LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	San Mateo-Foster City School District		
Contact Name and Title	Dr. Joan Rosas Superintendent	Email and Phone	jrosas@smfcsd.net (650) 312-7348

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The San Mateo-Foster City School District (SMFCSD) operates 20 elementary and middle schools serving approximately 12,500 students from preschool through 8th grade. Students are educated to high, challenging academic standards and are prepared to be socially responsible, contributing members of society. This school district serves two diverse cities. Foster City is a newer city with mostly middle- to upper-middle income families. San Mateo has a socio-economically and culturally diverse population. Recent increases in student population led to a bond election to update several schools and build two new schools in both Foster City and San Mateo. We are a destination district where families seek to live in our neighborhoods in order to access the diverse school opportunities we provide. Our goal is to educate all students to maximize their potential through a rigorous program that builds a solid academic foundation and challenges students to think critically and communicate effectively.

As the largest school district in San Mateo County, our students and their families have a wide-variety of backgrounds. Districtwide, twenty-six percent of our students are English Learners and twenty-eight percent of our students are socioeconomically disadvantaged. Among our 12,000 students in Transitional Kindergarten through 8th grade, 4,759 students are designated as unduplicated (40%). Our district has a unique opportunity to offer parents a choice of schools that are best suited for their children. Parents can choose from International Baccalaureate, Spanish Immersion, Mandarin Immersion, STEM, Project Based Learning, or Montessori.

Our 515 teachers, 642 classified staff, and 48 district administrators genuinely care about the success of every child. Our focus extends beyond academics to focus on the whole child encompassing social-emotional growth and healthy lifestyles. All of our schools offer social emotional learning or Restorative Justice Practices in order to facilitate positive classroom and school climates.

San Mateo Foster City School District Vision and Mission
We educate and inspire students to live, lead and learn with integrity and joy.

We will inspire students to go out into the world as active, well-rounded, socially responsible citizens who positively impact the word. Our students are prepared to positively impact a dynamic and diverse world as they:

* Develop life and career skills through academic excellence and personal wellness
* Become critical thinkers while taking responsible risks in their learning
* Acquire and exchange knowledge though collaboration and effective communication
* Utilize creativity and technology to maximize their potential
* Demonstrate socially responsible citizenship

LCAP HIGHLIGHTS

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

Highlights of the 2017-2020 San Mateo-Foster City Local Control Accountability plan include goals to improve achievement for all students. It also includes specific actions and services target achievement for students who are not yet meeting grade level standards. In addition to our goals for student achievement, we have actions and services designed to support healthy lifestyles for students including social, emotional and physical well-being. Our LCAP development process included extensive stakeholder engagement at both the site and district levels. This year, the process included a survey for employees and a survey for parents and community members.

Our LCAP includes plans for implementation of new English Language Arts and English Language Development instructional material in grades Kindergarten through eighth grade. The plan includes new instructional materials and professional development. We will also continue implementing Next Generation Science Standards in 7th grade (6th grade implemented in 2016-2017).   Actions for students who are English learners or socioeconomically disadvantaged include intervention and increased opportunities. We will offer AVID electives at three of our middle schools. AVID is is a well established program which trains educators to use practices to help students who have traditionally been underrepresented in colleges. It will provide professional development and routines that help students develop a foundation for critical thinking, literacy and math. We will continue with additional periods of math at the middle school and reading intervention teachers at the elementary level.

Our support for developing healthy lifestyles includes maintaining support through additional middle school and elementary counselors, monitoring and addressing chronic absenteeism and developing inclusive school climates by providing instruction and structures to help support students in the classroom, at school and in the world. We will continue our work in parent engagement at both the site and district level.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

> In both academics and student well-being, our schools are effective at preparing students for the next phase of their academic careers. The dashboard shows both English language arts and mathematics academic indicators as green with high status. The suspension rate indicator is also green with low status. This year we made a concerted effort to expand the engagement and feedback around the LCAP and other school planning processes. The amount of feedback, number of staff and community members participating, and quality of responses all improved significantly and has built a solid foundation from which to continue expanding the amount and quality of engagement. The work was started on reviewing and working on significantly improving services for English learners. Through better data collection, review, and articulation with schools and families the number of English learners who were reclassified went up significantly, which will show positively in the future on the dashboard under our English Learner Progress metric.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

