews, content coach reflections, and analysis of teacher team collaboration documents (agendas, deliverables, etc). 2) Given the emphasis on DEI, social emotional learning, and family engagement strategies, the team is gathering and analyzing evidence of the impact of these strategies on students and families by conducting surveys, focus groups, and interviews with them. 3) Given the emphasis on building quality MTSS systems and strategies, the team is gathering and analyzing evidence of these systems and strategies through staff and stakeholder surveys, focus groups, interviews, and documentation of the supports and interventions students and families experience. The district-site CSI team and the site CSI Core Planning Team is engaging with LEAD's School Site Council, English Language Advisory council, teacher and staff teams, and families more generally, in analysis and implementation adjustments from this data.

SMFCSD will evaluate the effectiveness of LEAD's CSI plan in the following ways: 1) Analysis of improvements in student attendance and engagement data (overall, and by grade and student group), primarily as captured in the district's Aeries student information system and in the CA Dashboard. 2) Analysis of the status and improvement of student academic performance as tracked by the CA Dashboard indicators (ELPAC, CAASPP) and district benchmark assessments (overall, and by grade and student group) for literacy, language, mathematics, and science. 3) Analysis of status and improvement of student, family, and staff satisfaction indicators (re: key improvement priorities such as cultural responsiveness, family engagement, MTSS supports), as collected through regular surveys. The district-site CSI team and the site CSI Core Planning Team will engage with LEAD's School Site Council, English Language Advisory council, teacher and staff teams, and families more generally, in analysis and evaluation of LEAD's progress based on this data.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

In the development of SMFCSD's 21-24 LCAP, staff convened input, planning, and feedback meetings with stakeholder teams and community partners. These meetings included reviewing the program requirements of the LCAP; reading about research-based best practices; asking participants to suggest what strategies they thought would address student "unfinished learning" and accelerate student learning; and providing feedback on proposed strategies. These meetings were with the following stakeholders:
1. The SMFCSD Stakeholder Advisory Team is composed of a family and a staff representative from each of the district's 21 schools; the leads from the district's classified and certificated bargaining units; the lead from the district's management representative organization; and the lead of the district's PTA Governance Council. The Advisory Team met several times (April 15, April 29, May 13, May 27 2021), focused on providing input and feedback on the district's LCAP plans.
2. The District English Language Advisory Committee of site leaders and teachers, and families of English Learners. The DELAC met on April 20, May 11 and 25, and June 8 to provide: input on current and potential strategies for the district's LCAP; feedback on draft LCAP strategies; and final approval of the LCAP.
3. The Special Education District Advisory Committee is composed of central Special Education leaders, site leaders and Special Education teachers, and families of students with IEPs. The SEDAC met on April 20, 2021 to provide input on current and potential strategies for the district's LCAP.
4. The Labor Management Initiative group is composed of classified and certificated staff, the leads from the district's classified and certificated bargaining units, site leaders and central management. This group met on April 21 and May 19, 2021 to provide input on potential strategies for the district's LCAP plans..
5. District certificated staff and their bargaining unit Governing Council representatives met twice on April 26 and 28, 2021 to provide input on current and potential strategies for the district's LCAP plan.
6. Similarly district families participated in three input sessions (May 4, 5, and 10, 2021) to provide input on current and potential strategies for the district's LCAP.
7. The district's leadership team--composed of central and site, classified and certificated managers--also met several times (April 15 and 29, May 13, and May 27, 2021), focused on providing input and feedback on the district's LCAP plan.
8. The district also consulted with the San Mateo County Special Education Local Plan Area (SELPA) for feedback on the LCAP, including an initial meeting, office hours, and individualized consultation. The initial LCAP Team/SELPA meeting was on March 25, 2021 and the formal SELPA consultation on June 3, 2021.

Through the initial engagements, the district developed a set of draft actions. This draft, as well as the district's ELL Roadmap, Special Education Strategic Plan, and Comprehensive Coordinated Early Intervening Services (CCEIS) plan, were then used to elicit additional feedback on the district's proposed strategies and actions. These plans and feedback were used to write the LCAP.

Based on strong stakeholder feedback from the groups described above, the District has identified that addressing the problem of unfinished learning must include Tier 1 universal practices that build joy and engagement in learning and respond to the cultural experiences of SMFCSD students and families. In addition to strategies that address the mental and emotional health needs of our students coming out of the pandemic (see following), stakeholders strongly recommended strategies that address the diversity of our students, the equity challenges that many face, and the need for inclusive classroom and school communities that rebuild confidence in our public schools. In addition, feedback provided by stakeholders included concern that students returning to school after the pandemic need support with safe, collaborative play and learning/relearning how to navigate campus in socially and emotionally positive and inclusive ways. Also, students may need continued help with physical distancing if circumstances require it in the fall (particularly at lunch). SMFCSD and its stakeholders recognize that addressing the physical, mental, emotional, and social health and wellness of our students, coming out of the pandemic is a critical priority.

Listed below are additional recommendations that the District received over the multiple engagements that were held with our stakeholders:

Provide acceleration academies, during fall, winter and spring breaks
Expand enrichment opportunities
Create Maker spaces
Provide elective opportunities for ELs, to develop language skills
Expand music and art learning opportunities in elementary
Utilize Community Circles
Utiize Restorative Practices
Implement social-emotional learning curriculum ("2nd Steps" curriculum implementation)
Provid inclusive environments for students with disabilities
Provide Responsive Classrooms
Provide trauma-informed practices
Implement assessment and progress monitoring
Implement assessment development and implementation: math, writing
Implement site data dashboard development to support inquiry and supports for students
Partner to provide mental health services: counselors; social workers
Provide counseling services

The District engagements were of great value and provided important information that has influenced the development of the LCAP plan and its 6 Goal areas: Basic Services, Academic Acceleration, Mental/Social-Emotional/Physical Wellness, Family Engagement and Support,

Students with Disabilities, and English Learners. Input and recommendations from our stakeholder groups influenced aspects across the goals areas.

Through the 2020-21 school year, each SMFCSD school has developed and continued to curate a list of "urgent needs" students, based on the following criteria: attendance; engagement during distance and in-person learning; language/literacy and math benchmark performance; staff or family referral for academic or social-emotional concerns (typically through school "care team" processes); and the student/family's demographic match to historically underserved groups (English Learners; newcomer, foster and homeless youth; students with IEPs; economically struggling families). These lists are currently being used to offer students priority placement in the 2021 summer programming. These lists will continue to be curated during the 2021-22 school year, with added criteria of CAASPP and ELPAC performance and on-going social-emotional screeners. School staff will use this information on students' assessed needs to deliver the planned classroom-based differentiated Tier 1 "first" instruction and targeted Tier 2 academic/social-emotional supports; to refer students to the planned Tier 2 extended learning and enrichment programs; and to provide the planned Tier 1-3 health and wellness supports.

The District's focus on enhancing small group and 1:1 mental and emotional support for students. The District will ensure that all schools with higher enrollment of English Learners and students from economically-struggling families have dedicated staff to support effective communication and to build "full service" resources at each school. It should also be noted that part of these full-service resources include continued family access to free meals: the district will continue to provide all students and families with children 18 and younger with free breakfast, lunch, and snacks, through the 2021-22 school year.

The District is planning to expand the mostly school-based professional learning strategies for cultural responsiveness, diversity, equity and inclusion into a district-wide initiative. In addition, Goal 5 related to students with disabilities, focuses on the implementation of the Special Education Strategic Plan, and inclusion work, as well as the District's CCEIS Significant Disproportionality plan. The development of the CCEIS plan involved stakeholder groups that delved into data, root cause analysis and the determination of specific outcomes that will be addressed over the next year.

Recent SMFCSD benchmark assessments, and distance learning research, have clarified that unfinished learning is pronounced in mathematics, and therefore SMFCSD is prioritizing enhancing classroom-based differentiated Tier 1 universal and Tier 2 targeted instruction in mathematics. Because the transition from 5th grade elementary to 6th grade middle school mathematics is particularly challenging, to reduce student-to-teacher ratios and to strengthen Tier 1 and 2 differentiation strategies through team teaching and "lesson study" professional learning. At the elementary level, the district will extend and enhance math professional learning, lesson study, and teacher team planning and collaboration by focusing on building capacity for differentiated instruction, for strategies promoting the CA Math Practices, and for classroom communities that nurture mathematical confidence and a growth mindset. The district has planned for teacher team extra time, for implementation of improved diagnostic and benchmark assessments, and for additional social-emotional learning data collection, to support teacher inquiry and monitoring of student progress

Goals and Actions

Goal

Goal #	Description
1	BASIC SERVICES: To ensure that students experience a safe, supportive, and high quality instructional program in every school, the District will provide well-maintained facilities, with standards-aligned instructional materials, taught by credentialed teachers.

An explanation of why the LEA has developed this goal.

This "maintenance of progress" goal addresses the importance of ensuring that every student in every school experiences the basic services of attending school in well-maintained facilities, with standards-aligned instructional materials, taught by credentialed teachers. Even while the district identifies, in Goals 2-8, the key improvement actions needed beyond the district's basic services, it is essential that the district define its basic services in the LCAP for key stakeholders. In this way the district clarifies what all students and school communities can expect in every school and enlists them in monitoring delivery of these basic services, using the metrics and information below.

State and/or Local Priorities addressed by this goal: Priority 1, Basic (Conditions of Learning).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool	2019-20: 7 out of 20 sites rated good or exemplary status.				2023-24: 21 out of 21 sites rated good or exemplary status.
Evaluation of Student Access to standards-aligned instructional materials	2020-21: 100% of students had access.				2023-24: 100% of students have access.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number & Percent of mis-assignments of teachers of English Learner Students	2020-21: #0 and 0%				2023-24: #0 and 0%
Number & Percent of total teacher mis-assignments	2020-21: #0 and 0%				2023-24: #0 and 0%
Percent of employees that that identify as Latinx, Pacific Islander, or African American.	2019-20 Where 0%, data is still to be determined. Classified: Latinx. 0% Pacific Islander. 0% African American. 0% Certificated: Latinx. 6.2% Pacific Islander. 0.2% African American. 1.4% Management: Latinx. 0% Pacific Islander. 0% African American. 0%				2023-24: Proportional to 2019-20 student enrollment Classified: Latinx. 37% Pacific Islander. 2% African American. 1% Certificated: Latinx. 37% Pacific Islander. 2% African American. 1% Management: Latinx. 37% Pacific Islander. 2% African American. 1%

Actions

Action #	Title	Description	Total Funds	Contributing
1	IM.1 Adopted Instructional Materials--additional	Purchase needed supplemental, replacement and consumable materials, for currently adopted curriculum, so that students will have access to CA standards-aligned instructional materials. Lottery funds	$100,000.00	No
2	IM.2 Middle School Science curriculum adoption	Pilot and adopt science curriculum, for purchase in Fall 2021 and for implementation in Spring 2022, including planning and training of teachers, so that middle school students will have access to CA standards-aligned Science instructional materials. LCFF (base) funds	$1,030,000.00	No
3	IM.3 Middle School History curriculum adoption	Pilot and adopt history curriculum, for purchase in Spring 2022 and for implementation in 2022-23, including planning and training of teachers, so that middle school students will have access to CA standards-aligned History instructional materials. LCFF (Base) funds	$1,015,000.00	No
4	IM.4 Middle School Math curriculum materials	Purchase Illustrative Math curriculum and online licenses for MathNation and Desmos, so that middle school students will have access to CA standards-aligned Math instructional materials LCFF (base) and Lottery funds	$135,000.00	No
5	IM.5 Elementary School Math instructional materials	Purchase Zearn curriculum and online licenses, so that elementary students will have access to CA standards-aligned Math instructional materials	$250,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Lottery funds		
6	IM.6 Instructional materials management systems	Provide software (Follett) and staffing (IMC library instructional media technician) to support instructional materials management, so that students will have access to CA standards-aligned instructional materials. LCFF (Base) funds	$143,000.00	No
7	IM.7 Instructional technology	Provide instructional technology hardware, learning management systems (SeeSaw, Presence) and applications (Google; curriculum content applications), to support 1:1 computer use, so that students will have access to CA standards-aligned instructional materials. Other State funds (AB86 IBI) for hardware. Other State funds (Lottery) for learning management systems and educational applications. LCFF (base) for technical support contracts.	$488,000.00	No
8	S.1 Base Staffing	Provide base staffing, so that students experience a safe, supportive, and high quality instructional program in every school. a. Certificated teachers (24:1 for grades TK-3 30:1 for grades 4-5; 185 student contacts for middle school teachers, with the exception of PE and music at 240) b, Principal c. Assistant Principal (Middle Schools & Large Elementary Schools) d. Counselor (1 per Middle School and 4 shared across Elementary School) e. Nurses and other health staff shared across schools f. Custodial Staff g. Office Staff	$91,195,538.00	No

Action #	Title	Description	Total Funds	Contributing
		h. Student Supervision I. Librarian or Para-educator - Library/Media j. Special Education staffing k. TK-4 Music staffing l. 5th Grade Instrumental or Choral Music m. Physical Education staffing		
9	S.2 Teacher Credentialing	Ensure that all teaching staff are fully credentialed in the subject area to which they are assigned, so that students experience a high quality instructional program in every school. LCFF (Base)	$10,000.00	No
10	F.1 School Facilities	Maintain all school sites in good repair, so that students experience a safe, clean facility in every school.	$0.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	ACADEMIC ACCELERATION: Students will accelerate their progress toward meeting or exceeding grade level performance expectations as defined by the California Standards.

An explanation of why the LEA has developed this goal.

This "broad" goal addresses the acceleration of students to meet or exceed the learning expectations set by the California State Standards, which includes the additional resources and systems the District will put in place to ensure identified students receive targeted and intensive support. Based on the last 2019 CAASPP assessments, our students are making progress, with high status (green) in both ELA and math on the state dashboard. District 2019 CAASPP growth indicators suggest the District is supporting modest improvement in student literacy performance, but math performance is flat. Local benchmark assessment indicators over the last year of both in-person and distance learning affirm essentially the same picture of holding steady without much acceleration. The state and district data for specific groups of students show varied strengths and challenges, with the performance of English Learners, Students with Disabilities, Students from so-called Socio-Economically Disadvantaged circumstances, and Pacific Islander students indicating that these students are not yet supported for acceleration to high performance.

