

San Mateo Foster City School District

Learning Continuity and Attendance Plan Instructions (2020–21)

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General Information

A description of the impact the COVID-19 pandemic has had on the LEA and its community.

On March 16, 2020 the San Mateo-Foster City School District transitioned to distance learning due to escalating cases of COVID-19. This was an unimaginable situation that forced our students, families and staff to completely reorganize their lives and work and to change the traditional way that we have all experienced and managed teaching and learning. As a District, where approximately 30% of our students are English Learners and approximately 30% are students from lower-income families, many of our students and all of our teachers immediately confronted the digital divide and the overlapping language divide, both of which became significant challenges to students' most basic access to teaching and learning. District digital resources and support had not anticipated these challenges and were not immediately sufficient to solve them. District curriculum resources and teacher expertise and pedagogical practices were not well aligned to the challenges of these divides and of distant learning more generally. Since March, however SMFCSD has been designing adjustments and implementing actions to bridge these divides, to deliver high-quality distance learning and to plan for high-quality hybrid learning. This Learning Continuity and Attendance Plan outlines our technology/connectivity purchases and distribution, the digital literacy supports, the translation resources, the new and adjusted curriculum and learning management materials, the additional staffing and the staff capacity building our District has implemented to ensure our students—and particularly our most vulnerable students with disabilities, English Learners and foster/homeless youth—experience high quality teaching and learning.

The pandemic, of course, also had profound impacts on the economic, food, housing, mental and social-emotional health of our students and families. Students lost the daily in-person connections to their friends, their teachers and the school staff that are essential to their healthy development and crucial during this period of extreme mental and social-emotional stress. In addition to the 30% of our families that were already economically vulnerable, more families fell into situations of food and housing insecurity. The rapid move to shelter-in-place and the successive waves of social distancing restrictions have blunted our usual routines of identifying students and families who are struggling and challenged our systems for providing support. Staff could not meet with students and families in school and visits home were at first prohibited and are still restricted. Since March, however, SMFCSD has been designing adjustments and implementing actions to address these challenges, to deliver high quality virtual and some limited in-person mental and social-emotional support, and to collaborate with our community resources to address situations of job, food and housing insecurity. This Learning Continuity and Attendance Plan outlines our efforts to implement effective social-emotional learning routines in our classrooms, to strengthen and clarify tiered systems that reengage

students in learning, to hire and re-purpose staff, to provide breakfast and lunch to any family that needs it, and more generally, to build the capacity of our site and central staff to identify and respond to our student and family needs.

Over the years, there have been many improvements to our educational system in SMFCSD and in California broadly, but there are many aspects that simply have not changed. COVID-19 has broken the system. Now is our opportunity to develop an educational program that truly meets the needs of all students. In this moment of necessity, we have already taken many steps to that end. This Plan outlines the steps that we have and will take to move this District forward so that we can fulfill our Vision that states, “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.”

Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback.

SMFCSD began its planning for the 2020-21 school year in spring of the 2019-20 school year, during the first phases of school closures and distance learning, and has continued to date. Several task forces were formed to develop recommended actions for areas such as the elementary and middle school programs; special education, pre-school and childcare/after school programs; student wellness; staffing; health and safety logistics, etc. These task forces included central program leaders, school site leaders, teacher leaders and classroom teachers. Weekly through spring and summer, the Superintendent provided written updates and requests for feedback on the task force work and on the actions planned and taken for the 2020-21 school year. These written updates were translated, posted on the District website, sent to families and community stakeholders via email and text, and paper copies were posted at the school sites where meals were provided to families. In addition, SMFCSD staff provided digital presentations and oral updates through a variety of virtual meetings, including Superintendent Coffee Chats; Equity Task Force, Special Education District Advisory Committee, Sanctuary Task Force, PTA Council and Labor Management Initiative meetings; and the SMFCSD Board of Trustee Regular and Special meetings. All of these were translated into Spanish and made accessible via computer or cell phone. Based on these written and oral communications, staff, families and community stakeholders gave the District feedback on the actions planned and taken for the 2020-21 school year via email and telephone calls; digital and in-person surveys (detailed below); and orally during the various virtual meetings identified. All stakeholder feedback was translated and stakeholders provided their feedback through either online or phone access.

As noted above, SMFCSD has conducted several surveys since May 2020. These surveys, which could be completed by stakeholders on either computer devices or personal cell phones, were an essential way that the District collected feedback on the actions planned and taken for the 2020-21 school year; this feedback is captured in this Learning Continuity and Attendance Plan. The surveys enabled all stakeholders to inform the District of their computer and wifi accessibility needs; to provide feedback on the strengths and challenges of distance learning in the spring of 2020; to indicate their preferences for different hybrid models when students can return to campuses; to indicate their preferences to attend (families) and work (staff) in either the planned full-time distance learning or hybrid models; and, most recently, to provide written feedback on the specific actions and expenditures outlined in the Learning Continuity and Attendance Plan. Again, all these survey instruments were translated and stakeholders provided their feedback through either online or phone access. The stakeholder survey also included opportunities for in-person, translated, survey responses at District meal pick-up sites.

An additional key effort to solicit stakeholder feedback for this Learning Continuity and Attendance Plan was the collaboration between District leadership and teacher labor leaders, starting in spring 2020, which has resulted in two successive memorandums of understanding (MOUs) regarding District programs

and strategies during the pandemic. The District also successfully negotiated an MOU with classified labor leadership and is currently completing work on a second MOU. These collaborations during regular weekly meetings over several months produced specific recommended actions for implementing distance and hybrid learning; these actions are captured in this Plan.

Finally, in addition to the survey noted above, feedback on the specific actions and expenditures of this Plan was solicited in a series of meetings with key family and community stakeholders, including a Superintendent Coffee Chat and the District’s PTA Council, Special Education District Advisory Committee and District Advisory Committee/District English Language Advisory Committee (DAC/DELAC). Stakeholders were given the opportunity to provide both oral and written feedback. Participants in the DAC/DELAC also received written responses to their feedback.

A description of the options provided for remote participation in public meetings and public hearings.

As noted above, the District provided a variety of options for key stakeholders to participate remotely in public meetings and hearings. These included Superintendent Coffee Chats and the District’s Special Education District Advisory Committee, and District Advisory Committee/District English Language Advisory Committee, Equity Task Force and Board of Trustee meetings. The scheduling of these meetings was communicated by the Superintendent as described above and posted on the website, with translated directions on how to access the meetings via Zoom. Stakeholders accessed the meetings via phone or computer connection, allowing up to 1000 participants, with simultaneous Spanish translation. Board meetings in particular averaged 500 participants through the summer, with high rates of public comment.