In 2019-20 and 2020-21, the District implemented important supports to accelerate student performance and additional actions and services focused on "first" instruction and "first" social-emotional supports ("Tier One" strategies in the language of Multi-Tiered Systems of Support-- MTSS). The actions outlined in this 2021-24 Goal 2 are intended to build on these strategies and focus on supporting our teachers and staff with the resources and professional learning (training, team inquiry, coaching) to consistently deliver high quality Tier One supports, grounded in the state frameworks (ELA/ELD, Science, History/Social Studies, Health Education, etc). In addition, the actions outlined describe continued and new targeted and intensive support for identified students ("Tier Two" and "Tier 3" strategies in the language of Multi- Tiered Systems of Support--MTSS) that will enable these students to make rapid progress toward meeting or exceeding the standards. These actions also address the fact that support for teachers and staff cannot be consistently high quality without effectively supporting site and district leaders, building their capacity and providing them with the resources they need to lead improvement in District schools.

State and/or Local Priorities addressed by this goal: Priority 2, State Standards (Conditions of Learning); Priority 4, Pupil Achievement (Pupil Outcomes); and Priority 7 (Course Access).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP LITERACY Percent Met/Exceeded Standard (for the group)	2018-19 All Students: 62.28% Socioeconomically Disadvantaged: 29.61% English Learners: 9.43% Students with Disabilities: 14.14% Hispanic/Latinx: 34.12%				2023-24 All Students: 75% (5 points per year) Socioeconomically Disadvantaged: 59.61% (10 points per year) English Learners: 39.43% (10 points per year) Students with Disabilities: 44.14% (10 points per year) Hispanic/Latinx: 64.12% (10 points per year)
CAASPP MATH Percent Met/Exceeded Standard (for the group)	2018-19 All Students: 55.6% Socioeconomically Disadvantaged: 19.24% English Learners: 11.26% Students with Disabilities: 14.65%				2023-24 All Students: 75% (6 points per year) Socioeconomically Disadvantaged: 49.24% (10 points per year) English Learners: 41.26% (10 points per year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic/Latinx: 22.71%				Students with Disabilities: 44.65% (10 points per year) Hispanic/Latinx: 52.71% (10 points per year)
ENGLISH LEARNER PROGRESS Percent ELs making progress toward English language proficiency on the ELPAC Progress = progressed at least one ELPI level or maintained ELPI level 4	2018-19 54.1%				2023-24 66%
Fountas & Pinnell Elementary Reading Assessment Percent of group meeting Grade Level Benchmark (at end of year)	2018-19 K: 66% 1st: 73% 2nd: 76% 3rd: 70% 4th: 69% 5th: 63%				2023-24 K-5th: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fountas & Pinnell Elementary Reading Assessment

Percent of group meeting Grade Level Benchmark (at end of year) | 2018-19

3rd Grade Socioeconomically Disadvantaged: 4%

English Learners: 3%

Students with IEPs: 2%

Hispanic/Latinx: pending -- 0%

5th Grade Socioeconomically Disadvantaged: 5%

English Learners: 3%

At-Risk LTEL: 1%

Students with IEPs: 3%

Hispanic/Latinx: pending--0% | | | | 2023-24

3rd Grade Socioeconomically Disadvantaged: 34% (10 points per year)

English Learners: 33% (10 points per year)

Students with IEPs: 32% (10 points per year)

Hispanic/Latinx: 30% (10 points per year)

5th Grade Socioeconomically Disadvantaged: 35% (10 points per year)

English Learners: 33% (10 points per year)

At-Risk LTEL: 31% (10 points per year)

Students with IEPs: 33% (10 points per year)

Hispanic/Latinx: 30% |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					(10 points per year)
Reading Inventory Middle Percent of group meeting Grade Level Benchmark (at end of year)	2020-21 Baseline pending 6th-8th 0				2023-24 6th-8th: 80%
Reading Inventory Middle Percent of group making Expected Growth (start of year to end of year)	2020-21 Baseline pending 8th Grade Socioeconomically Disadvantaged: pending--0% English Learners: pending--0% LTEL: pending--0% Students with IEPs: pending--0% Hispanic/Latinx: pending--0%				2023-24 8th Grade Socioeconomically Disadvantaged: 80% English Learners: 80% LTEL: 80% Students with IEPs: 80% Hispanic/Latinx: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EngageNY/Zearn Benchmark-- Elementary Percent of group meeting Grade Level Benchmark (at end of year)	2021-22 New Benchmark metric: Baseline to be determined with full, year-long implementation TK-2nd 0 3rd-5th: 0				2023-24 TK-2nd 80% 3rd-5th: 80%
Illustrative/Math Nation Benchmark-- Middle Percent of group meeting Grade Level Benchmark (at end of year)	2021-22 New Benchmark metric: Baseline to be determined with full, year-long implementation Math 6: 0 Math 8: 0 Algebra 1: 0				2023-24 Math 6 80% Math 8 80% Algebra 1 80%
Algebra 1 Enrollment 1. Percent of 8th graders enrolled in Algebra 1	2020-21: 1. 20% 2. 0 (Baseline set at year's end)				2023-24 1. 45% 2. 85% 3. 35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2. Percent of 8th graders completing Algebra with a C or better 2. Percent of 8th grade Latinx students enrolled in Algebra 1	3. 5%				
Math Social-Emotional Learning Screener 1. Student reported confidence in Math 3, Math 5, Math 6, Math 8, and Algebra 1: All Students, Latinx, Girls 2. Student reported growth mindset in Math 3, Math 5, Math 6, Math 8, and Algebra 1: All Students, Latinx, Girls	2021-22 New Metric: Baseline to be determined with full, year-long implementation Math 3: All Students 0 Latinx 0 Girls 0 Math 5: All Students 0 Latinx 0 Girls 0 Math 6: All Students 0 Latinx 0 Girls TBD Math 8: All Students 0 Latinx 0 Girls 0 Algebra 1:				2023-24: Math 3: All Students 80% Latinx 80% Girls 80% Math 5: All Students 80% Latinx 80% Girls 80% Math 6: All Students 80% Latinx 80% Girls 80% Math 8: All Students 80% Latinx 80% Girls 80% Algebra 1: All Students 80% Latinx 80% Girls 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All Students 0 Latinx 0 Girls 0				

Actions

Action #	Title	Description	Total Funds	Contributing
1	L&L.Acc.1 Language & Literacy Acceleration--SiteToSAs	Provide 22 language & literacy teachers on special assignment, for curriculum support, teacher coaching and for team inquiry & planning facilitation, to improve Tier 1 "first" and Tier 2 targeted instruction, focused on unduplicated students (including ToSA professional learning costs). Also provide language & literacy teachers on special assignment to increase and improve Tier 2 targeted and Tier 3 intensive L&L support--all so that identified students accelerate their learning of grade-level standards.	$4,924,004.00	Yes
2	L&L.Acc.2 Small group differentiation	Provide paraeducators to improve Tier 1 "first" instruction, through small group differentiation, so that identified students accelerate their learning of grade-level standards. (8 staff, working total of 4 fte, at the following schools: Bayside Academy, Bowditch, Laurel, Beresford, Fiesta Gardens, LEAD)	$235,000.00	Yes
3	L&L.Acc.3 Site Extended Day	Provide teachers and para-educators for Tier 2 extended day learning support, so that students accelerate their learning of grade level standards. (LCFF/supplemental for staff extra-time at the following sites: Abbott, Bayside, Borel, Bowditch, Fiesta Gardens)	$68,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	L&L.PL.1 Professional Learning--School Site	Provide language & literacy professional learning, determined by priorities at specific site, so that students accelerate their learning of grade level standards. (LCFF/supplemental for teacher extra-time at the following sites: Borel, Brewer Island, College Park, Fiesta Gardens, Foster City, Laurel, North Shoreview, Parkside, San Mateo Park)	$62,450.00	No
5	L&L.PL.2 Data Inquiry--School Site	Provide support for elementary and middle school teacher teams at all sites to analyze formative & benchmark assessment data and to adjust instruction, so that targeted students experience improved and increased support for L&L learning. (LCFF/supplemental for teacher extra-time)	$57,100.00	Yes
6	L&L.PL.3 Professional learning--District Priorities	Implement key district-wide professional learning and support for teachers, site leaders in the use of formative assessments. Establishing curriculum pacing guides; formative assessments; benchmark assessments and screeners; Tier 1-3 curriculum implementation professional learning for teachers/staff and curriculum supervision for site leaders--all so that targeted students experience improved and increased support for L&L learning. $25,000 Other State funds (lottery) for assessments & screeners $100,000 LCFF funds (supplemental) for curriculum professional learning ($50,000 for contractors; $50,000 for extra time)	$125,000.00	No

Action #	Title	Description	Total Funds	Contributing
7	L&L.PL.4 Language Immersion professional learning	Provide language immersion professional learning, determined by site priorities, so that students experience improved and increased support for L&L learning. (LCFF/supplemental for teacher extra-time at the following sites: College Park, Fiesta Gardens, Abbott)	$29,000.00	No
9	Math.Acc.1 SiteToSAs	Provide 5 math teachers on special assignment to deliver and support Tier 1 "first" and Tier 2 targeted Math instruction, so that identified students accelerate their learning of grade-level standards. (Note: additional 4 math TOSA positions in AB86 ELO plan) $530,000 LCFF (supplemental) and $130,000 Federal (Title 1) for site TOSAs at SM Park, FGIS, Sunnybrae, LEAD and 2 central TOSAs	$660,000.00	Yes
10	Math.Acc.2 MS Math Foundation/extended learning	Provide middle school Tier 2 targeted math foundation classes and expand extended learning options before & after school (see also Goal 7), so that identified students accelerate their learning of grade-level standards. LCFF (supplemental)	$250,000.00	Yes
11	Math.PL.1 Math Data Inquiry--School Site	Provide support for elementary and middle school teacher teams to analyze formative & benchmark assessment data and to adjust instruction, so that targeted students experience improved and increased support for Math learning. In 2021-22, this inquiry includes reviewing math district benchmark assessment tools and providing input for district selection of the assessment tool. (See Goal 2, Action 5 for funding)	$0.00	Yes
12	Math.PL.2 District Priorities	Implement key district-wide math professional learning and support priorities for teachers, site leaders, and staff, so that students	$56,000.00	No

Action #	Title	Description	Total Funds	Contributing
		accelerate their learning of grade level standards: math curriculum pacing guides; math benchmark assessments and screeners; math Tier 1-3 curriculum implementation professional learning for teachers/staff and curriculum supervision for site leaders--all so that students experience improved and increased support for Math learning. LCFF (supplemental) for curriculum professional learning contractors and staff extra time. Funding for assessments & screeners in AB86 ELO plan.		
13	Science.Acc.1 Student Acceleration--STEM electives	Provide STEM elective sections to improve Tier 1 "first" science instruction, so that students accelerate their learning of grade-level standards. LCFF (magnet) for course sections at Bayside.	$80,000.00	No
14	Science.PL.1 ToSAs	Provide 2 science teachers on special assignment, to support curriculum implementation through teacher professional learning and team inquiry & planning, to improve Tier 1 "first" instruction, so that students accelerate their learning of grade-level standards. LCFF (supplemental) and Local Funds (grant)	$240,000.00	No
15	CIA.1 Curriculum/Instruction/Assessment Management	Provide 2 Directors of Curriculum & Instruction, to plan and implement district-wide CIA and related leader & teacher professional learning, so that students accelerate their learning of grade-level standards. LCFF (Base & supplemental) for staff and teacher extra time	$518,000.00	No

Action #	Title	Description	Total Funds	Contributing
16	Programs.Acc.1 Special Program-- Middle school AVID	Provide Advancement Via Individual Determination (AVID) electives and Tier 2 targeted supports to identified middle school students, so that identified students accelerate their learning of grade-level standards. LCFF (supplemental) for elective sections and staff training at the following schools: Abbott, Bayside, Borel, Bowditch	$150,000.00	Yes
17	Programs.Acc.2 Special Program -- Site IB	Provide high-rigor International Baccalaureate programs and curricula at Sunnybrae Elementary School, to improve Tier 1 "first" instruction at school with high percentage of English Learners and students from economically struggling families, so that targeted students accelerate their learning of grade-level standards. LCFF (magnet) for coordinator, language teacher, and teacher extra time	$225,000.00	Yes
18	Programs.Acc.3 Special Program-- Site library services	Provide additional library services, to improve Tier 1 "first" instruction, so that students accelerate their learning of grade-level standards. LCFF (supplemental) for staff extra hours at Sunnybrae, Abbott, and Borel.	$31,000.00	No
19	Programs.Acc.4 Special Program-- Site Montessori	Provide additional Montessori teacher on special assignment and additional program development resources, to improve and expand implementation of Tier 1 "first" Montessori instruction (TK-5-TK-8), so that students accelerate their learning of grade-level standards. LCFF (Magnet) for ToSA, staff extra time, consultants, fees, and materials	$222,000.00	No

Action #	Title	Description	Total Funds	Contributing
20	Programs.Acc.5 Special Program-- Elementary Music	Provide instrumental music instruction to elementary students, so that students accelerate their learning of visual and performing arts standards. Local funds for Music 4 Minors contract	$700,000.00	No
21	Programs.Support.1 New Teacher Support--Induction	Provide new teacher support programming to assist teachers in finishing their professional credentialing, so that all students have access to qualified teachers who support them to accelerate their learning of grade-level standards. LCFF (New Teacher) for coordinator, mentors, and program costs	$300,000.00	No
22	Programs.Support.2 New Teacher Certification tuition assistance	Strengthen teacher recruitment by providing certification tuition assistance to candidates for hard to fill positions, including Special Ed, Bilingual, Montessori, Speech. Federal (Title 2) funds	$165,000.00	No
23	Programs.Support.3 New Principal Mentors	Provide new principals mentoring support, to create strong instructional leaders, so that all students have access, at every school, to high quality academic programs that accelerate their learning of grade-level standards. Federal/Title 2 funds for employment agreements	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
24	Assessment.1 Staffing State & Local Assessments	Provide staffing for management, administration, and analysis of state and local assessments, to ensure high quality student performance data, so that students/families have complete information on student acceleration toward learning grade-level standards and staff have complete information to monitor district strategies. LCFF (base) for coordinator, data analyst, admin Assistant, and testing proctors	$537,256.00	No
25	Assessment.2 Site Staffing Local assessments	Provide additional time and staffing at LEAD elementary school for administration of local assessments, determined by site priorities, to ensure high quality student performance data, so that students/families have complete information on student acceleration toward learning grade-level standards and staff have complete information to monitor district strategies. LCFF (supplemental) for teacher extra time	$2,000.00	No
26	Assessment.3 Assessment & Data Inquiry Resources	Provide analytical resources for site inquiry and planning, to ensure high quality student and program performance data, so that students/families have complete information on student acceleration toward learning grade-level standards and staff have complete information to monitor district strategies. LCFF (base) and Lottery for data collection tools and analytical applications	$151,000.00	No
27	CSI.1 Planning Team	Support Comprehensive Support & Improvement Planning (CSI) Team to lead the design, implementation, and monitoring of LEAD's CSI plan, so that students have access to high quality academic programs that accelerate their learning of grade-level standards.	$6,100.00	No

Action #	Title	Description	Total Funds	Contributing
		Other State (CSI) funds for staff extra time		
28	CSI.PL.1 DEI Professional Learning	Provide professional learning time and resources in Diversity/Equity/ Inclusion (DEI) for teacher team inquiry & planning, to improve Tier 1-3 student support, so that students accelerate their learning of grade-level standards. Other State (CSI) funds for staff extra time, consultant support, and professional learning materials	$21,100.00	No
29	CSI.PL.2 Language & Literacy	Provide language & literacy professional learning time and resources, based on the CSI plan, so that students accelerate their learning of grade-level standards. Other State (CSI) funds for staff extra time, consultant support, and professional learning materials	$56,600.00	No
30	CSI.PL.3 Mathematics	Provide math professional learning time and resources, based on the CSI plan, so that students accelerate their learning of grade-level standards. Other State (CSI) funds for staff extra time and professional learning materials	$13,100.00	No
31	CSI.PL.3 Social Emotional Learning	Provide Social Emotional Learning professional learning, based on the CSI plan, so that students accelerate their learning of grade-level standards.	$14,600.00	No

Action #	Title	Description	Total Funds	Contributing
		Other State (CSI) funds for staff extra time and professional learning materials		
32	CSI.Family.1 Family Engagement	Implement strategies to strengthen school-to-home communications, integrate family assets into school services, and engage families to deepen their support for their child's academic and social-emotional growth, so that students accelerate their learning of grade-level standards. Other State (CSI) funds for engagement materials	$11,000.00	No
33	CSI.Acc.1 Acceleration Strategies	Provide additional and extended academic and engagement interventions for identified struggling students, so that students accelerate their learning of grade-level standards. Other State (CSI) funds for staff extra time	$26,000.00	No
34	CSI.Program.1 Program Monitoring	Provide analytical and monitoring resources for site & district inquiry and planning, to ensure high quality student and program performance, so that students/families have complete information on student acceleration toward learning grade-level standards and staff have complete information to monitor CSI strategies. Other State (CSI) funds for evaluation contract	$15,000.00	No
35	Special Program Accel 1. MTSS PoSA (Principal on Special Assignment)	Provide an MTSS Principal on Special Assignment to support elementary and middle school principals and site teams with coordination and resource support, to begin implementation of MTSS strategies using the CA MTSS Framework process, as part of the state	$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
		CCEIS initiative, so that students build social emotional wellness and accelerate their learning of grade-level standards. Federal (Special Education) funds		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	PUPIL ENGAGEMENT AND SCHOOL CLIMATE (WELLNESS): Students' mental and social/emotional health, as well as physical wellness will be supported so that they can engage and achieve in school and in life.

An explanation of why the LEA has developed this goal.

This "broad" goal addresses students' overall mental and physical health as we emerge from the COVID-19 pandemic. Many of our students and their families experienced trauma associated with the pandemic, whether it be illness or death of family members/loved ones, food insecurity, loss of income and housing, and social isolation from remote/distance learning. Based on California Healthy Kids Survey information (5th and 7th grade students) collected in 2020 and in 2021, our students indicated reduced connectedness with school, though did indicate they have a caring friend or adult in their lives. In addition, both 5th and 7th graders were not very interested in doing their homework from home: 41% and 33%, respectively. Of concern is a rise in the percentage of 7th grade students who have considered suicide and an increase in chronice sadness. It appears that this is a continuing concern for our students who identify as LGBTQ+. Informal information gathered from students (3rd-8th grade students) during distance learning this year showed that engagement in remote learning was difficult, with 'Zoom' fatigue a reality for many. Most students experienced technology difficulties at some during the year, and up to 13% of the students who responded to the survey indicated difficulties with learning through online curricula. However, students rated very highly, the support and consistency of Morning Meetings (elementary) and Advisory/Homeroom (middle school). Attendance issues during the school year were more pronounced for our Pacific Islander/Hispanic-Latino/Black students when compared to our Filipino/Asian/White students. The difference was approximately 6%-7% more Pacific Islander/Hispanic-Latino/Black students identified as chronically absent.

In 2019-20 and 2020-21 school years, the District implemented specific actions targeting social/emotional and physical wellness, including supporting each school in completing a self-assessment regarding PBIS and Restorative Practices strategies so that school teams can develop an individualized development plan for their school culture. In the physical health area, the Teacher on Special Assignment has continued with support at each school site, and in conjunction with our TUPE TOSA, they have developed curricular materials focusing on tobacco and vaping prevention at the middle school level. The District employed 10 additional counselors this school year, with 6 assigned to elementary schools, and the remaining 4 assigned to the comprehensive middle schools. This proved to be very valuable during the COVID-19 pandemic and remote learning, as the counselor team developed a connected series of community meeting/advisory lessons for teachers to develop community within a virtual classroom setting. These materials were developed for each week of the school year.

State and/or Local Priorities addressed by this goal: Priority 5, Pupil Engagement (Engagement); Priority 6, School Climate (Engagement); and Priority 8 (Other Pupil Outcomes).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA PHYSICAL FITNESS TEST Percent of students in the Healthy Fitness Zone, averaged across the 6 Fitness Areas	2018-19: 5th: 74% 7th: 73%				2023-24: 5th: 85% 7th: 85%
CA HEALTHY KIDS SURVEY Average student rating of 'Caring Adult' (Strongly Agree/Agree): 5th grade: 7th grade:	2020-21 5th: 80% 7th: 66%				2023-24 5th: 87% 7th: 73%
CA HEALTHY KIDS SURVEY Considered suicide in past 12 months Chronic sadness in past 12 months	2020-21 7th grade: Considered suicide: 17% (increase) Chronic sadness: 37% (increase)				2023-24 7th grade Considered suicide: 14% Chronic sadness: 28%
ATTENTION TO ATTENDANCE (A2A)	2020-21				2023-24 At 7th week of school:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
At 7th week of school- Confirmed Chronically Absent (missing 10% or more of 180 days of school year)	Native Hawaiian/Pacific Islander: 6.5% Hispanic/Latino: 2.5% Homeless: 7.4% SED: 3.2% Special Eduation: 2.5% English Learner: 2.6%				Native Hawaiian/Pacific Islander: 4.0% Hispanic/Latino; 1.0% Homeless: 5.0% SED: 2.0% Special Education: 1.5% English Learner: 1.6%
PROFESSIONAL LEARNING Actions #8 and #13 Number of staff participating in professional learning: Trauma-informed practices Mindfulness PBIS Restorative Practices Responsive Classrooms	2021-22 Baseline to be established 0# Trauma-informed practices Mindfulness PBIS Restorative Practices Responsive Classrooms				2023-24 100 Trauma-informed practices Mindfulness PBIS Restorative Practices Responsive Classrooms
SUSPENSION RATE Overall District suspension rate	2019-20 1.6% (Orange)				2023-24 0.4% (Blue)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Culturally Responsive Environments: Supports 1: Transportation support	Provide transportation support for foster youth, homeless youth, low-income youth. LCFF supplemental	$50,000.00	Yes
2	Culturally Responsive Environments: Support 2: Community Service Workers	Increase Community Service Workers support to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school and community-based resources available to families, particularly at schools serving our families from North Central San Mateo. Other State funds (AB86 IPI and ELO) for equivalent of 6 full-time positions.	$600,000.00	No
3	Mental/Physical Wellness: Support 1: Physical Education ToSA	Provide a program specialist and teacher leads to support CA standards-aligned health & physical education curriculum development and professional learning for teachers and para-educators, so that students accelerate their learning of health and physical ed grade-level standards. LCFF (Base) for position and teacher leads extra time	$174,000.00	No
4	Mental/Physical Wellness: PL 1: Curricular materials and professional learning	Provide PE teachers with standards-aligned resources TK-8 and professional development opportunities, so that students accelerate their learning of health and physical ed grade-level standards. LCFF (base) for materials and staff extra time	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
5	Mental Wellness-Trauma Informed Support 1: Wellness Coordinator	Provide management for the Districts' counseling and mental wellness services and initiatives, to strengthen site implementation of wellness strategies, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards. LCFF (supplemental)	$208,221.00	No
6	Mental Wellness-Trauma Informed Support 2: Wellness Program Specialist	Provide a Wellness Program Specialist to support the Community Service Workers in serving families and students, to strengthen site implementation of "full service community school" strategies, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards. Other State funds (AB 86 ELO)	$140,000.00	No
7	Mental Wellness-Trauma Informed Support 3: Supported Play	Implement site-based strategies for health and safety through supported play, so that students build physical, mental and social/emotional health. Federal funds (Title 4) for staff extra time	$87,778.00	No
8	Mental Wellness-Trauma Informed Support 4: Professional Learning	Provide specific professional development opportunities on trauma-informed practices/mindfulness to support counseling staff implementation of these strategies, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards. LCFF (supplemental) for staff extra time	$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Culturally Responsive Environments: Support 3: Restorative Practices Professional Learning	Provide staff opportunities for professional learning in Restorative Practices strategies, to support staff implementation of these strategies, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards. LCFF (supplemental) for staff extra time	$5,000.00	No
10	Social-Emotional Wellness: Support 1: Elementary and Middle School Counselors	Provide direct support for students through school-wide and individual counseling and intervention, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards. 4 MS counselors (Supplemental); 4 Elementary counselors (Supplemental); 4 MS counselors (Measure V); 6 Elementary counselors (Measure V); 3 Elementary counselors (Other State--AB 86 IPI); additional Licensed Mental Health Clinicians (Supplemental)	$2,350,828.00	Yes
11	Culturally Responsive Environments: Support 4: Newcomer Program Specialist	Provide newcomer program specialist to support Newcomer students and families with health and wellness wrap-around services, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards. LCFF (supplemental)	$161,734.00	Yes
12	Social-Emotional Wellness: Support 2: Student Safety Advocates	Provide Tier 2 and Tier 3 intervention services for students at the middle-school level requiring more intensive mental health/behavioral/counseling services, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards.	$161,312.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LCFF supplemental		
13	Social-Emotional Wellness.Support.3: Site PL & Planning	Provide social-emotional wellness professional learning and planning time (PBIS, Restorative Practices, Responsive Classroom, Mindfulness), determined by site priorities, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards. LCFF (supplemental) for staff extra time at the following schools: George Hall, LEAD, Laurel, Meadow Heights, San Mateo Park, Sunnybrae, Brewer Island, Highlands, Fiesta Gardens, College Park, Beach Park, Bayside, Borel, Bowditch	$78,142.00	No
14	Social-Emotional Wellness: Support 4: Art Therapy Trainees	Provide Tier 2 and Tier 3 intervention services for students requiring more intensive mental health/behavioral/counseling services, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards. LCFF (supplemental) for trainee contracts	$59,050.00	Yes
15	Social-Emotional Wellness: Support 5: Youth Services Bureau Interns	Provide Tier 2 and Tier 3 intervention services for students requiring more intensive mental health/behavioral/counseling services, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards. LCFF (supplemental) for intern contracts	$75,600.00	No
16	Culturally Responsive Environments:	Provide education/instruction services to students expelled/suspended or those needing individual support to access and re-integrate into	$118,945.00	No

Action #	Title	Description	Total Funds	Contributing
	Support 5: Alternative Education Teacher	regular school environment and to accelerate their learning of grade-level standards. LCFF (base)		
17	Social-Emotional Wellness/Attendance: Support 6: A2A and Behavior Alert/Study Groups	Technology platform supports for school sites to assist with tracking and reviewing attendance and behavior to increase support for students and families to address barriers to attendance and accelerate student learning of grade-level standards. LCFF (base) for tech platform and staff extra time	$90,000.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	FAMILY ENGAGEMENT & SUPPORT: Students and their families will experience a more fully developed "full-service" approach to family engagement and support, as evidenced by: 1. improved frequency and quality of school-home communications; 2. greater integration of family strengths and resources into school services and supports; 3. stronger engagement of families to align school and family support for student academic and social-emotional growth; and 4. expansion of school and community-based resources available to families, particularly at schools serving our families from North Central San Mateo.

An explanation of why the LEA has developed this goal.