A summary of the feedback provided by specific stakeholder groups, with a description of the aspects of the Learning Continuity Plan that were influenced by specific stakeholder input. (Note: Two sections from the state template merged into one.)

Continuity of Learning/In-Person Instructional Offerings

- Stakeholder feedback about the timing and organization of in-person instruction reflected a broad spectrum of views on how to keep students and staff safe and how to best educate students under these circumstances. The District decisions regarding the hybrid model at the elementary level, the full-time distance learning model at the middle school level, as well as prioritizing of vulnerable/transitioning students for in-person return, all reflected the majority feedback trends from key stakeholders in these areas. Because these decisions have been outlined but not actually implemented yet (we have yet to move to in-person instruction), they remain subject to ongoing feedback. Feedback has included advocating for a longer instructional day when we return and also prioritizing students who are experiencing social-emotional challenges as part of defined “vulnerable” groups.

Continuity of Learning/Distance Learning

- Stakeholder feedback about the length and composition of distance learning (how many hours, how much synchronous versus asynchronous instruction, etc.) evolved from the spring to the summer. Families advocated for more structured time and teachers articulated the need for more support to meet the demands of more rigorous and structured distance learning. Families and students sought remedies for the access challenges they experienced in the spring, the variations in the quality of curriculum and instruction, and in the consistency of online tools in use across teachers in the same school, across grades in the same school and across schools. Teachers provided feedback about their struggles with multiple online

platforms, their frustrations with curriculum resources poorly adapted for online use and their exhausting prep demands. The District actions in this Plan to expand chromebook and hotspot distribution and to implement a four-hour schedule, new online curriculum, central curation of curriculum, standardized learning management systems, expanded teacher professional learning and improved tech supports all reflect the intention to respond to this input.

- As soon as we moved to distance learning in March, families, students, teachers and non-teaching staff gave feedback about the social-emotional challenges students experience during distance learning; this feedback continues today. The District actions in this Plan to provide additional online social-emotional learning resources, to expand teacher professional development opportunities in this area and to hire additional mental and social-emotional support providers (counselors, student support teachers on special assignment and a social worker) were all in response to this feedback and have served to strengthen the systems and procedures available to help students and families navigate distance learning.
- Similarly, family, teacher and non-teaching staff feedback about the academic and social-emotional needs of our students with disabilities, English Language Learner students, foster and homeless youth, and students from economically-struggling families, also began immediately last spring and continue to date. Feedback included concerns about lack of computers and access, insufficient translated resources and technology supports to help students and their families navigate online resources, systems of assessment and IEP monitoring that needed to be adapted to the distance learning context, and inconsistencies in academic and social-emotional support resources for these students has had an impact on the actions in this Plan. The District has prioritized distribution of computers/hotspots and in-person return for these students, hired additional support providers (e.g. special education coordinator and specialist, newcomer social worker, additional accelerated learning providers), improved online first instruction and acceleration curricula specifically for these students, provided on-demand translation by telephone and focused District and site systems and procedures on helping these vulnerable student groups.
- Family feedback also focused on the timing, metrics and priorities for monitoring how student learning was progressing and how distance/hybrid learning practices were or were not effective in accelerating student progress. With so many aspects of teaching and learning and academic/social-emotional support being adjusted and so many different views on what the best adjustments were, families have asked for a clear plan for monitoring student progress and regular opportunities for input and reporting. The District actions in this Plan establish specific points for reporting on programs and strategies, commit to multiple quantitative and qualitative measures of those programs and strategies, and declare the specific priorities that would be reported all reflect the responses to this feedback. Monitoring will begin with the sixth, tenth and fourteenth weeks, and will be at regular intervals thereafter.

Mental and Social-Emotional Well Being

- As noted previously, family, teacher and non-teaching staff feedback about the mental and social-emotional challenges students experience during distance learning and more broadly under these pandemic circumstances began immediately last spring and continue to date. Feedback included concerns that this fall, unlike last spring, students and teachers were entering new virtual classrooms (and completely new virtual schools for transitioning kindergarteners and sixth graders) where relationships were not established with the norms and connections that develop from in-person interaction. For many students and teachers, by this fall, food and housing insecurity, family economic struggles, the mental stress of health worries and sheltering in place have only increased over the many months of the pandemic. The District actions in this Plan to standardize classroom community meetings and other social-emotional learning best practices; to hire additional mental and social-emotional support providers; to strengthen site referral and intervention processes (e.g., CARE teams); to provide translated nursing services; and to coordinate family communications and support with community agencies that help with employment, housing and food all reflect responses to this feedback.

Pupil and Family Engagement and Outreach

- As noted previously, families have consistently provided feedback about the academic and social-emotional challenges students and families are experiencing in distance learning. Their concerns have focused on the need for support from teachers and sites to address these challenges. Site

teachers, staff and leaders have provided similar feedback, described how they have succeeded and struggled in providing support and expressed the need for more staff, resources and support from the District. In addition, all these stakeholders have raised more general concerns about the food, job and housing insecurity that some of our families are experiencing, which require more systemic, community-based solutions. Several District actions found in this Plan are responses to this feedback which focus on supporting and strengthening: classroom teachers to engage and reengage struggling students through social-emotional learning strategies, small group instruction, 1:1 student meetings and routines of family communication and virtual meetings (Tier 1 actions); schools to reengage students by implementing effective site interventions primarily through additional staffing, translation resources, and clear attendance, academic and social-emotional referral processes and protocols (Tier 2 actions); and central leaders to coordinate across schools and with community resources to intervene in support of students and families with the most challenging needs (Tier 3 actions).

School Nutrition

- Key stakeholders have also provided consistent feedback about food insecurity for students and families during the pandemic. The District actions found in the Plan are responses to that feedback, notably with state and federal program support, to provide any SMFCSD family with breakfast and lunch as they require, either for pick-up or delivery to their home.

Continuity of Learning

In-Person Instructional Offerings

A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.

Currently SMFCSD is following state and county guidelines in determining that the District will only provide distance learning to our students, until conditions are such that the guidance indicates it is possible to have students on campus for in-person learning while following physical distancing and other health and safety rules. However, it is important to note that the District is providing in-person child care through its Annex program, following the county health and safety rules specific to this service, and this program is functioning as a kind of in-person instructional program recognized as a “distance learning support hub.” Currently approximately 140 students, grades TK-5, attend. The majority are from economically-struggling families that qualify for subsidized child care under the state ASES program and others are students of District staff and essential workers. These students attend distance learning at the Annex program, connecting through the District’s wifi, supported by Annex staff with their learning schedules and tasks and receiving District meals.