Family engagement and support is essential for SMFCSD schools to be successful in accelerating students' academic performance and promoting their health and well-being. While there are strong habits of family participation in our schools, we have only recently begun to measure that participation and to understand how SMFCSD families from different backgrounds and contexts engage with SMFCSD schools differently. Preliminary data indicates the need for more culturally responsive outreach and educational programs to support all families being engaged with their children's schools and bringing their family assets to the school community and to their children's academic growth. The last year of working during the COVID-19 pandemic made this even more apparent. Various software applications and on-demand translation resources were highly utilized in connecting students and parents to teachers and classrooms to stay up to date on classroom activities and student progress. And still the district received considerable qualitative and survey feedback that students and families, particularly where English is not the first language or where economic circumstances are difficult, remain greatly disconnected from schools, and as a result their students struggle to perform at high levels and to have positive health and wellness outcomes. The district will address these challenges through this "broad" goal and will pursue a variety of strategies that improve school-home communications; integrate more effectively family strengths and resources into school services and supports; engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and expand school and community-based resources available to families, particularly at schools serving our families from North Central San Mateo.

State and/or Local Priorities addressed by this goal: Priority 3, Parental Involvement (Engagement).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA HEALTHY KIDS SURVEY. PARENT FEEDBACK 1. Promotion of parent involvement 2. School promotes respect of cultural beliefs and practices	2020-21 1. 31% rated strongly agree (5-point ratingscale) 2. 35% rated strongly agree (5-point rating scale)				2023-24 1. 60% rate strongly agree 2. 60% rate strongly agree
PARENT & FAMILY ENGAGEMENT SURVEY Percent Rating a 4 or 5 (Full Progress/Being Sustained) 1. Welcoming: Progress in creating welcoming environments for all families in the community. 2. Learn about Families: Progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	2020-21 1. Welcoming: 23% 2. Learn about Families: 8% 3. Student Progress: 13% 4. Decision-making: 31% 5. Input: 23%				2023-24 1. Welcoming: 60% 2. Learn about Families: 60% 3. Student Progress: 60% 4. Decision-making: 60% 5. Input: 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3. Student Progress: Progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. 4 Decision-making: Progress in supporting family members to effectively engage in advisory groups and decision-making. 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.					
SPANISH-LANGUAGE PARENT & FAMILY	2020-21				2023-24 30% of total attendees

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PARTICIPATION RATE in District Informational Meetings & on Key Advisory Groups Average percent of total attendees	0% - this data has not been previously collected				

Actions

Action #	Title	Description	Total Funds	Contributing
1	School/Community Outreach Staff	Provide family engagement specialists and community outreach workers, to improve school-home communications; to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school and community-based resources available to families, particularly at schools serving our families from North Central San Mateo. (See also complementary action in Goal 3.Action 2) LCFF (supplemental) for 10 staff (equivalent to 6.5 fte) Baywood, LEAD, Laurel, Meadow Heights, San Mateo Park, Sunnybrae, Highlands, Fiesta Gardens, Abbott, Bayside	$410,000.00	Yes
2	Translation Services	Provide on-demand translation and interpreting services to strengthen school-home communication and family engagement, so that students attend regularly and build social-emotional wellness and readiness to accelerate their learning of grade-level standards.	$230,000.00	No

Action #	Title	Description	Total Funds	Contributing
		LCFF (base) for translator staff and translation contract		
3	Communication Digital Applications	Standardize, across elementary and middle schools, the electronic means of communicating with families (SchoolLoop and Class Dojo) and ensure staff receive the training to clarify communication expectations and use these tools effectively, to strengthen school-home communication and family engagement, so that students attend regularly and build social-emotional wellness and readiness to accelerate their learning of grade-level standards. LCFF (base)	$25,000.00	No
4	Family Feedback	Expand 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 students attend regularly and build social-emotional wellness and readiness to accelerate their learning of grade-level standards. LCFF (supplemental) for staff extra time and materials	$10,000.00	Yes
5	Site-based Family Engagement & Education	Implement school site family engagements and education for families where English is not the first language and/or where economic circumstances are difficult, so that students attend regularly and build social-emotional wellness and readiness to accelerate their learning of grade-level standards. LCFF (supplemental) and Federal (Title 1) for staff extra time and materials	$44,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Full Service Community School Strategies	Implement full service community school strategies (e.g., parenting classes, legal support, medical resources) at specific schools serving our families from North Central San Mateo, in order to expand school and community-based resources available to families where English is not the first language and/or where economic circumstances are difficult, so that students attend regularly and build social-emotional wellness and readiness to accelerate their learning of grade-level standards. LCFF (supplemental) for staff extra time and materials	$30,000.00	Yes
7	Input & Feedback Family Engagements	Implement regular family engagements, facilitated by different district departments, to gather input and feedback in order to strengthen key district strategies (e.g., middle school math pathways) and to align school and family support for student academic and social-emotional growth, so that students attend regularly build social-emotional wellness, and accelerate their learning of grade-level standards. LCFF (supplemental) for staff extra time and materials	$10,000.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	STUDENTS WITH IEPs: Students with IEPs will be provided with inclusive opportunities to participate in educational and instructional activities with peers through standard-aligned IEPs leading to increased achievement in ELA and Math.

An explanation of why the LEA has developed this goal.

This "targeted" goal addresses the intent of the District to provide a more inclusive environment for students with disabilities with their non-disabled peers, by developing a high-quality Special Education program. The components of the program will include: staff qualifications and expertise, effective education practices, education opportunities and learning environments, teamwork and collaboration, and school/community partnerships. Through the implementation of a MTSS framework and the use of Universal Design for Learning strategies, students with disabilities and other students with diverse needs will be more successful academically and receive the supports they need. Based on the CAASPP scores of students with disabilities, we have made uneven, though increasing progress in ELA and Math achievement. In addition, our students with disabilities are also spending more time in inclusive settings for their instruction, though more progress needs to be made. The District is also involved in CCEIS strategic work to address the significant disproportionality issue of over-identification of Hispanic/Latinx students in the SLD eligibility category. Three specific outcomes and accompanying activities have been identified and targeted, with team leads assigned.

In 2019-20 and 2020-21, the District implemented targeted activities to support students with disabilities, including a review of resources and materials used by Ed Specialists in RSP and self-contained classrooms. This effort led to an infusion of materials to specifically address literacy and math instruction for diverse learners, and the initiation of Goalbook Toolkit for Special Education staff, with the next phase to include implementation of Goalbook Pathways with general education teachers. Simultaneously 4 elementary schools with self-contained programs were undertaking an Inclusion Initiative to develop an inclusive school culture and include students with disabilities in general education classrooms for academic instruction. This work has decreased the percentage of students with disabilities who spend more than 40% of their school day in segregated classrooms. This focused work was accelerated by a comprehensive plan of collaborative professional development for Special Education and general education teachers throughout the year. As part of the development of a quality Special Education program, the District focused on shoring up the administrative/technical staff to support the program through the addition of one Coordinator and one Program Specialist allowing for more site-based support for teachers and students.

State and/or Local Priorities addressed by this goal: Priority 2, State Standards (Conditions of Learning) and Priority 4, Pupil Achievement (Pupil Outcomes).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Total Number of new Special Education teachers and new Speech Language who receive tuition assistance Retention Percentage for these new Special Education professionals	2020-21 8 new Special Education professionals received tuition assistance 75% (6) retention rate with District employment				8 new Special Education professionals will receive tuition assistance 88% (7) retention rate with District employment
Number of schools that have Implemented The Inclusive Education Checklist: A Self-Assessment of Best Practices (R. Villa, EdD. & J. Thousand, PhD.)	2020-21 0/21 school teams have completed the Inclusive Education checklist.				21/21 school teams have completed the Inclusion Checklist
Significant Disproportionality Risk Ratio for Hispanic students identified under the SLD category	2019-20 Significant Disproportionality Risk Ratio is over 3% for Hispanic students identified under the SLD category (CDE Indicator for the Comprehensive Coordinated Early				Significant Disproportionality Risk Ratio is under 3% for Hispanic students identified under the SLD category

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Intervening Services program--CCEIS)				
Percent of Special Education staff and Percent of General Ed staff using Goalbook Toolkit and Goalbook Pathways	2020-21 55% of Special Education staff have utilized the Goalbook resource (Usage report from the Goalbook online application) 0% of General Education staff have utilized the Goalbook resource				85% of Special Education staff and 50% of general education staff use Goalbook Toolkit/ Pathways regularly
CAASPP Literacy and Mathematics performance by students with IEPs See Goal 2	2018-19 See Goal 2				2023-24 See Goal 2
DUAL IDENTIFIED PROGRESS of English Learners who are also Students with IEPs Percent of Dual Identified Students scoring a 3	2018-19 30.29%				2023-24 45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(moderately developed) or a 4 (well developed) on the ELPAC Proficient = level 4					
PARENT & FAMILY ENGAGEMENT SURVEY (For Families with Students with IEPs) Percent Rating a 4 or 5 (Full Progress/Being Sustained) 1. Welcoming: Progress in creating welcoming environments for all families in the community. 2. Learn about Families: Progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. 3. Student Progress:	Baseline to be established in 2021-22 1. Welcoming: 0% 2. Learn about Families: 0% 3. Student Progress: 0% 4. Decision-making: 0% 5. Input: 0%				2023-24 1. Welcoming: 60% 2. Learn about Families: 60% 3. Student Progress: 60% 4. Decision-making: 60% 5. Input: 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. 4 Decision-making: Progress in supporting family members to effectively engage in advisory groups and decision-making. 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.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Special Programs.Support.1 New Special EducationTeacher Support Programs- Mentor support	Provide new Special Education teacher mentoring supports, through a Program Specialist mentor to provide orientation to District procedures, IEP meetings and IEP development, student management and data collection. LCFF (Base)	$80,000.00	No
2	Programs.Support.2 New Special Education Teacher Support Program -- Certification tuition assistance	Strengthen Special Education teacher recruitment by providing certification tuition assistance to candidates. See funding in Goal 2, Action 22.		No
3	Programs.Support.3 New Speech Language Pathologist Support Program -- Certification tuition assistance	Strengthen speech language pathologist recruitment by providing certification tuition assistance to candidates See funding in Goal 2, Action 22.		No
4				
5				
6	Special Program Accel 3. Inclusion Checklist	Implement the Inclusive Education Checklist to develop best practices to serve the needs of diverse learners. (The Inclusive Education	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Checklist: A Self-Assessment of Best Practices byR. Villa, EdD. & J. Thousand, PhD.)		
7	Special Program Accel 4. Special Program Acceleration- Comprehensive Coordinated Early Intervening Service Plan (CCEIS)	Implement CCEIS plan to address the disproportionate identification of Hispanic/Latino students under the SLD eligibility category Outcome 1: MTSS Framework implementation Outcome 2: English Learning Roadmap for appropriate instruction for EL learning, including students with disabilities Outcome 3: Coordinated SST and referral process, with a normed process to collect and use data to make decisions Federal (Special Education) funds targeted at the following schools: Laurel, Meadow Heights, Lead, Sunnybrae, Bayside, SM Park, George Hall.	$201,000.37	No
8	Inclusion.PL.1 Special Education Professional Learning --Inclusion ToSAs	Provide two Inclusion specialists assignment, for teacher coaching and for team inquiry & planning facilitation, to improve inclusion practices school-wide. LCFF (supplemental) for ToSAs at the following schools: Laurel, George Hall, Meadow Heights.	$246,626.00	No
9	Inclusion.PL.2 University Design for Learning- Professional Learning	Provide professional development learning opportunities on Universal Design for Learning/differentiated instruction to increase equitable access and engagement for all students.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
10	Inclusion.PL.3 Special Education Professional Learning --Goalbook Toolkit and Goalbook Pathways	Guide educators working with specialized populations to vary the levels of instructional support through research-based best practices and impactful instruction, and support teachers to to design multiple pathways for all students to succeed. Other State (Lottery) funds for education application.	$55,000.00	Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
6	ENGLISH LEARNERS: Students identified as English Learners will make progress toward meeting or exceeding grade level performance expectations as defined by the California Content Standards and demonstrate growth on the English Language Development Standards.

An explanation of why the LEA has developed this goal.

English Learners is a large student group (24.1% of total enrollment) in SMFCSD that has persistently under-performed. Based on the last 2019 CAASPP assessments English learner students are scoring well below average for this group. Only 5%-20% met or exceeded grade level expectations in English and math, while 60%-77% of our English-only K-8 students met or exceeded grade level proficiency. Furthermore, while students learning English make up 23% of our total population, they make up 45% of our students with Individualized Education Plans (IEP).

The purpose in having a separate "targeted" LCAP goal for this student group is to highlight the district's targeted, equity focus on supporting these students more effectively and accelerating their performance. The intent is that every student identified as an English learner, preschool through eighth grade, will receive quality, standards-based instruction in all content areas to enable them to matriculate to high school fully prepared to engage in all coursework. All students learning English, therefore, will be provided with equitable and meaningful access to the core curriculum. This will be accomplished by leveraging four priority areas: Priority 1: Advancing Quality Instruction for English Learners with Designated and Integrated ELD, Priority 2: Monitoring, Evaluation and Accountability for English Learners, Priority 3: Meeting the Needs of the Whole Child, and Priority 4: Expanding and Enhancing Robust Language Programs.

In 2019-20 and 2020-21, the district implemented support targeting these 4 priority areas moving away from a compliance-driven approach and ensuring that staff are attending to the components of an aligned continuous improvement model that has been proven to improve outcomes for this group of learners. To do this, the district reimagined how we are serving English learners, by building the capacity of the system to respond more effectively. The services and actions outlined in this 2021-24 plan build on and expand the foundation laid in the previous plan.