As state and county guidance is adjusted based on COVID-19 infection rates, and the District determines that students can return to school campuses, the District will first bring back “vulnerable” students in distance learning support hubs. “Vulnerable” students include those student groups that have “urgent support” needs including students with disabilities, English Learners, homeless youth, foster youth, students from socioeconomically disadvantaged families and others struggling with attendance and engagement. These specific vulnerable student groups are currently being tracked, and the District anticipates the need to prioritize their return to campus in learning support hubs as an academic intervention strategy, providing them with the devices, connectivity and adult support which can accelerate their progress during distance learning. The District will also use formative academic assessment, attendance and

engagement data to identify other students who are struggling to engage and/or progress during distance learning and who should participate in this in-person academic intervention during distance learning.

Next the District will bring back “transitioning” students (kindergarteners in elementary and sixth graders in middle). Transitioning kindergartners and sixth graders will be invited back to campus in small, regularly rotating cohorts to address academic needs if necessary, but importantly to build peer and teacher relationships and a sense of school-connectedness. All of these actions to bring students to campus will be informed by family survey data collected through the Parent Portal in the Aeries student information system that confirms family willingness to have their students on campus, and informed by staffing data that clarifies which teachers are available to resume in-person classroom instruction. When these in-person actions are implemented, school plans and protocols will follow District guidance, consistent with public health directions, to ensure the safety of students and staff: [campus access and logistics](#); [health and hygiene practices](#) including protective equipment and physical distancing; and [cleaning and disinfecting routines](#) for school facilities and vehicles.

Once the state and county criteria are met to have all students back on campuses but with physical distancing still required, the District plans to keep middle school students in distance learning, except for the vulnerable and transitioning students noted above. The District explored several middle school hybrid models to maintain physical distancing and concluded none could safely accommodate all middle school students. For elementary schools, once it is allowable to have all students on campus but with physical distancing, the District plans to have elementary students come back on a paired-day, hybrid schedule. The District explored several different hybrid model options and, after surveying families on their preferred option, concluded that the paired-day model best met family preferences and allowed for required cleaning routines. See [district guidance](#) on these decisions.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributes to Increasing/Improving Services
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	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	No
When the District begins to have students back on campuses <u>and</u> 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	No
The District will implement the District guidance for campus access and logistics across all schools.	0	No
The District will implement the District guidance for health and hygiene practices across all schools.	\$257,000	No
The District will implement the District guidance for cleaning and disinfecting routines across all schools.	\$200,000	No

Distance Learning Program

Continuity of Instruction

A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.

To ensure continuity of instruction among the three models of learning for which SMFCSD has planned—the full-time distance learning model, the interim hybrid learning model for required physical distancing and the normal in-person learning model once physical distancing is no longer necessary—the District has made several instructional schedule and curriculum decisions. For both the full-time distance learning model and the hybrid model, the District is implementing four hours of daily live engagement between the teacher and students for the purposes of instruction/interaction, progress monitoring and maintaining school connectedness (see the District's [Memorandum of Understanding](#) with our teacher labor union). Anticipating that elementary schools will likely transition back and forth between these two models, depending on county and individual school site COVID-19 conditions, this common instructional schedule will ensure greater consistency in elementary teaching and learning. Because the District does not intend to implement a hybrid model for middle schools, these schools would transition between full-time distance learning and the normal in-person model. The District is implementing the same seven-period middle school schedule in distance learning that students have in the normal model. However a daily four-hour schedule with seven periods was judged to be instructionally unsound, so the District will implement a kind of block schedule in middle schools where the seven periods are completed across two days and eight hours of instruction.

To ensure continuity of instruction, the District is also implementing adjustments and additions in core content curriculum and requiring a standard use of learning management systems depending on the grade level. Those curricular and learning management system decisions are as follows:

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 Preschool-TK-K, adopt SeeSaw (cost \$9,000). For grades 1–5, continue Google Classroom (no cost)

Middle Level (for general and special education program implementation):

- 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 Learning (no additional cost)

- ❑ Learning Management System: Adopt Presence Learning Platform (cost \$30,000)
- ❑ Online Assessment System: Adopt Q-Global platform (cost \$8000)

Access to Devices and Connectivity

A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.

When schools closed in March, SMFCSD surveyed and telephoned families about their devices and connectivity needs to ensure all students had the computing devices and wifi access needed to engage in distance learning. Those families that had needs were provided a Chromebook and/or a wifi hotspot from the District's inventory or purchased by the District. Distribution of these devices occurred at specific schools chosen for their proximity to our neighborhoods with the greatest concentration of economically struggling families. Over the summer, students returning to the District in fall kept their devices for use this 2020-21 school year.

As the 2020-21 year approached, the District shifted its data collection approach and asked families to update the information about their student's device/connectivity needs through the regular routine of family fall registration updates in the Aeries Parent Portal. Families will be able to update their data in the Parent Portal at specific points throughout the year if their needs change, and this data will inform the District's future technology purchasing decisions. At first this fall, distribution of devices to families occurred at the schools chosen for their proximity to our neighborhoods with the greatest concentration of socioeconomically disadvantaged families. Going forward, the District will purchase and distribute devices through all school sites where site leaders are tracking new needs communicated to them from their families. This fall, the District will also review its approach to distributing Chromebooks based on family declared need and consider moving to a 1:1 program of providing devices to every student regardless of need.

In addition, the District is updating its procedures for distributing devices to staff. Currently, all teachers are given computers and the District will provide hotspots to any teacher who has connectivity needs. Historically, under normal in-person teaching and learning, the District has not provided computers to the paraeducators who support our special education students, newcomer English Learners and other students with unique needs. However, during distance learning, it is evident that paraeducators play a crucial role in supporting the access and engagement of these students with unique needs. During distance learning the District will provide Chromebooks to all paraeducators and give hotspots to any paraeducator who has connectivity needs, to improve services to students with unique needs.

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) provides guidance for operating Chromebooks and using the various online distance learning resources;
- Regular District and school communications (email, text and [District homepage](#), 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) on the Family Resources webpage;
- 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

Pupil Participation and Progress

A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.

As noted above, for the full-time distance learning program, the District is implementing four hours of daily live engagement between the teacher and students for the purposes of instruction/interaction, progress monitoring and maintaining school connectedness (see the District's [Memorandum of Understanding](#) with our teacher labor union). Students are expected to "attend" by participating in and completing synchronous and asynchronous learning tasks each day and formative and benchmark assessments regularly, during the four hours of instruction. 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 systems and through the District's Aeries report card system at the end of reporting periods. Students that are having known access challenges that prevent their completion of tasks during the four hours of instruction will have the opportunity to complete assignments separately (asynchronously) and submit them at a later time that is standardized across the District.

Tracking and responding to attendance is a key component to supporting students, as there may be barriers to accessing distance learning due to technology equipment and wifi, as well as skill in logging onto Google classroom meets or uploading assignments, which then impacts participation. Attendance will be taken daily at the elementary level and by-period at the middle school level and documented in Aeries, the District's student information system. Office staff will confirm excused absences with families. Through the following procedures, schools will connect with families and students when nonparticipation and/or absences indicate there may be difficulties.

- If a student has three (3) unexcused absences ('U') and/or three (3) nonparticipation marks ('O') in a week, the teacher will reach out to the student and/or family and will attempt to connect in at least two ways (email and phone call) using the primary language of the student/family. If contacted, the teacher will ask about any barriers and will work with the school team to address/correct the barriers.
- If there is no contact with the student or family, the teacher will connect with other staff who work with the student (e.g., counselor, case manager) to see if there is communication with the family. The teacher will also inform the office staff who will then attempt to contact the student/family through emergency contacts or other contacts listed in Aeries.
- If these attempts are also not successful in addressing attendance barriers, the principal will utilize any of these possible next steps:
 - Convene school/family meeting
 - Convene a SART meeting
 - Convene a CARE team meeting
 - Conduct a home visit
 - Request support from school counselor
 - Request support from Student Services

With respect to participation, there are several ways that a student can demonstrate participation in class, including raising their hand to ask a question about the topic being discussed, include a question or comment in the 'chat' feature of the distance learning platform (i.e., Google Meet, Zoom), turn in an assignment prior to Friday at 2:00 pm, join a small group discussion or instructional group, talk to the teacher before/during/after class, answer a question from the teacher or a peer and share a drawing/image/picture/creative response with the teacher. Nonparticipation is marked 'O' in Aeries and the absence of an 'O' shows student participation.

These attendance and participation procedures ([TK-5](#) and [6-8](#)) were shared with all site leaders, who then provided training to their teachers. In addition, school office administrative assistants were also provided training in August 2020.

Distance Learning Professional Development

A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.

For the 2020-21 school year, based on feedback from key stakeholders on the experiences of distance learning in spring 2020, SMFCSD implemented a plan to support teachers with two weeks of professional learning in preparation for distance learning, focused on the academic and social-emotional learning curriculum and learning management system resources (see above in Continuity of Learning section and this District [PD Guide](#)). During the first week teachers had the option of 10 hours of paid learning utilizing a range of asynchronous virtual professional development options provided by the District and external sources. The second week included one optional paid site-based day; a teacher work day; and three paid days of professional development and planning distance learning curriculum, routines and communities. 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. Additional professional development opportunities provided by the Special Education department are listed at <https://sites.google.com/smfc.k12.ca.us/smfcspededucation>.

In preparation for these two weeks of professional learning and as ongoing teacher support, 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. Again, 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.

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. On these Wednesday PD Days, teachers will hold morning meetings and set the agenda for students to learn asynchronously through the day, so that teachers have the time to learn, collaborate and plan. Sites can schedule additional PD according to site needs. Aspects of this professional learning will again focus on improving teaching and learning services to students with unique needs, including students with disabilities, English Learners and students from socioeconomically disadvantaged families.

Finally, as noted previously, SMFCSD is implementing several different professional learning resources and technical supports for teachers and paraeducators to 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.

Staff Roles and Responsibilities

A description of the new roles and responsibilities of affected staff as a result of COVID-19.

As a result of closing schools due to the pandemic and implementing distance learning, SMFCSD has both added new staff roles and adapted existing staff roles to new responsibilities in order to meet the academic and social-emotional needs of students and to ensure the health and safety of staff and students.

- 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.
- 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.
- 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.
- Six new elementary counseling positions and four new middle school counseling positions were added this year with remaining Measure V funds, and their original responsibilities were modified to meet the needs of students and ensure the health and safety of staff and students by: assisting teachers with community building within a Google Classroom; supporting the integration of SEL in the daily morning meetings; serving as on-site liaisons for homeless youth attendance and participation; and providing counseling services to students struggling with mental and social-emotional challenges of distance learning.
- 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 support students/families with engagement during distance learning and to coordinate with community resources to ensure families have access to resources that help with job, food and housing insecurity.
- An additional Special Education Coordinator position was added this year under the Special Education strategic plan, and the original responsibilities of this position have been modified to include supporting the development and implementation of teacher and paraeducator training opportunities in online curricula, learning management systems and assessment.
- 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.

Supports for Pupils with Unique Needs

A description of the additional supports the LEA will provide during distance learning to assist 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.

English Learners

In the above sections, SMFCSD has identified several specific actions that provide support to English Learners (ELs) during distance learning. These include:

- When the District can have students back on campuses who may need support with distance learning (before transitioning to the hybrid model), the priority is to bring back “vulnerable” students first, including Newcomer ELs, to improve services to them during distance learning.
- SMFCSD improved distance learning curriculum supports for 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.
- The District has improved social-emotional and health supports for Newcomer ELs by allocating a social worker program specialist to support students/families with engagement during distance learning and to coordinate with community resources to ensure families have access to resources that help with job, food and housing insecurity.
- The District will provide Chromebooks to all Newcomer EL paraeducators and give hotspots to any paraeducator who has connectivity needs to improve services for these students.
- This District is providing a variety of translated tech support resources to support ELs and their families to manage their Chromebooks and hotspots so they can remain connected to distance learning. This includes a call-in center for Spanish-speaking families who are unable to access written technology support.
- 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.
- 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 specifically on improving teaching and learning services to ELs.
- SMFCSD improved academic support for ELs through a variety of teacher professional development written resources, videos, activities and professional learning communities focused on strategies for different EL groups in distance learning
- 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 and continuing thereafter. Aspects of these planned materials focus on improving teaching and learning services to ELs.
- 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 ELs.
- Long-term/permanent substitute teachers have been added to support every school site to address the different student needs evident in the distance and anticipated hybrid learning models, including the needs of ELs, by meeting with small groups of ELs to reinforce instruction; assisting teachers with preparing acceleration learning tasks for ELs; communicating with and supporting ELs and families struggling to engage; and so on, depending on the site.

- 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 community resources to ensure families have access to resources that help with job, food and housing insecurity.