State and/or Local Priorities addressed by this goal: Priority 2, State Standards (Conditions of Learning) and Priority 4, Pupil Achievement (Pupil Outcomes).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP LITERACY Percent Met/Exceeded Standard (for the group)	2018-19 English Learners: 9.43%				2023-24 English Learners: 39.43% (10 points per year)
CAASPP MATH Percent Met/Exceeded Standard (for the group)	2018-19 English Learners: 11.26%				2023-24 English Learners: 41.26% (10 points per year)
ENGLISH LEARNER PROGRESS Percent ELs making progress toward English language proficiency on the ELPAC Progress = progressed at least one ELPI level or maintained ELPI level 4	2018-19 54.1%				2023-24 66%
Fountas & Pinnell-- Elementary Reading Assessment	2018-19 3rd Grade English Learners: 3%				2023-24 3rd Grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of group meeting Grade Level Benchmark (at end of year)	5th Grade English Learners: 3% At-Risk LTEL: 1%				English Learners: 33% (10 points per year) 5th Grade English Learners: 33% (10 points per year) At-Risk LTEL: 31% (10 points per year)
Reading Inventory--Middle Percent of group meeting Grade Level Benchmark (at end of year)	2020-21 Baseline pending 8th Grade English Learners: pending--0% LTEL: pending--0% Newcomer Pathway: pending--0%				2023-24 8th Grade English Learners: Baseline + 30 percentage points (10 points per year) LTEL: Baseline + 30 percentage points (10 points per year) Newcomer Pathway: Baseline + 30 percentage points (10 points per year)
RECLASSIFICATION Rate Overall Reclassification rate	2019-20 Overall 36.4% 2020-21				2023-24 Overall: 50% Spanish: 50%/3# of years

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage Reclassifying each Year by language group Average number of years as EL upon reclassification by language group	Analysis pending on new metric: Spanish: 0%/0# of years Chinese: 0%/0# of years Japanese: 0%/0# of years Other: 0%/0# of years				Chinese: 50%/3# of years Japanese: 50%/3# of years Other: 50%/3# of years
LTEL ENROLLMENT in MS % of LTELS enrolled, as part of the Total MS enrollment	2020-21 12%				2023-24 6%
BILITERACY PATHWAY CERTIFICATE Percent of students awarded the Biliteracy Certificate from Dual Language Immersion pathways	2021-22 Analysis pending on new metric Kindergarten: 0 3rd: 0 5th: 0 8th: 0				2023-24 Kindergarten: 80% 3rd: 80% 5th: 80% 8th: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ATTENTION TO ATTENDANCE (A2A) At 7th week of school- Confirmed Chronically Absent (missing 10% or more of 180 days of school year)	2020-21 At 7th week of school: English Learners: 2.6%				2023-24 At 7th week of school: English Learners: 1.3%
PARENT & FAMILY ENGAGEMENT SURVEY Percent Rating a 4 or 5 (Full Progress/ Being Sustained) by FAMILIES OF ENGLISH LEARNERS 1. Welcoming: Progress in creating welcoming environments for all families in the community. 2. Learn about Families: Progress in supporting staff to learn about each family's	2021-22 Baseline to be established FAMILIES OF ENGLISH LEARNERS 1. Welcoming: 0% 2. Learn about Families: 0% 3. Student Progress: 0% 4. Decision-making: 0% 5. Input: 0%				2023-24 FAMILIES OF ENGLISH LEARNERS 1. Welcoming: 60% 2. Learn about Families: 60% 3. Student Progress: 60% 4. Decision-making: 60% 5. Input: 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
strengths, cultures, languages, and goals for their children. 3. Student Progress: Progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. 4 Decision-making: Progress in supporting family members to effectively engage in advisory groups and decision-making. 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.					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1.a IELD & DELD Professional Learning	All principals, teachers and TOSAs will be provided with ongoing professional learning on English Language Development, including Integrated and Designated ELD, so that identified students accelerate their learning of grade-level standards. EL Program Specialist will provide on-going support and professional learning to teachers, TOSAs, and site leaders on language-rich structured literacy practices. This position will support English only teachers to utilize cross-linguistic transfer when teaching foundational skills. This position will also help articulate our language programs from elementary to middle school, focusing on continuing to develop our ALAC courses, begin designing our at-risk of LTEL courses, and establish coherence between the elementary and middle school newcomer pathways. Federal funds (Title 3)	$50,000.00	Yes
2	1.1.b IELD	Implement guidance and professional learning on High-Impact Language and Literacy Practices, using the "Three Shifts" throughout middle school content instruction, facilitated by the coordinator of English Learner Services, to improve Tier 1 instruction, so that English Learner students accelerate their learning of grade-level standards. Federal funds (Title 3)	$192,266.00	No

Action #	Title	Description	Total Funds	Contributing
3	1.1.c DELD & IELD Acceleration	Site leaders will consistently implement and monitor quality Integrated and Designated ELD, facilitated by the coordinator of English Learner services, to improve Tier 1 instruction, so that English Learner students accelerate their learning of grade-level standards. (see funding in Goal 6, Action 2 above).	$0.00	No
4	1.1.d DELD & IELD	Teachers will implement best-practice resources (middle school, district-created curriculum; additional elementary supplemental materials) in support of Integrated and Designated ELD, so that English Learner students accelerate their learning of grade-level standards. Other State funds (Lottery) for instructional materials	$15,000.00	No
5	1.2.a DELD & IELD	All site leaders, teachers and TOSAs will be provided with ongoing professional learning in effective language support for dual identified students (English Learners who also have IEPs), to improve Tier 1 services for English Learners, so that dual identified students accelerate their learning of grade-level standards. (see also funding in Goal 6, Action 1 above). English Language Specialist will provide professional learning to ensure teachers develop language goals in Individualized Education Plans, create and maintain structures to support reclassification of dual identified students, develop SPED-ELL teacher leaders with foundational knowledge on language acquisition and supporting students with special needs, develop systems to address permanent placement of dually identified students in special education, and vet assessment instruments to ensure assessments are culturally and linguistically appropriate for diverse populations. LCFF (supplemental) for EL program consultants	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	1.3.a EL Family Engagement	Implement recommendations from key English Learner stakeholder groups, through the guidance provided by the EL master plan, to improve Tier 1, 2 & 3 services for English Learners, so that they accelerate their learning of grade-level standards. (See funding above for EL coordinator and EL supports)	$0.00	No
7	2.1.a Data & Assessment--ELL	Provide analytical resources for teachers, staff and site leaders to know who their English Learners are, to know their stage of language development, to track their progress, and to work with students and families--all so that students/families have complete information on EL student acceleration toward learning grade-level standards and staff have complete information to support students and monitor progress. LCFF (base) for educational software.	$36,000.00	Yes
8	2.1.b Data & Assessment--ELL	Educators across the system will analyze ELL data to make informed instructional and program decisions, facilitated by the coordinator of English Learner services, to improve Tier 1 instruction, so that English Learner students accelerate their learning of grade-level standards. (See funding in Goal 6, Action 2)	$0.00	No
9	2.1.c Data & Assessment--MTSS	Central and site leaders will implement Multi-Tiered System of Support (MTSS) Tier 1 universal, Tier 2 targeted, and Tier 3 intensive instructional supports, based on English Learners "language typology", so that English Learner students accelerate their learning of grade-level standards. (See funding in Goal 5 Action 4 and Goal 6, Action 2 for MTSS PoSA and EL Coordinator)	$0.00	No
10	3.1.a Whole Child--Sanctuary Resolution	Staff, community and student leaders will fully implement the Sanctuary Resolution, facilitated by the Sanctuary Task Force and the EL coordinator, so that undocumented students build social emotional	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		wellness and readiness to accelerate their learning of grade-level standards. (see funding also in Goal 6, Action 2) LCFF funds (supplemental) for extra time for teacher and staff planning, materials, and building capacity in STF priorities.		
11	3.2.a Whole Child-- Family engagement	District and school staff will provide families of English Learners with the EL Snapshot and other resources and needed information, supported by the EL coordinator, 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.	$0.00	No
12	3.2.a.1 Whole Child-- Social Work Program Specialist	Hire bilingual social work program specialists at high ELL count schools, to coordinate guidance and staff professional learning on bullying and EL inclusion, so that EL students build social emotional wellness and readiness to accelerate their learning of grade-level standards. Provide trauma-sensitive and culturally attuned intake of students when registering at schools, facilitate meaningful inclusion groups (i.e. Language Ambassadors) and 1:1 clinical support, work closely with family liaisons to ensure culturally inclusive and strengths-based communication, connect families with community partners to ensure wrap-around services. See funding in Goal 3, Action 11 and AB86 ELO plan	$0.00	No
13	3.2.b Whole Child-- Community Service staff	Increase Community Service Worker support to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and community-based resources available to families, particularly at schools serving our families from North Central San Mateo. (See funding in Goal 3, Action 2 and Goal 4, Action 1)		
14	4.1.a Newcomer Pathways	Implement elementary and middle school newcomer pathways (staff and instructional materials), with linguistically diverse learning environments (including inclusion and ELD by typology), so that newcomer students build social emotional wellness and accelerate their learning of grade-level standards. Federal (Title 3) for newcomer program teachers for class size reduction and para-educators. Other State (Lottery) for instructional materials	$307,855.00	No
15	4.2.a Long-Term English Learners (LTEL)	Implement engaging, high-quality ELD courses for LTELs, with reduced class size, so that LTEL students build social emotional wellness and accelerate their learning of grade-level standards. LCFF (Base) for 6 additional sections due to class size reduction.	$135,000.00	Yes
16	4.3.a Dual Language Immersion Programs	Support dual language immersion program improvement and monitoring to ensure: 1. language allocation practices provide content that is built upon and not repeated in L2; 2. effective Tier 1, 2, & 3 supports for English Learners; and 3. students progress toward biliteracy and multilingualism--all so that students accelerate their learning of grade-level standards. (see funding in Goal 6, Action 2- EL Coordinator)	$0.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.52%	$7,222,020

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

2.1 L&L.Acc.1 Language & Literacy Acceleration-- SiteToSAs: Provide language & literacy teachers on special assignment, for curriculum support, teacher coaching and for team inquiry & planning facilitation, to improve Tier 1 "first" and Tier 2 targeted instruction, focused on unduplicated students. Also provide language & literacy ToSAs to increase and improve Tier 2 targeted and Tier 3 intensive L&L support-- all so that identified students accelerate their learning of grade-level standards.

SMFCSD's unduplicated student groups show reading performance gaps, as evidenced by CAASPP and local benchmark assessments, and need Tier 2 targeted and Tier 3 intensive language and literacy support to address missing foundational skills and key reading comprehension skills. Because initial efforts have shown promising results, but have not been expansive enough to fully address the need, the district is increasing its district-wide investment in and allocation of language and literacy ToSAs to improve support for classroom differentiation and for small group and 1:1 interventions for unduplicated students struggling with reading. The district will continue to monitor the impact of these actions, using CAASPP and local benchmark assessments, expecting an acceleration in unduplicated student reading performance that will shrink current gaps.

2.2. L&L.Acc.2 Small group differentiation: Provide para-educators to improve Tier 1 "first" instruction, through small group differentiation, so that identified students accelerate their learning of grade-level standards.

SMFCSD's unduplicated student groups show reading performance gaps, as evidenced by CAASPP and local benchmark assessments, and need Tier 2 targeted and Tier 3 intensive language and literacy support to address missing foundational skills and key reading comprehension skills. Specific SMFCSD schools are investing in para-educators to increase and improve support for classroom

differentiation and for targeted small group and 1:1 tutoring for unduplicated students struggling with reading. The schools will monitor the impact of these actions, using CAASPP and local benchmark assessments, expecting an acceleration in unduplicated student reading performance that will shrink current gaps.

Sites monitored the impact of this action, using CAASPP, local interim assessments, and evidence of student work, to determine that unduplicated students were benefiting from this small group support. Site leaders and site councils then assessed how effective this use of their site supplemental funds was against other funded strategies (e.g. Teachers on Special Assignment). Some sites shifted their funds away from this strategy, where it was not deemed as effective, while other sites continued the strategy based on assessed effectiveness.

2.5. L&L.PL.2 Data Inquiry--School Site: Provide support for elementary and middle school teacher teams to conduct inquiry using assessment data and to plan instruction, so that targeted students experience improved and increased support for L&L learning.

SMFCSD's unduplicated student groups show language and literacy performance gaps, as evidenced by CAASPP and local benchmark assessments, and need Tier 2 targeted and Tier 3 intensive language and literacy support to address missing foundational skills and key reading comprehension skills. Understanding this need has resulted from continued teacher team collaboration in analyzing literacy benchmark assessment results and in planning instructional intervention, to improve services to unduplicated students. The district continues its district-wide investment in teacher team inquiry and planning to improve support for classroom differentiation and for small group and 1:1 interventions for unduplicated students struggling with reading. The district will continue to monitor the impact of these actions, using CAASPP and local benchmark assessments, expecting an acceleration in unduplicated student language and literacy performance that will shrink current gaps.

2.9. Math.Acc.2 SiteToSAs: Provide math teachers on special assignment (ToSAs) to deliver and support Tier 1 "first" and Tier 2 targeted Math instruction, so that identified students accelerate their learning of grade-level standards. (Note: additional action in Goal 7, Actions 7 & 8)

SMFCSD's unduplicated student groups show math performance gaps, as evidenced by CAASPP and local benchmark assessments, and need stronger Tier 1 "first" and Tier 2 targeted instruction. Because initial efforts have shown promising results, but have not been expansive enough to fully address the need, the district is increasing its district-wide investment in and allocation of math ToSAs who support teacher team instructional planning and provide professional learning and coaching in Tier 1 instruction, to improve services to unduplicated students. The district will continue to monitor the impact of these actions, using CAASPP and local benchmark assessments, expecting an acceleration in unduplicated student math performance that will shrink current gaps.

2.10. Math.Acc.3 MS Math Foundation/extended learning: Provide middle school Tier 2 targeted math foundation classes and expand extended learning options before & after school (see also Goal 7), so that identified students accelerate their learning of grade-level standards.

SMFCSD's unduplicated student groups show math performance gaps, as evidenced by CAASPP and local benchmark assessments, and need Tier 2 targeted math support to address missing foundational skills and key math analysis skills. The district will continue its district-wide investment in middle school math foundations classes and expand its extended learning options before & after school (see also Goal 7), to increase overall the small group and 1:1 support for unduplicated students struggling with math. The district will monitor the impact of these actions, using CAASPP and local benchmark assessments, expecting an acceleration in unduplicated student math performance that will shrink current gaps.