Pupils with exceptional needs served across the full continuum of placements

Students with exceptional needs have unique challenges during distance learning and to address those needs, the District designated specific responsibilities to new positions for the 2020-21 school year to support staff/student/family access to distance learning, including appropriate curricula and learning platforms. The District has students with exceptional needs placed in 1) general education classrooms with push-in and/or pull-out services, 2) self-contained programs, 3) non-public schools or residential settings and 4) home instruction.

- An additional Special Education Coordinator position to assist with supporting services to students with IEPs with a focus on preschool assessment and placement, non-public school and private school support, as well as appropriate supplemental curricula and assessments.
- An additional Special Education Program Specialist position which allows more appropriate school caseloads for each Program Specialist with direct teacher and school support during Distance Learning.
- Addition of two new Inclusion TOSAs to support inclusive practices at three elementary schools through general education and special education teacher support, a focus on inclusive distance learning strategies and training for paraeducators.
- 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. This information was provided in the Prior Written Notice sent to all families with students with IEPs on August 18, 2020. Specifically the document stated that, for students with IEPs, the District will provide special education and related services in a manner that ensures that a student's IEP can be executed in the distance learning environment. The implementation of the IEP in a distance learning model may vary from the manner in which their child's IEP is implemented during in-person instruction at a school site. Case managers will complete this document in collaboration with the student's related service providers and parents.
- 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.
- 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.
- 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.
- The District will provide Chromebooks to all Special Education paraeducators and give hotspots to any paraeducator who has connectivity needs, to improve services for these students.
- 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 specifically on improving teaching and learning services to students with disabilities.
- Paraeducators participated in behavior and academic intervention strategies professional development prior to the beginning of school.
- When the District can have students back on campuses who may need support with distance learning (before transitioning to the hybrid model), the priority is to bring back "vulnerable" students first, including students in self-contained classrooms, to improve services to them during distance learning.

- 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.

Pupils in foster care and Pupils who are experiencing homelessness

Students who are in foster care or who are experiencing homelessness are some of the District’s most vulnerable given the instability of their home/life environment. As noted above, when the District can have students back on campuses who may need support with distance learning (before transitioning to the hybrid model), the priority is to bring back “vulnerable” students first, including foster and homeless youth, to improve services to them during distance learning. In addition, the District’s Foster Youth/Homeless Youth Liaison is focusing on specific strategies to locate and support these students:

- There is an assigned homeless liaison (school counselor) at each school to monitor program for students
- Alternative Education teacher will work directly with homeless families to improve participation based on school recommendations (Tier 2)
- The District Homeless/Foster Youth Liaison has worked 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.
- School counselors attended a SMCOE presentation/workshop on Homelessness and the Impact on Schools on September 17.
- School counselors and the District Homeless/Foster Youth Liaison will meet quarterly to discuss ongoing supports for students and families.
- School counselors will model daily check-ins for elementary teachers and weekly check-ins for middle school teachers with all students. Although this practice will benefit all students, the knowledge gained from these check-ins will provide additional and specific supports for homeless and foster youth.

Attendance is also a key component to supporting both foster and homeless youth as there may be barriers to accessing distance learning that include tech equipment and/or wifi challenges or skill limitations with respect to use of Google Classroom, Meets or uploading assignments. Through attendance procedures outlined above, schools connect and solve problems with foster/homeless youth and their families when absences or lack of engagement indicate there may be difficulties.

Actions Related to Distance Learning Program

Description	Total Funds	Contributes to Increasing/Improving Services
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	No
At the middle school level, full-time distance learning will have a seven-period block schedule.	0	No
<p>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:</p> <p>Elementary Level: (for general and special education program implementation)</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA/ELD: continue online Benchmark Universe for Advanced/Adelante (no cost); add online Steps to Advance for intervention (cost \$143,000) <input type="checkbox"/> Math: adopt online Zearn program (cost of \$255,000) <input type="checkbox"/> Science: continue Twig Online (no cost) <input type="checkbox"/> History: continue Harcourt curriculum (no cost) 	\$680,000	No

<ul style="list-style-type: none"> <input type="checkbox"/> Learning Management System: For TK-K, adopt SeeSaw (cost \$9,000). For 1st-5th, continue Google Classroom (no cost) <p>Middle Level:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA/ELD: continue online Springboard program (no cost); add CommonLit (cost \$2,000); add RIGOR for ELD (cost \$95,000) <input type="checkbox"/> Math: adopt Math Nation (cost \$50,000) <input type="checkbox"/> Science: adopt STEMScopes (cost \$84,000) <input type="checkbox"/> History: continue McGraw Hill curriculum (no cost) <input type="checkbox"/> Learning Management System: continue Google Classroom <p>Special Education program:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA/ELD: continue Spire and Unique (no additional cost) <input type="checkbox"/> Learning Management System: adopt Presence Learning Platform (cost \$30,000) <input type="checkbox"/> Online Assessment System: adopt Q-Global platform (cost \$8000) 		
<ul style="list-style-type: none"> <input type="checkbox"/> Learning Management System: For TK-K, adopt SeeSaw (cost \$9,000). For 1st-5th, continue Google Classroom (no cost) <p>Middle Level:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA/ELD: continue online Springboard program (no cost); add CommonLit (cost \$2,000); add RIGOR for ELD (cost \$95,000) <input type="checkbox"/> Math: adopt Math Nation (cost \$50,000) <input type="checkbox"/> Science: adopt STEMScopes (cost \$84,000) <input type="checkbox"/> History: continue McGraw Hill curriculum (no cost) <input type="checkbox"/> Learning Management System: continue Google Classroom <p>Special Education program:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA/ELD: continue Spire and Unique (no additional cost) <input type="checkbox"/> Learning Management System: adopt Presence Learning Platform (cost \$30,000) <input type="checkbox"/> Online Assessment System: adopt Q-Global platform (cost \$8000) 	\$2,026,500	No
<p>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.</p>	Cost included above	Yes
<p>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:</p> <ul style="list-style-type: none"> ● 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); ● 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. 	\$30,000	Yes
<p>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:</p> <ul style="list-style-type: none"> ● 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; 	0	No

<ul style="list-style-type: none"> • 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. 		
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	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 systems and through the District's Aeries report card system at the end of reporting periods.	0	No
For students who are not consistently attending or engaging in distance learning, staff will follow defined procedures to ensure reengagement and consistent attendance.	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	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	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	Yes
SMFCSD is implementing several different professional learning resources and technical supports for teachers and paraeducators to 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.	\$50,000	No
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	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	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	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 community resources to ensure families have access to resources that help with job, food and housing insecurity.	\$40,000	Yes
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	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	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	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	Yes
A <u>Distance Learning Plan</u> 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	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.	\$8000	No
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	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	No
Special education paraeducators participated in behavior and academic intervention strategies professional development prior to the beginning of school.	\$10,000	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	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	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	Yes

Pupil Learning Loss

A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.

After reviewing research on educational assessment best practices during widespread and sustained disruptions to traditional learning environments, SMFCSD decided to modify its system of English Language Arts and English Language Development (ELA/ELD) diagnostic and benchmark assessments. These modifications will allow teachers to focus on the new and newly adapted curricula and address the instructional needs of our students with greater immediacy during our distance learning and hybrid learning models. Initial elementary screening and trimester "interim" assessments will be done using online sub-tests of the Fountas and 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.

After reviewing research on educational assessment best practices during widespread and sustained disruptions to traditional learning environments, SMFCSD decided to modify its Mathematics diagnostic and benchmark assessments. These modifications will allow teachers to focus on curriculum and address the instructional needs of our students with greater immediacy during our distance learning and hybrid learning models. 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.

Pupil Learning Loss Strategies

A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness.

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 is grounding these strategies in the research captured in [The New Teacher Project's Learning Acceleration Guide](#) which emphasizes that students have unfinished learning from the spring. The assessment strategies described immediately above are designed to diagnose that unfinished learning by identifying the current learning status of students relative to the key prerequisite standards (from last year) that they need to achieve to immediately engage in grade level learning and relative to the current grade level standards they must achieve. Then 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 to 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 those standards. As noted previously, SMFCSD implemented ELA, ELD and mathematics planning teams that started working in June and those teams 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. The professional learning strategies outlined above (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.

While these “first instruction” strategies are intended particularly to benefit vulnerable students, SMFCSD is implementing additional strategies to address the needs of these students:

- 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 school to 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.
- The District is also 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.
- As noted above, SMFCSD is also 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.
- The District is also 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.

Effectiveness of Implemented Pupil Learning Loss Strategies

A description of how the effectiveness of the services or supports provided to address learning loss will be measured.

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 the Board of Trustees 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. In disseminating this information to key stakeholders, the District will continue to implement the following communication and engagement strategies:

- 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.
- 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.

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.

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;
- 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.

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.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributes to Increasing/Improving Services
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	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	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	No
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	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	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	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	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.	Cost above	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	No
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	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	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	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	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: <ul style="list-style-type: none"> • Repeated “pulse” surveys to capture key stakeholders’ views (students, families, teachers, staff and site leaders) on the performance areas above; • 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. 	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 strategies and actions regarding mental health and social-emotional well-being, the measures will include: <ul style="list-style-type: none"> • Comparison of referral concerns and degree the concerns impact student academic and social functioning through counseling 	0	No

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|---|--|--|
| <ul style="list-style-type: none"> 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. | | |
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Mental Health and Social and Emotional Well-Being

A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.

SMFCSD's support of student social and emotional well-being under current COVID-19 circumstances begins with efforts to support the wellness of staff, led by the Wellness Task Force, knowing students will be influenced by the adults and the adults' own well-being. The Task Force's team goals are:

- Clearly plan for and communicate mental health support for students, including 1) crisis response, 2) student needs, and 3) telehealth support while also considering special needs of student groups.
- Implement a plan for SEL (including understanding trauma and supporting student mental wellness) for students, staff and parents: preschool, elementary and middle to promote wellness; consider special needs of student groups.
- Recommend best practices for transitions into school at preschool, TK, K, and fifth-sixth grades.
- Plan for special considerations for building community and establishing common language and expectations within physical and virtual educational settings in order to create school connection/relational conditions for learning and mental wellness

The Wellness Task Force continues its work by addressing teacher and school staff professional development and resource needs to meet the above goals, given the impact of the COVID-19 pandemic of increased stress due to the disruption to daily lives and the possible long-lasting negative effects on children. The following actions describe the District's support of mental health and social-emotional well-being of students and staff:

- 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;
- 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)
 - Additional Community Resiliency Model training available to sites, with school psychologists trained to have additional site trainer available;
 - Online learning resources available for educators: [Trauma Sensitive Schools Training Package: Understanding Trauma and its Impacts](#); [Support for Teachers Affected by Trauma \(STAT\) Program](#).
- School Counseling staff lead staff wellness activities at staff meetings (mindfulness-based)
- Teacher Wellness Resources available on a SMFCSD Adult Wellness Resources Website
- 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.).
- [SMFCSD Distance Teaching Learning Educator Resources website](#) updated to include Wellness resources for teachers
- School Site Sunshine Committees create staff social interaction opportunities

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).

SMFCSD provides Tier 1 wellness support and student wellness monitoring through the following:

- Regular community building for students: Daily morning community meetings for elementary school students that includes wellness check-ins, with site follow-up for students whose check-in yields concern; daily homeroom meeting for middle school students, with an extended 45-minute homeroom period on Friday for community building circles.
- Implement Social-Emotional Learning lessons
 - Elementary and Montessori: SEL integration in daily Morning Meetings; SEL integration through daily closing activity and reflection; SEL integration in PE classes; Designated SEL (School Counselor-created guidance lessons; Implementation of Second Step SEL curriculum; Mindful Schools curriculum)
 - Middle school: SEL integration in weekly Community Building Circle; Designated SEL every Tuesday during extended 45-minute homeroom period (Site-team created guidance lessons by School Counselors and Student Support Services TOSA's; Implementation of Second Step SEL curriculum; Weekly wellness check-in survey of students; SEL integration in PE classes
- Other social interaction opportunities (drop-in activities, clubs) for students are being scheduled to accommodate the distance learning instructional schedule, including: Rainbow/Gay-Straight Alliance Clubs at the middle schools
- Use of brain breaks

SMFCSD provides Tier 2 and 3 student mental health/wellness support through the following:

- 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
- 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
- Goal-based Individual Counseling conducted by providers including school counselors, school psychologists, and counseling trainees and associates contracted through community partners
- Check-in's with the school counselor that can be requested by students or for students by parents/guardians
- Training of staff in identifying student mental health concerns and how to respond (required for teachers in grades 7 and 8)
- Suicide Risk Intervention process that includes safety planning and related monitoring
- School Counselor attention to homeless students through monitoring and resource linking

Other SMFCSD actions to promote student wellness:

- Social-Emotional Learning resources posted on Family and Staff Resources websites
- 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

- 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.

Pupil and Family Engagement and Outreach

A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.

Pupil engagement and outreach is essential to assist students in connecting with and benefiting from their education in a distance learning environment. The District is implementing several actions to provide a tiered approach for students who are struggling and/or absent from distance learning:

- 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 (see description below).
- 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 (see description below).
- 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 hubs 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. Finally, as noted above, 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.