Sites monitored the impact of these actions, using CAASPP, local interim assessments, and evidence of student work, to determine that unduplicated students were benefiting from middle math foundations classes and the extended learning support. Site leaders and site councils then assessed how effective this use of their site supplemental funds was against other site-funded strategies. For example, one school assessed that the Foundations class was not having a significant impact and invested instead in strengthening an extended learning support for English Learners. Other sites saw a positive impact in the Foundations class and have planned to continue it.

2.11. Math.PL.1 Math Data Inquiry--School Site: Provide support for elementary and middle school teacher teams to conduct inquiry using assessment data and to plan instruction, so that targeted students experience improved and increased support for Math learning. In 2021-22, this inquiry includes reviewing math benchmark assessment tools and providing input for district selection of the assessment tool. (See Goal 2, Action 5 for expenditures)

SMFCSD's unduplicated student groups show math performance gaps, as evidenced by CAASPP and local benchmark assessments, and need Tier 1 "first" and Tier 2 targeted math support to address missing foundational skills and key math analysis skills. Understanding this need has resulted from continued teacher team collaboration in analyzing math formative and benchmark assessment results and in planning instructional intervention, to improve services to unduplicated students. The district continues its district-wide investment in teacher team inquiry and planning to improve support for classroom differentiation and for small group and 1:1 interventions for unduplicated students struggling with math. The district will continue to monitor the impact of these actions, using CAASPP and local benchmark assessments, expecting an acceleration in unduplicated student math performance that will shrink current gaps.

2.16. Programs.Acc.1 Special Program-- Middle school AVID: Provide Advancement Via Individual Determination (AVID) electives and Tier 2 targeted supports to identified middle school students, so that identified students accelerate their learning of grade-level standards.

SMFCSD's middle school unduplicated student groups show language/literacy and math performance gaps, as evidenced by CAASPP and local benchmark assessments, and need Tier 1 "first" and Tier 2 targeted support to address key weaknesses in key academic discussion, writing, and study skills. These student groups also show more limited awareness of the academic requirements and steps to accessing college, as evidenced in student and family engagements. The district continues its district-wide investment in AVID support classes and training teachers in AVID instructional strategies, in order to address these challenges for unduplicated students. The district and sites will

continue to monitor the impact of these actions, using CAASPP, local benchmark assessments, and AVID monitoring protocols, expecting an acceleration in unduplicated student language/literacy and math performance that will shrink current gaps.

Sites monitored the impact of the AVID program, using CAASPP, local interim assessments, and AVID monitoring protocols, to determine that unduplicated students were benefiting from AVID classes and the use of AVID strategies in classrooms generally. Site leaders and site councils then assessed how effective this use of their site supplemental funds was against other site-funded strategies. Several schools have adjusted their strategy to increase teacher training or shrink/increase the number of class offerings based on teacher capacity and student demand.

2.17. Programs.Acc.2 Special Program --Site IB: Provide high-rigor International Baccalaureate programs and curricula, to improve Tier 1 "first" instruction at school with high percentage of English Learners and students from economically struggling families, so that targeted students accelerate their learning of grade-level standards.

Sunnybrae Elementary School's unduplicated student groups show language/literacy and math performance gaps, as evidenced by CAASPP and local benchmark assessments, and need Tier 1 "first" and Tier 2 targeted support to address key weaknesses in key academic discussion, writing, and language skills. The district continues its investment at Sunnybrae in International Baccalaureate language classes and training teachers in IB instructional strategies, in order to address these challenges for unduplicated students. The district and Sunnybrae will continue to monitor the impact of these actions, using CAASPP, local benchmark assessments, and IB monitoring protocols, expecting an acceleration in unduplicated student language/literacy and math performance that will shrink current gaps.

Sunnybrae Elementary site leaders and site council have monitored CAASPP and interim assessment data and assessed that implementation of the International Baccalaureate program has had a positive impact on the learning of unduplicated students, particularly the impact of IB-based world language and literacy instruction on student language comprehension (a key component of the simple view of reading).

3.1. Culturally Responsive Environments: Supports 1: Transportation support: Provide transportation support for foster youth, homeless youth, low-income youth

In SMFCSD, many students in these targeted groups 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. The district provides this transportation service for these students to ensure regular attendance to specific schools, and is not offered for students attending the majority of the schools. Students may be supported through free/reduced price bus passes for SamTrans, or provided bus/van transportation organized through First Student. Monitoring of these services is conducted through family surveys and through analysis of the attendance data for these students, with the expected outcome that their attendance rates remain comparable to all students who do not need transportation services.

The district has monitored this strategy through family and staff surveys and through analysis of student attendance. Sites and families have consistently reported the positive attendance impacts for foster youth, homeless, and lower income students, both in getting to school where district bussing is not available and in participating in before/after school supports, which may occur outside the district bussing schedule.

3.8. Mental Wellness- Trauma Informed Support 4: Professional Learning: Provide specific professional development opportunities on trauma-informed practices/mindfulness to support counseling staff implementation of these strategies, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards.

Based on family and staff surveys and feedback, we know that our lower-income students and families experienced more difficulties due to the pandemic such as, more serious illness, loss of work/income, food insecurity and death of loved ones. Connection to community resources was highest among the District's lower-income families. This trauma-informed professional development support will provide District counseling/mental health staff with specific skills to address the social-emotional needs of targeted students who have experienced trauma during the pandemic. Specific strategies to support the emotional wellness of students will positively impact attendance, behavioral referrals, and academic achievement, as monitored by site and central staff.

The district has monitored this professional development strategy using teacher, counselor, site leader and family feedback. The feedback has been strongly positive that students are benefitting from this adult-training. This strategy for 2021-24 is based on the analysis that it is most effective to continue the training to include new teachers and to expand to classified staff who work with students and families outside the classroom.

3.10. Social-Emotional Wellness: Support 1: Elementary and Middle School Counselors: Provide direct support for students through school-wide and individual counseling and intervention, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards. (Total is $2.35 million but $834,168 is supplemental)

The social/mental well-being of our students has suffered this year as indicated on the California Healthy Kids Survey, with a decrease in school connectedness at 5th grade and an increase in the consideration of suicide at 7th grade, as examples. Both grades had depressed scores in interest in doing work at home. This action of supporting school counseling services at all elementary and middle schools, allows for immediate attention of student mental health needs through Tier 1, Tier 2, and Tier 3 levels of services. The District's Title I schools are receiving additional counseling hours due to the higher level of need of students and their families based on engagement feedback and family surveys.. By directly intervening and supporting students in a timely manner, their social-emotional/mental health wellness will increase, allowing them to access their education.

The district and school sites have monitored attendance/behavior data, CHKS survey results, and school staff/parent feedback on the expansion of counseling resources funded in this action. Feedback, particularly during the pandemic, has been conclusive that these

counseling supports must be maintained and ideally expanded. Several CHKS indicators actually improved during the pandemic period, as a result partly of the support provided by the additional counselors.

3.11. Culturally Responsive Environments: Support 4: Newcomer Program Specialist: Provide Newcomer Program Specialist to support Newcomer students and families with health and wellness wrap-around services, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards.

Based on information reviewed in 2019-20 regarding the unmet needs of Newcomers and their families, the District initiated efforts to increase support by hiring a social worker to focus on program and system development beginning in the 2020-21 school year. Newcomer students (newly arrived from other countries) face a number of unique educational and social-emotional/stressful situations. The District currently has one Newcomer Social Worker assigned to the two Newcomer programs at the middle school level, and this program has seen great benefit to the students and their families, including increased connection in school. This position will provide similar support to other Newcomers in the District by getting to know them and their needs, and help them connect with community resources. The Newcomer Program Specialist will assist them in transitioning to a new country and school system by understanding and valuing their culture and background. This targeted work for Newcomers will directly support them academically and socially and will be monitored through the CHKS survey and student/family feedback.

3.12. Social-Emotional Wellness: Support 2: Provide Tier 2 and Tier 3 intervention services for students at the middle school level requiring more intensive mental health/behavioral/counseling services, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards.

Mental health services are an important and valued resource in the District as evidenced by stakeholder feedback, including parents, staff and school administrators. It is not always possible for school counselors to provide intensive, short-term therapy for students in crisis and additional mental health services allows for immediate support of students. School Safety Advocates are able to directly intervene and provide support to students in crisis. The District's Title I schools are receiving additional counseling/intervention hours due to the higher level of need of students and their families. By directly intervening and supporting students in crisis their social-emotional/mental health wellness will increase, allowing them to access their education. Students receive intensive support for several weeks and when appropriate, transitioned to a less intensive level of intervention. This allows for more students to be served, individually, throughout a school year.

Middle school sites have monitored the impact of the Student Safety Advocates using staff, student, and family feedback and attendance/behavior data, to determine that unduplicated students were benefiting from this additional social-emotional support on campus. Site leaders and site councils then assessed how effective this particular use of their site supplemental funds was against other social-emotional support strategies at the sites. The immediate, just-in-time aspect of this strategy was judged as essential, compared to other strategies that could have been added or expanded.

3.14. Social-Emotional Wellness: Support 4: Art Therapy Interns: Provide Tier 2 and Tier 3 intervention services for students requiring more intensive mental health/behavioral/counseling services, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards.

The social/mental well-being of our students has suffered this year as indicated on the California Healthy Kids Survey. Mental health services are an important and valued resource in the District as evidenced by stakeholder feedback, including parents, staff and school administrators.. This action of supporting school counseling services by Art Therapy Interns at the elementary level, allows for immediate attention of student mental health needs through Tier 2, and Tier 3 levels of services. The District's Title I schools are receiving additional counseling/intervention hours due to the higher level of need of students and their families. By directly intervening and supporting students in a timely manner, their social-emotional/mental health wellness will increase, allowing them to access their education. Students receive intensive support for several weeks and when appropriate, transitioned to a less intensive level of intervention. This allows for more students to be served, individually, throughout a school year.

The district and sites have monitored the impact of the Art Therapy counselors, using staff, student, and family feedback and attendance/ behavior data, to determine that unduplicated students were benefiting from this additional support to expand social-emotional resources on campus. Site/ district leads and site councils then assessed how effective this particular use of supplemental funds was against other social-emotional support strategies at the sites. The opportunity to expand mental health services, at a relatively modest cost, was judged as essential, compared to other strategies that could have been added or expanded.

4.1. School/Community Outreach Staff: Provide family engagement specialists and community outreach workers, to improve school-home communications; to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school and community-based resources available to families, particularly at schools serving our families from North Central San Mateo. (See also complementary action in Goal 3.Action 2)

The District has only been able to support only 2 North Central schools with full-time Community Outreach Workers, and feedback from those schools indicate the success of this model in effectively communicating and including parents in their child's education.This activity of providing family engagement specialists and outreach workers 6 additional NC schools, will further increase family and student school-home connectedness through effective and relevant communication strategies. The specialists will be assigned to Title I schools/schools with higher SED populations. The District will monitor attendance and school participation data with the expectation that chronic student absenteeism for foster/homeless youth, low-income students and English learners will decrease.

The District and site leaders have monitored the impact on unduplicated student attendance and engagement, as a result of the support provided by school Community Outreach Workers, and determined a positive impact.
In addition, feedback from school staff and families indicate the success of this model in improving family communication and engagement.

4.4. Family Feedback: Expand district and school efforts to get input and feedback from families, including the number of "Spanish-first" engagements, to strengthen integration of family assets into school services and supports, so that students attend regularly and build social-emotional wellness and readiness to accelerate their learning of grade-level standards.

During this pandemic year where the District had to change its outreach and communication models, more parents whose first language is not English have participated in virtual meetings and responded to survey requests at a higher level than in previous years due to Spanish translation support during meetings or specific Spanish-language support opportunities. This has occurred at meetings such as SEDAC, Board meetings, DELAC and with District-level and school level survey requests. This specific activity to continue to expand and more effectively communicate with families whose first language is not English will provide an avenue for families to authentically support their children's learning and participate meaningfully in their childrens' education. This will be monitored through parent participation in school-site meetings, District meetings and parent feedback survey(s) regarding their involvement.

4.5. Site-based Family Engagement & Education: Implement school site family engagements and education for families where English is not the first language and/or where economic circumstances are difficult, so that students attend regularly and build social-emotional wellness and readiness to accelerate their learning of grade-level standards.

Based on district data and family/staff surveys and feedback, English Learners have higher rates of absenteeism and lower academic performance, and their families have more difficulties communicating with their schools, connecting with teachers, and engaging with site-based resources that can support their students. The recent pandemic only exacerbated these challenges. A few schools that serve a larger percentage of families whose first language is Spanish have offered virtual parenting classes this school year. In addition, the counselors initiated the 'Pondering Parenting' monthly newsletter to help support families during the pandemic/shelter in place and distance learning. This action increases these supports, to specifically focus on providing access for Spanish-speaking families to school site meetings and communications so they can meaningfully support their children's education. It is anticipated that there will be an increase in parent participation and engagement in school/student-related activities.

Sites monitored the impact of these outreach and engagement actions, using attendance and behavior data and staff and family feedback, to determine that English Learner students and their families were showing improved attendance and engagement as a result of these activities. Site leaders and site councils then assessed how effective this use of their site supplemental funds was, as an outreach and engagement resource, against other possible work. Sites determined that these actions were essential in their ability to improve school-home communication and to integrate family strengths and resources into the school.

4.6. Full Service Community School Strategies: Implement full service community school strategies at specific schools serving our families from North Central San Mateo, in order to expand school and community-based resources available to families where English is not the first language and/or where economic circumstances are difficult, so that students attend regularly and build social- emotional wellness and readiness to accelerate their learning of grade-level standards.

Based on district data and family/staff surveys and feedback, unduplicated students have higher rates of absenteeism and lower academic performance, and their families have more difficulties communicating with their schools, connecting with teachers, and engaging with site-based resources that can support their students. The recent pandemic only exacerbated these challenges. The District has recognized, through work conducted this year with the Pedro A. Noguera Consulting Group, that to address these challenges and to achieve equity for all families in SMFCSD, the district should focus on "full service community school" strategies in schools serving the highest concentration of unduplicated students coming from the North Central area of San Mateo. The district will implement strategies to expand school/community resources for the North Central families so that they are able to more easily access and participate in school activities to support their children's education. The District will monitor the impact of this implementation, using parent participation and involvement surveys, school-site participation data, expecting an increase of the Spanish-speaking families accessing school activities and resources.

5.10. Inclusion.PL.3 Special Education Professional Learning--Goalbook Toolkit and Goalbook Pathways: Guide educators working with specialized populations to vary the levels of instructional support through research-based best practices and impactful instruction and support teachers to design multiple pathways for all students to succeed.

SMFCSD has been found to be significantly disproportionate in the number of Hispanic/Latino students eligible under the SLD category. This data highlights the need to provide differentiated instruction and support of students, including those whose first language is Spanish, in general education. The District's Special Education Plan to increase the inclusion of students with IEPs in general education classrooms, and its CCEIS plan to decrease the over representation of Hispanic/Latino students in the Specific Learning Disability eligibility category highlight the need to train general education and special education teachers in best instructional practices such as Universal Design for Learning and differentiated instructional strategies. This activity of investing in Goalbook Toolkit and Pathways the District is providing foundational and collaborative training for staff to improve the quality of inclusion practices and increasing the impact of instruction for all students. Usage of the Goalbook tools will be monitored as well as student performance on benchmark assessments.

6.3. 1.1.c DELD & IELD Acceleration: Site leaders will consistently implement and monitor quality Integrated and Designated ELD, facilitated by the coordinator of English Learner services, to improve Tier 1 instruction, so that English Learner students accelerate their learning of grade-level standards. (see funding in Goal 6, Action 2 above)

SMFCSD's English Learners show language and literacy performance gaps, as evidenced by CAASPP and local benchmark assessments, and need strong Tier 1 "first" language and literacy instruction, through Integrated & Designated ELD, to address missing foundational language skills and key reading comprehension skills. Understanding and improving I-ELD and D-ELD instruction results from improved site team and teacher team monitoring of literacy benchmark assessment results, professional learning, and collaborative planning of instruction. The district continues its district-wide investment in teacher team inquiry and planning for English Learners, through expert facilitation and teacher extra planning time. The district will continue to monitor the impact of these actions, using CAASPP and local benchmark assessments, expecting an acceleration in English Learner language and literacy performance that will shrink current gaps.

6.5. 1.2.a DELD & IELD: All site leaders, teachers and TOSAs will be provided with ongoing professional learning in effective language support for dual identified students (English Learners who also have IEPs), to improve Tier 1 services for English Learners, so that dual identified students accelerate their learning of grade-level standards. (see also funding in Goal 6, Action 1 above)

SMFCSD's English Learners show language and literacy performance gaps, as evidenced by CAASPP and local benchmark assessments, and need strong Tier 1 "first" language and literacy instruction, through Integrated & Designated ELD, to address missing foundational language skills and key reading comprehension skills. Understanding and improving I-ELD and D-ELD instruction results from improved site team and teacher team monitoring of literacy benchmark assessment results, professional learning, and collaborative planning of instruction. The district continues its district-wide investment in teacher team inquiry and planning for English Learners, through expert facilitation and teacher extra planning time. The district will continue to monitor the impact of these actions, using CAASPP and local benchmark assessments, expecting an acceleration in English Learner language and literacy performance that will shrink current gaps.

This action in the 2021-24 LCAP was not explicitly identified in the 2017-20 LCAP and was added as a result of district and sites monitoring student performance data (CAASPP; Interim assessments) and evaluating the quality of I-ELD and D-ELD implementation. This monitoring provided clear evidence that, while the district had been providing professional learning generally on strategies to support ELs, the district needed to support teachers and leaders to build their knowledge and capacity to explicitly implement I-ELD and D-ELD.

6.7. 2.1.a Data & Assessment--ELL: Provide analytical resources for site inquiry and planning, to ensure high quality English Learner student and program performance data, so that students/families have complete information on EL student acceleration toward learning grade-level standards and staff have complete information to monitor district strategies.
SMFCSD's English Learners show language and literacy performance gaps, as evidenced by CAASPP and local benchmark assessments, and need strong Tier 1 "first" and Tier 2 targeted language and literacy instruction, through Integrated & Designated ELD, to address missing foundational language skills and key reading comprehension skills. Understanding and improving English Learner instruction results from effective analytical tools and improved site team and teacher team monitoring of literacy benchmark assessment results. The district continues its district-wide investment in teacher team inquiry and planning for English Learners, through the development of analytical tools and teacher extra planning time. The district will continue to monitor the impact of these actions, using CAASPP and local benchmark assessments, expecting an acceleration in English Learner language and literacy performance that will shrink current gaps.

Through the 2017-20 LCAP, the district had been putting in place new data resources, tools, and processes to support--e.g., the EL Snapshot, new data reports, and FEP student monitoring. Monitoring of these efforts has revealed that these resources, tools, and processes have led to an improved focus on EL progress and initial implementation of more effective Tier 1 and Tier 2 supports. However it is also evident that the district needs to maintain and in fact expand these resources, tools, and processes in order to deepen the focus and improve the implementation of strategies that more effectively accelerate the performance of ELs.

6.13. 3.2.b Whole Child-- Community Service staff: Increase Community Service Worker support to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school and community-based

resources available to families, particularly at schools serving our families from North Central San Mateo. (See funding in Goal 3, Action 2 and Goal 4, Action 1)

Based on district data and family/staff surveys and feedback, English Learners have higher rates of absenteeism and lower academic performance, and their families have more difficulties communicating with their schools, connecting with teachers, and engaging with site-based resources that can support their students. The recent pandemic only exacerbated these challenges. Expanding family engagement specialists and outreach workers to more schools will increase and improve family and student school-home communication and connectedness. The specialists will be assigned to schools with higher English Learner populations. The District will monitor attendance, school participation, and student performance data with the expectation that English Learner attendance, engagement and academic performance will improve.

6.15. 4.2.a Long-Term English Learners (LTEL): Implement engaging, high-quality ELD courses for LTELs, with reduced class size, so that LTEL students build social emotional wellness and accelerate their learning of grade-level standards.

SMFCSD's middle school Long-Term English Learners show persistent language and literacy performance gaps, as evidenced by CAASPP and local benchmark assessments, and need strong Tier 1 "first" and Tier 2 targeted language and literacy instruction, through effective ELD classes, to address missing foundational language skills and key reading comprehension skills. In addition to strong ELD curriculum and instruction, effective LTEL ELD teaching and learning results from student class assignment by typology and from smaller class sizes, so that teachers can better match instruction to students' individual needs. The district continues its district-wide investment in scheduling ELD students by typology and reducing class size. The district will continue to monitor the impact of these actions, using CAASPP and local benchmark assessments, expecting an acceleration in LTEL language and literacy performance that will shrink current gaps.

This action in the 2021-24 LCAP was not explicitly identified in the 2017-20 LCAP and was added as a result of district and sites monitoring student performance data (CAASPP; Interim assessments) and evaluating the quality of support for Long Term English Learners (LTELs). This monitoring provided clear evidence that, while the district had been providing support generally, the district needed to improve its efforts to schedule LTELs more explicitly by typology and maintain smaller class sizes. These changes, begun recently, have shown preliminary evidence (in interim assessments and student work) of strong impact.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In the 2021-22 school year, San Mateo-Foster City School District will spend its LCFF Supplemental funds on actions and services principally directed toward unduplicated student groups--English Learners, foster youth, and students from economically-struggling families. The funds will be expended in both district-wide initiatives and site initiatives beyond the LCFF Base to support academic and social-emotional needs of these students. All District schools have unduplicated students who are performing below grade level academic expectations. The San Mateo-Foster City School District is under the 55 percent unduplicated count districtwide. In 2020-21, the unduplicated count was 39 percent

districtwide. There are four school sites that meet/exceed 55 percent of unduplicated pupils (LEAD, Laurel, San Mateo Park, Sunnybrae). There are six additional schools sites that exceed the districtwide unduplicated count of 40 percent but have less than 55 percent unduplicated pupils (Abbott, Bayside, Beresford, Borel, Fiesta Gardens, and Meadow Heights).

The actions above describe a mix of district-wide and school-targeted use of supplemental funding to increase and improve services by at least 7.52% as compared to the services provided for all students in the 2021-22 school year. The district's overarching strategy is to increase in quality and quantity its Multi-Tiered System of Supports, both academic and social emotional, for unduplicated students. To begin on the academic side, the District's most significant supplemental investment of site-based teachers on special assignment (ToSAs), is intended to improve site data collection and analysis to see the academic needs of unduplicated students more clearly and to strengthen site and teacher team inquiry and tiered planning based on that data. Through their expertise, facilitation, and coaching of teacher teams, ToSAs and site leaders are improving the quality of Tier 1 ("first") differentiated instruction for unduplicated students who struggle in reading and math, and improving the quality of Tier 1 Integrated and Designated ELD for English Learners. The ToSAs also increase the district's delivery of Tier 2 targeted and Tier 3 intensive interventions for identified students, of which unduplicated students are a higher percentage. In the assignment of these ToSAs to sites, the District prioritizes schools with higher percentages of unduplicated students for a higher allocation of ToSAs, which further increases the services supporting unduplicated students. Furthermore, in 2021-22 LCAP investments, the district is improving and increasing support through smaller class sizes in middle school and through the expanded learning opportunities of after-school, Tier 2 interventions, and by additional middle school courses (e.g., Math Foundations). Overall, the district is improving the quality of these academic MTSS supports for unduplicated students through teacher, staff, ToSA and site leader professional learning in the curriculum, instructional priorities, and culturally and linguistically responsive strategies that will accelerate learning.

On the social-emotional wellness side of MTSS, the district's investment in additional counselors, social work program specialists, school safety advocates, and school/community outreach staff is also intended to improve the ability of sites to see the social-emotional needs of unduplicated students more clearly, and to develop and manage tiered responses to those needs. Through their expertise, coordination and service delivery, these staff and site leaders are improving the quality of Tier 1 ("first") classroom supports (e.g., PBIS, Community Circles, Restorative Justice, Mindfulness) for unduplicated students who struggle with attendance and engagement. These staff specifically increase the district's delivery of Tier 2 targeted and Tier 3 intensive social-emotional interventions for identified students and improve communication and connection for their families. In the assignment of these staff to sites, the district prioritizes schools with higher percentages of unduplicated students for a higher allocation, which further increases the services supporting unduplicated students. Overall, the district is improving the quality of these social-emotional MTSS strategies for unduplicated students through teacher, staff, ToSA and site leader professional learning in trauma-informed practices, and cultural and linguistic responsiveness that will improve attendance, engagement, and readiness to learn.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$83,487,912.00	$17,940,842.00	$11,086,737.00	$6,852,714.37	$119,368,205.37

Totals:	Total Personnel	Total Non-personnel
Totals:	$112,381,978.00	$6,986,227.37