SMFCSD's standardized attendance protocols include classroom teachers connecting with students/parents who have not attended the opening morning session, utilizing a tiered approach to connect with family through the site, including language interpretation if needed, and then follow-up attendance letters to further support the student and family.

- 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)

School Nutrition

A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.

When students are onsite for in-person instruction, breakfast and lunch will be provided as scheduled during the school day. 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. These meals can be picked up by parents/guardians or students during distance learning from any open school cafeteria throughout the school District during designated times. Meals are made available to all enrolled students based on their free or reduced-price meal eligibility and available to purchase for those who do not qualify.

Beginning, Tuesday, September 1, grab-and-go school meals, including breakfast and lunch, are FREE to all community youth aged 18 and under. The District is able to provide this service under the Summer Seamless Option waiver expanding summer meal program operations through December 31, 2020.

Additional Actions to Implement the Learning Continuity & Attendance Plan

Description	Total Funds	Contributes to Increasing/Improving Services
Mental and Social-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	No
Professional development offerings on trauma-informed practices and secondary trauma	Cost included above	Yes
School Counseling Staff lead staff wellness activities at staff meetings (mindfulness-based)	0	No
Teacher Wellness Resources available on a SMFCSD Adult Wellness Resources Website	0	No
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	No
SMFCSD Distance Teaching & Learning Educator Resources website updated to include Wellness resources for teachers	0	No
School Site Sunshine Committees create staff social interaction opportunities	0	No

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	Yes
Implement social-emotional learning lessons during distance learning	Cost included above	No
Daily homeroom meeting for middle school students with an extended 45-minute homeroom period on Friday for community-building circles	0	Yes
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	Yes
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	Yes
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	0	Yes
Goal-based Individual Counseling conducted by providers including school counselors, school psychologists and counseling trainees and associates contracted through community partners	0	No
Check-in's with the school counselor that can be requested by students or for students by parents/guardians	0	No
Training of staff in identifying student mental health concerns and how to respond (required for teachers in grades 7 and 8)	0	Yes
Implement Suicide Risk Intervention process that includes safety planning and related monitoring	0	No
School Counselor support for homeless students through monitoring and resource linking	Cost covered above	Yes
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	Yes
School Counselors and the District Homeless/Foster Youth Liaison will meet quarterly to discuss ongoing supports for students and families.	0	Yes
Social-Emotional Learning resources posted on Family and Staff Resources websites	0	No
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	No
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	Yes
Pupil and Family 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.		Yes
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.	0	Yes
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	Yes
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	Yes
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	Yes
SMFCSD's standardized attendance protocols include these tiered actions: <ul style="list-style-type: none"> 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) 	0	No
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)	No

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

Requirements

Percentage to Increase or Improve Services: For San Mateo-Foster City School District in 2020-21 the percentage is **7.58%**.

Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income Students: For San Mateo-Foster City School District in 2020-21 the increased apportionment is \$6,383,544.

Required Descriptions

For the actions 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 needs of these students.

Actions Supporting Unduplicated Pupils (English Learners, foster and homeless youth, and students from socioeconomically disadvantaged families)

During distance learning in spring 2020 and initially this fall 2020, English Learners, foster and homeless youth, and students from socioeconomically disadvantaged families disproportionately struggled to attend, engage and progress successfully. To improve attendance/engagement and accelerate performance in distance learning, when health conditions permit the District to have students back on campuses, the District will **improve services by bringing back “vulnerable” students first in distance learning support hubs (students with disabilities, English Learners, homeless youth, foster youth, SED youth and others struggling with attendance and engagement) where they can access on-campus computers and computer support, District wifi connectivity and adult academic mentors.** This service principally supports unduplicated students because other efforts to provide support at home (devices, hotspots and virtual support) were not sufficient to ensure their attendance, full engagement and accelerated progress during distance learning.

During distance learning in spring 2020, English Learners, foster and homeless youth and students from socioeconomically disadvantaged families disproportionately struggled to progress successfully. To accelerate performance of these students in distance learning, the District

- **will improve our online academic and social-emotional core curricula through new adoptions and teacher-leader curation of the curricula;**
- **will increase access to and adopt new ELA/ELD/Math supplementary acceleration and intervention resources; and**
- **will improve the capacity of teachers and paraeducators to provide differentiated and trauma-informed instruction through two weeks of “Fall Launch” professional learning and ongoing monthly Wednesday PD days;**

with a focus on addressing the specific academic and social-emotional learning needs of unduplicated pupils and students with disabilities. This service principally supports unduplicated students because previous distance learning curricula and intervention resources and teacher readiness to differentiate and provide trauma-informed instruction were not sufficient in meeting the needs of many of these students.

During distance learning in spring 2020, middle school English Learners (ELs) disproportionately struggled to progress successfully. To accelerate performance of these students in distance learning, the District **will increase and improve middle school English Language Development (ELD) program offerings by**

- **providing more courses specifically matched to the different profiles (or typologies) ELs have based on their educational background and proficiencies;**
- **implementing new ELD curriculum for these courses specifically matched to EL typologies; and**
- **improving the capacity of teachers and paraeducators to provide high quality ELD services through ongoing professional learning.**

This service principally supports this unduplicated student group because previous distance learning ELD curricula and support resources and teacher readiness were not sufficient in meeting the needs of many of these students.

During distance learning in spring 2020, elementary English Learners (ELs) disproportionately struggled to progress successfully. To accelerate performance of these students in distance learning, the District will

- **improve elementary English Language Development (ELD) curricular resources, by implementing English Language Development planning teams to curate model Integrated and Designated ELD lessons within with the adopted curriculum; and**
- **improve the capacity of teachers and paraeducators to provide high-quality ELD services through ongoing professional learning.**

This service principally supports this unduplicated student group because previous distance learning ELD curricula and support resources and teacher readiness were not sufficient in meeting the needs of many of these students.

During distance learning in spring 2020, Newcomer English Learner students disproportionately struggled to attend, engage and progress successfully in learning. To improve attendance/engagement and accelerate performance in distance learning of these students, the District will **increase and improve the capacity of paraeducator staff who support**

Newcomer English Learners by providing them with “teacher” access to the District online curricula, professional development in these online resources, Chromebooks and hotspots if they have connectivity needs. This service principally supports Newcomer English Learner students because relying primarily on the capacity of the Newcomer EL teacher to provide distance learning support unnecessarily limits the support needed to ensure Newcomer attendance, full engagement and accelerated progress.