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	IM.1 Adopted Instructional Materials--additional		$100,000.00			$100,000.00
1	2	All	IM.2 Middle School Science curriculum adoption	$1,030,000.00				$1,030,000.00
1	3	All	IM.3 Middle School History curriculum adoption	$1,015,000.00				$1,015,000.00
1	4	All	IM.4 Middle School Math curriculum materials	$15,000.00	$120,000.00			$135,000.00
1	5	All	IM.5 Elementary School Math instructional materials		$250,000.00			$250,000.00
1	6	All	IM.6 Instructional materials management systems	$143,000.00				$143,000.00
1	7	All	IM.7 Instructional technology	$50,000.00	$438,000.00			$488,000.00
1	8	All	S.1 Base Staffing	$70,056,746.00	$7,625,342.00	$8,750,077.00	$4,763,373.00	$91,195,538.00
1	9	All	S.2 Teacher Credentialing	$10,000.00				$10,000.00
1	10	All	F.1 School Facilities					$0.00
2	1	English Learners Foster Youth Low Income	L&L.Acc.1 Language & Literacy Acceleration--SiteToSAs	$4,140,562.00			$783,442.00	$4,924,004.00
2	2	English Learners Foster Youth Low Income	L&L.Acc.2 Small group differentiation	$235,000.00				$235,000.00
2	3	All	L&L.Acc.3 Site Extended Day	$68,000.00				$68,000.00
2	4	All	L&L.PL.1 Professional Learning--School Site	$62,450.00				$62,450.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	English Learners Foster Youth Low Income	L&L.PL.2 Data Inquiry--School Site	$57,100.00				$57,100.00
2	6	All	L&L.PL.3 Professional learning--District Priorities	$100,000.00	$25,000.00			$125,000.00
2	7	All	L&L.PL.4 Language Immersion professional learning	$29,000.00				$29,000.00
2	9	English Learners Foster Youth Low Income	Math.Acc.1 SiteToSAs	$530,000.00			$130,000.00	$660,000.00
2	10	English Learners Foster Youth Low Income	Math.Acc.2 MS Math Foundation/extended learning	$250,000.00				$250,000.00
2	11	English Learners Foster Youth Low Income	Math.PL.1 Math Data Inquiry--School Site					$0.00
2	12	All	Math.PL.2 District Priorities	$56,000.00				$56,000.00
2	13	All	Science.Acc.1 Student Acceleration--STEM electives	$80,000.00				$80,000.00
2	14	All	Science.PL.1 ToSAs	$120,000.00		$120,000.00		$240,000.00
2	15	All	CIA.1 Curriculum/Instruction/Assessment Management	$518,000.00				$518,000.00
2	16	English Learners Foster Youth Low Income	Programs.Acc.1 Special Program--Middle school AVID	$150,000.00				$150,000.00
2	17	English Learners Foster Youth Low Income	Programs.Acc.2 Special Program --Site IB	$225,000.00				$225,000.00
2	18	All	Programs.Acc.3 Special Program--Site library services	$31,000.00				$31,000.00
2	19	All	Programs.Acc.4 Special Program--Site Montessori	$222,000.00				$222,000.00
2	20	All	Programs.Acc.5 Special Program--Elementary Music			$700,000.00		$700,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	21	All	Programs.Support.1 New Teacher Support--Induction	$300,000.00				$300,000.00
2	22	All	Programs.Support.2 New Teacher Certification tuition assistance				$165,000.00	$165,000.00
2	23	All	Programs.Support.3 New Principal Mentors				$40,000.00	$40,000.00
2	24	All	Assessment.1 Staffing State & Local Assessments	$537,256.00				$537,256.00
2	25	All	Assessment.2 Site Staffing Local assessments	$2,000.00				$2,000.00
2	26	All	Assessment.3 Assessment & Data Inquiry Resources	$106,000.00	$45,000.00			$151,000.00
2	27	All	CSI.1 Planning Team		$6,100.00			$6,100.00
2	28	All	CSI.PL.1 DEI Professional Learning		$21,100.00			$21,100.00
2	29	All	CSI.PL.2 Language & Literacy		$56,600.00			$56,600.00
2	30	All	CSI.PL.3 Mathematics		$13,100.00			$13,100.00
2	31	All	CSI.PL.3 Social Emotional Learning		$14,600.00			$14,600.00
2	32	All	CSI.Family.1 Family Engagement		$11,000.00			$11,000.00
2	33	All	CSI.Acc.1 Acceleration Strategies		$26,000.00			$26,000.00
2	34	All	CSI.Program.1 Program Monitoring		$15,000.00			$15,000.00
2	35	All	Special Program Accel 1. MTSS PoSA (Principal on Special Assignment)				$150,000.00	$150,000.00
3	1	English Learners Foster Youth Low Income	Culturally Responsive Environments: Supports 1: Transportation support	$50,000.00				$50,000.00
3	2	All	Culturally Responsive Environments: Support 2: Community Service Workers		$600,000.00			$600,000.00
3	3	All	Mental/Physical Wellness: Support 1: Physical Education ToSA	$174,000.00				$174,000.00
3	4	All	Mental/Physical Wellness: PL 1: Curricular materials and professional learning	$25,000.00				$25,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	5	All	Mental Wellness-Trauma Informed Support 1: Wellness Coordinator	$208,221.00				$208,221.00
3	6	All	Mental Wellness-Trauma Informed Support 2: Wellness Program Specialist		$140,000.00			$140,000.00
3	7	All	Mental Wellness-Trauma Informed Support 3: Supported Play				$87,778.00	$87,778.00
3	8	English Learners Foster Youth Low Income	Mental Wellness-Trauma Informed Support 4: Professional Learning	$8,000.00				$8,000.00
3	9	All	Culturally Responsive Environments: Support 3: Restorative Practices Professional Learning	$5,000.00				$5,000.00
3	10	English Learners Foster Youth Low Income	Social-Emotional Wellness: Support 1: Elementary and Middle School Counselors	$834,168.00		$1,516,660.00		$2,350,828.00
3	11	English Learners	Culturally Responsive Environments: Support 4: Newcomer Program Specialist	$161,734.00				$161,734.00
3	12	English Learners Foster Youth Low Income	Social-Emotional Wellness: Support 2: Student Safety Advocates	$161,312.00				$161,312.00
3	13	All	Social-Emotional Wellness.Support.3: Site PL & Planning	$78,142.00				$78,142.00
3	14	English Learners Foster Youth Low Income	Social-Emotional Wellness: Support 4: Art Therapy Trainees	$59,050.00				$59,050.00
3	15	All	Social-Emotional Wellness: Support 5: Youth Services Bureau Interns	$75,600.00				$75,600.00
3	16	All	Culturally Responsive Environments: Support 5: Alternative Education Teacher	$118,945.00				$118,945.00
3	17	All	Social-Emotional Wellness/Attendance: Support 6: A2A and Behavior Alert/Study Groups	$90,000.00				$90,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	1	English Learners Foster Youth Low Income	School/Community Outreach Staff	$410,000.00				$410,000.00
4	2	Students of families where English is not the home langauge	Translation Services	$230,000.00				$230,000.00
4	3	All	Communication Digital Applications	$25,000.00				$25,000.00
4	4	English Learners	Family Feedback	$10,000.00				$10,000.00
4	5	English Learners Foster Youth Low Income	Site-based Family Engagement & Education	$37,000.00			$7,000.00	$44,000.00
4	6	English Learners Foster Youth Low Income	Full Service Community School Strategies	$30,000.00				$30,000.00
4	7	All	Input & Feedback Family Engagements	$10,000.00				$10,000.00
5	1	Students with Disabilities	Special Programs.Support.1 New Special EducationTeacher Support Programs-Mentor support	$80,000.00				$80,000.00
5	2	Students with Disabilities	Programs.Support.2 New Special Education Teacher Support Program -- Certification tuition assistance					
5	3	Students with Disabilities	Programs.Support.3 New Speech Language Pathologist Support Program -- Certification tuition assistance					
5	6	Students with Disabilities	Special Program Accel 3. Inclusion Checklist					$0.00
5	7	Students with Disabilities	Special Program Accel 4. Special Program Acceleration- Comprehensive Coordinated Early Intervening Service Plan (CCEIS)				$201,000.37	$201,000.37
5	8	Students with Disabilities	Inclusion.PL.1 Special Education Professional Learning --Inclusion ToSAs	$246,626.00				$246,626.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	9	All	Inclusion.PL.2 University Design for Learning-Professional Learning					$0.00
5	10	English Learners Foster Youth Low Income	Inclusion.PL.3 Special Education Professional Learning --Goalbook Toolkit and Goalbook Pathways		$55,000.00			$55,000.00
6	1	English Learners	1.1.a IELD & DELD Professional Learning				$50,000.00	$50,000.00
6	2	English Learners	1.1.b IELD				$192,266.00	$192,266.00
6	3	English Learners	1.1.c DELD & IELD Acceleration					$0.00
6	4	English Learners	1.1.d DELD & IELD		$15,000.00			$15,000.00
6	5	English Learners	1.2.a DELD & IELD	$25,000.00				$25,000.00
6	6	English Learners	1.3.a EL Family Engagement					$0.00
6	7	English Learners	2.1.a Data & Assessment--ELL	$36,000.00				$36,000.00
6	8	English Learners	2.1.b Data & Assessment--ELL					$0.00
6	9	English Learners	2.1.c Data & Assessment--MTSS					$0.00
6	10	English Learners	3.1.a Whole Child--Sanctuary Resolution	$25,000.00				$25,000.00
6	11	English Learners	3.2.a Whole Child--Family engagement					$0.00
6	12	English Learner	3.2.a.1 Whole Child--Social Work Program Specialist					$0.00
6	13	English Learners	3.2.b Whole Child--Community Service staff					$0.00
6	14	English Learners	4.1.a Newcomer Pathways		$25,000.00		$282,855.00	$307,855.00
6	15	English Learners	4.2.a Long-Term English Learners (LTEL)	$135,000.00				$135,000.00
6	16	All	4.3.a Dual Language Immersion Programs					$0.00
7	1	English Learners Foster Youth Low Income	Extended Learning.Summer 2021/2022 Program.1		$700,000.00			$700,000.00
7	2	English Learners Foster Youth Low Income	Extended Learning.Summer 2021/2022 Program.2		$240,000.00			$240,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
7	3	English Learners Foster Youth Low Income	Extended Learning.Summer 2021/2022 Program.3		$960,000.00			$960,000.00
7	4	English Learners Foster Youth Low Income	Extended Learning.Summer 2021/2022 Program.4		$100,000.00			$100,000.00
7	5	English Learners Foster Youth Low Income	Extending Learning.2021-22 School Year.1		$2,390,000.00			$2,390,000.00
7	6	English Learners Foster Youth Low Income	Extending Learning.2021-22 School Year.2		$100,000.00			$100,000.00
7	7	All	Strengthened Learning.1 Middle School Math		$625,000.00			$625,000.00
7	8	All	Strengthened Learning.2 Elementary School Math		$375,000.00			$375,000.00
7	9	All	Strengthened Learning.3 TK-8 Math PL & Planning		$75,000.00			$75,000.00
7	10	All	Strengthened Learning.3 TK-8 L&L PL & Planning		$25,000.00			$25,000.00
7	11	English Learners Foster Youth Low Income	Strengthened Learning.4 TK-8 Culturally Responsive PL & Planning		$50,000.00			$50,000.00
7	12	All	Wellness.1 Class Size Reduction		$1,500,000.00			$1,500,000.00
7	13	English Learners Foster Youth Low Income	Wellness.2 Trauma-informed Practices PL		$50,000.00			$50,000.00
7	14	All	Wellness.3 Para-Educator Supports		$1,000,000.00			$1,000,000.00
7	15	All	Wellness.4 Elementary School Counselors					$0.00
7	16	English Learners Foster Youth Low Income	Wellness.5 Social Work Program Specialist		$135,000.00			$135,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
7	17	English Learners Foster Youth Low Income	Wellness.6 Full Service Community School Strategies		$14,000.00			$14,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$7,544,926.00	$14,826,028.00
LEA-wide Total:	$5,428,662.00	$11,193,104.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$2,116,264.00	$3,632,924.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	L&L.Acc.1 Language & Literacy Acceleration--SiteToSAs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,140,562.00	$4,924,004.00
2	2	L&L.Acc.2 Small group differentiation	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bayside Academy, Bowditch, Laurel, Beresford, Fiesta Gardens, LEAD	$235,000.00	$235,000.00
2	5	L&L.PL.2 Data Inquiry--School Site	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,100.00	$57,100.00
2	9	Math.Acc.1 SiteToSAs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$530,000.00	$660,000.00
2	10	Math.Acc.2 MS Math Foundation/extended learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250,000.00	$250,000.00
2	11	Math.PL.1 Math Data Inquiry--School Site	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
2	16	Programs.Acc.1 Special Program--Middle school AVID	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Abbott, Bayside, Borel, Bowditch	$150,000.00	$150,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
					6th-8th		
2	17	Programs.Acc.2 Special Program -- Site IB	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sunnybrae	$225,000.00	$225,000.00
3	1	Culturally Responsive Environments: Supports 1: Transportation support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
3	8	Mental Wellness-Trauma Informed Support 4: Professional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	$8,000.00
3	10	Social-Emotional Wellness: Support 1: Elementary and Middle School Counselors	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Laurel, Fiesta Gardens, Sunnybrae, San Mateo Park, Bowditch, Borel, Abbott, Bayside	$834,168.00	$2,350,828.00
3	11	Culturally Responsive Environments: Support 4: Newcomer Program Specialist	Schoolwide	English Learners	Specific Schools: Abbott and Bayside	$161,734.00	$161,734.00
3	12	Social-Emotional Wellness: Support 2: Student Safety Advocates	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Abbott, Bayside, Borel, Bowditch (SSAs)	$161,312.00	$161,312.00
3	14	Social-Emotional Wellness: Support 4: Art Therapy Trainees	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Laurel, SM Park, FGIS, Bayside, Beresford, George Hall	$59,050.00	$59,050.00
4	1	School/Community Outreach Staff	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Baywood, LEAD, Laurel, Meadow Heights, San Mateo Park, Sunnybrae, Highlands, Fiesta	$410,000.00	$410,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
					Gardens, Abbott, Bayside		
4	4	Family Feedback	LEA-wide	English Learners	All Schools	$10,000.00	$10,000.00
4	5	Site-based Family Engagement & Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,000.00	$44,000.00
4	6	Full Service Community School Strategies	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Baywood, LEAD, Laurel, Meadow Heights, San Mateo Park, Sunnybrae, Highlands, Fiesta Gardens, Abbott, Bayside, Borel	$30,000.00	$30,000.00
5	10	Inclusion.PL.3 Special Education Professional Learning --Goalbook Toolkit and Goalbook Pathways	LEA-wide	English Learners Foster Youth Low Income	All Schools		$55,000.00
6	1	1.1.a IELD & DELD Professional Learning	LEA-wide	English Learners	All Schools		$50,000.00
6	5	1.2.a DELD & IELD	LEA-wide	English Learners	All Schools	$25,000.00	$25,000.00
6	7	2.1.a Data & Assessment--ELL	LEA-wide	English Learners	All Schools	$36,000.00	$36,000.00
6	13	3.2.b Whole Child--Community Service staff	LEA-wide	English Learners	Specific Schools: High EL count schools		$0.00
6	15	4.2.a Long-Term English Learners (LTEL)	LEA-wide	English Learners	All Schools 6th-8th	$135,000.00	$135,000.00
7	1	Extended Learning.Summer 2021/2022 Program.1	LEA-wide	English Learners Foster Youth Low Income	All Schools		$700,000.00
7	2	Extended Learning.Summer 2021/2022 Program.2	LEA-wide	English Learners Foster Youth Low Income	All Schools		$240,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
7	3	Extended Learning.Summer 2021/2022 Program.3	LEA-wide	English Learners Foster Youth Low Income	All Schools		$960,000.00
7	4	Extended Learning.Summer 2021/2022 Program.4	LEA-wide	English Learners Foster Youth Low Income	All Schools		$100,000.00
7	5	Extending Learning.2021-22 School Year.1	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,390,000.00
7	6	Extending Learning.2021-22 School Year.2	LEA-wide	English Learners Foster Youth Low Income	All Schools		$100,000.00
7	11	Strengthened Learning.4 TK-8 Culturally Responsive PL & Planning	LEA-wide	English Learners Foster Youth Low Income	All Schools		$50,000.00
7	13	Wellness.2 Trauma-informed Practices PL	LEA-wide	English Learners Foster Youth Low Income	All Schools		$50,000.00
7	16	Wellness.5 Social Work Program Specialist	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: To be determined		$135,000.00
7	17	Wellness.6 Full Service Community School Strategies	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: to be determined		$14,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Support for Identified Schools**: 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**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
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.

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
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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *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.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **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.

- o **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.

- o **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **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.