During distance learning in spring 2020 and initially this fall 2020, English Learners, foster and homeless youth, and students from socioeconomically disadvantaged families disproportionately struggled to attend, engage and progress successfully. To improve attendance/engagement and accelerate performance in distance learning, the District will **improve and increase technology supports specifically to these vulnerable student groups through central and site-based staff trained in Google tools and online curricula, with on-demand translation support who can call identified students/families and/or be available for call-in support outside normal school hours when parents working outside the home have greater availability.** This service principally supports unduplicated students because other efforts to provide translated technology resources (SMFCSD Family Resources webpage, regular District and school communications, video and written guidance for Google tools and other online resources) were not sufficient in meeting the needs of many of these students.

During distance learning in spring 2020, English Learners, foster and homeless youth, and students from socioeconomically disadvantaged families disproportionately struggled to attend, engage and progress successfully. To improve attendance/engagement and accelerate performance in distance learning, the District will **increase and improve school staff capacity by hiring at least one long-term/permanent substitute teacher for every school site to meet with small groups of vulnerable students to reinforce instruction; assist teachers with preparing acceleration learning tasks for vulnerable students; communicate with and provide technology support to students and families struggling to engage; and assist with tiered reengagement strategies.** This service principally supports unduplicated students because site differentiation and reengagement strategies and staff capacity were not sufficient in meeting the needs of many of these students.

During distance learning in spring 2020, English Learners, foster and homeless youth, and students from socioeconomically disadvantaged families disproportionately struggled to attend, engage and progress successfully. To improve attendance/engagement and accelerate performance in distance learning, the District will **increase and improve school staff capacity by hiring six additional elementary counselors and four additional middle school counselors to support site tiered reengagement strategies; provide mental, social and emotional interventions; and to coordinate with the District Foster Youth/Homeless Liaison as the site foster/homeless youth liaison.** This service principally supports unduplicated students because site reengagement strategies and staff capacity were not sufficient in meeting the needs of many of these students.

During distance learning in spring 2020, English Learners, foster and homeless youth, and students from socioeconomically disadvantaged families at the four Title 1 schools sites disproportionately struggled to attend, engage and progress successfully. To improve attendance/engagement and accelerate performance in distance learning, the District will **increase and improve school staff capacity by hiring a Student Support Teacher on Special Assignment for each Title 1 school and three middle schools to support site tiered reengagement strategies and provide mental, social and emotional support.** This service principally supports unduplicated students because site reengagement strategies and staff capacity were not sufficient in meeting the needs of many of these students.

During distance learning in spring 2020, middle school Newcomer English Learners disproportionately struggled to attend, engage and progress successfully. To improve attendance/engagement and accelerate performance in distance learning, the District will **increase and improve middle school staff capacity by hiring a Program Specialist for Newcomer Wellness Support to provide social-emotional case-management supports to Newcomer students and families during distance learning and to coordinate with community resources to ensure families have access to resources that help with job, food and housing insecurity.** This service principally supports this unduplicated student group because previous staff capacity was not sufficient in meeting the needs of many of these students.

During distance learning in spring 2020, homeless students disproportionately struggled to attend, engage and progress successfully. To improve attendance/engagement and accelerate performance in distance learning, the District will **increase and improve staff capacity by assigning the Alternative Education teacher for the District to provide social-emotional case-management supports to homeless students and families during distance learning and to coordinate with community resources to ensure families have access to resources that help with job, food and housing insecurity.** This service principally supports this unduplicated student group because previous staff capacity was not sufficient in meeting the needs of many of these students.

During distance learning in spring 2020, English Learner students disproportionately struggled to attend, engage and progress successfully, and families for whom English is not the primary language struggled to communicate and engage with schools about their needs, particularly since they could no longer stop by school and engage with bilingual school staff. To improve attendance/engagement and accelerate performance in distance learning for these students and their families, the District will **improve translation services to students and families by providing on-demand, call-in translation support that can be used by any teacher, school staff or community learning support hub staff to communicate**

and engage with non-English-speaking families about academic, technology, attendance and/or social-emotional matters. This service principally supports this unduplicated student group because previous staff capacity, in the context of distance learning, was not sufficient in meeting the needs of many of these students.

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 2020-2021 school year, San Mateo-Foster City School District will increase and/or improve its services to unduplicated student groups (English Learners, foster and homeless youth, and students from socioeconomically disadvantaged families) by the percentage required by allocating its LCFF Supplemental Funds (\$6,383,544) and an additional approximately \$1,400,000 of pandemic-related expenses (as noted above) on actions and services principally directed toward unduplicated student groups. The funds will be expended in both Districtwide and site-based strategies and programs beyond the LCFF Base to support the academic and social-emotional needs of unduplicated pupils.

Districtwide, LCFF Supplemental Funds and pandemic-related expenses will be used on the following strategies and programs:

- Improving the online academic and social-emotional learning ELA/ELD/Math core curriculum and supplementary resources;
- Improving and increasing teacher, paraeducator and site leader professional learning in newly adopted and curated online academic and social-emotional learning resources and in the tools and strategies for effective Distance Teaching and Learning;
- Increasing professional learning resources targeting the needs of unduplicated students at all sites by allocating Language/Literacy Teachers on Special Assignment (ToSAs) and funding extra staff learning and planning time at every school;
- Increasing and improving language and literacy acceleration and intervention for unduplicated students at all sites by allocating Language/Literacy ToSAs and funding extra staff “data inquiry” learning and planning time to every school;
- Improving and increasing site-based language/literacy and math supports for unduplicated students (additional staffing, resources, and/or staff learning and planning time) as identified by each school in their SPSA improvement strategies;
- Increasing and improving site capacity to provide tiered reengagement strategies and mental, social and emotional support to unduplicated students by allocating counseling services to each school;

At specific sites, LCFF Supplemental Funds and pandemic-related expenses will be used on the following strategies and programs:

- Increasing professional learning resources targeting the needs of unduplicated students at higher unduplicated-pupil-percentage (UPP) schools by allocating additional Language/Literacy and Math ToSAs to these schools;
- Increasing and improving language/literacy and math acceleration and intervention for unduplicated students at higher unduplicated-pupil-percentage (UPP) schools by allocating additional Language/Literacy and Math ToSAs and paraeducators to these schools;
- Increasing and improving math acceleration and intervention course offerings for unduplicated students at District middle schools by allocating additional math teachers to these schools;
- Improving college awareness and readiness of unduplicated students in middle school by allocating additional teachers and resources for AVID programs at each middle school; and
- Increasing and improving site capacity to provide tiered reengagement strategies and mental, social and emotional support to unduplicated students by allocating a Student Support ToSA for each Title 1 school and three middle schools.