> While our schools are doing well when looked at as a whole, the subgroups of students who are socioeconomically disadvantaged, English learners, and with disabilities continue to perform at levels much lower than their peers. Goal 3 specifically addresses the need to improve the learning and support systems for students who are socioeconomically disadvantaged and English learners. Some solutions are sought through additional interventions and supports outside of the general educational program, while others will be accomplished through improved practices in the general educational curriculum and classroom.
>
> The California School Dashboard indicates that there is a need for improvement in English Learner progress. Our dashboard indicates that our students were in the orange group (the second lowest) for English Learner progress which includes increasing by one or more levels on the CELDT and reclassification of English Learners. In student performance in English Language Arts & Mathematics, we were green (high status and increased performance) and yet a number of subgroups were yellow (low status). The following subgroups warrant attention as being behind our all student group; English Learners, socioeconomically disadvantaged, African-American, Hispanic, and Pacific Islander were all yellow (middle category) Students with disabilities were in the lowest category, red) (very low status/declining). In suspension rate, the subgroup that warrants attention from the 2014-2015 suspension data that was used in the dashboard is Pacific Islanders in the orange category (medium status and increasing).
>
> Our data also indicates the value of supporting English learners in their earliest years, making structures in the early years of high priority. Further, the careful review of English learners, who are at-risk and long term English learners will help identify different strategies for these students to break the cycle and move them forward with their journey towards English fluency. Professional development in math and language arts includes curriculum materials and strategies to support students with disabilities in access the CA state grade level standards.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

On the new California School Dashboard, a number of other subgroups were identified in the review of needs as being two performance levels below our highest performing groups. In English Language Arts and Mathematics, our subgroups of Asian, White or Two or More Races were in the highest category while our subgroups English Learners, socioeconomically disadvantaged, African-American, Hispanic, and Pacific Islander were all yellow (middle category). These subgroups were one level below our all student performance of blue in English Language Arts and Math.

Our only significant subgroup of students who are two or more levels below that of all students is our students with disabilities. Professional development is being planned to support teachers with curriculum and strategies to support this group of students in access their grade level standards. Further tracking of metrics, assessment practices, and other interactions with content is planned to better understand the nature of this gap and how to effectively address it in the future.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

We have adopted and are purchasing new instructional materials for English Language Arts and English Language Development in grades K-8. Elementary schools will use Benchmark Advance (Benchmark Adelante in Spanish at Fiesta Gardens). The materials have a high correlation to the California ELA/ELD standards, use a balanced literacy approach, and use leveled reading books based on Science and Social Studies topics. Importantly, the materials have strong designated and integrated English Language Development components. Middle School English Language Arts/English Language Development teachers are going to use SpringBoard. The middle school pilot team found the materials to be closely aligned to standards, engaging text in a variety of content, digital and printed student materials and embedded English Language Development. Professional development on the use of the materials and Reading and English Language Development instruction will be provided to teachers. At the elementary level, we will continue our work on improving reading instruction and monitoring of student growth in reading. Reading intervention teachers are supporting students and teachers in early grade levels to support reading and language acquisition, especially for English learners.

This year we will be implementing AVID at our 3 middle schools with significant populations of socioeconomically disadvantaged students and English learners. This primarily support the learning of the socioeconomically disadvantaged students in the class, as well as improving the professional practice of the teachers who will be participating in the professional development. Our comprehensive middle schools an additional period of mathematics support for students who are not working at grade level expectations. We are opening a second Newcomer class for middle school students who have been in the country for less than one year and are scoring at the beginning levels in CELDT or assessment of English language.

In addition to academic support, we also provide additional counseling services by providing two counselors at each middle school (1 counselor/site funded with supplemental funds) and three elementary counselors for the district.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$130,208,066
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$79,774,844.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The main general fund expenditures for the LCAP that are not included in the LCAP expenditures are the following fund sources: Title1, Title 2, State and Federal special education, local funds sources such as parcel tax, PTA, school foundation donations, and local grants.
The LCAP includes the LCFF base and the supplemental funded actions and services.

$92,911,528	Total Projected LCFF Revenues for LCAP Year

Annual Update   LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	Students will attend class in a well-maintained facility, with standards-aligned instructional materials and taught by credentialed teachers.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
	COE ☐ 9 ☐ 10
	LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Compliance with the instructional materials, facilities, and teacher misassignment and teacher vacancy mandates of the Williams legislation. • Students will have access to standards aligned instructional materials in core subject areas based on site instructional materials inventory • Facilities Inspection Tool (FIT) • Students will have credentialed teachers. We are a TK-8th grade school district. We do not have high schools and therefore do not need to have Early Assessment Program (EAP), UC/CSU Required Course Enrollment Rated, Advance Placemen (AP)t Exam Participication or Exam data, Advanced Placement Course data or High School Cohort Dropout or Graduation Rates.	MET- Students had standards aligned instructional materials in mathematics. In 2015-2016, we implemented College Preparatory Mathematics in middle school math courses. This year, we implemented enVision Math in elementary schools (including Transtional Kindergarten). NOT MET- The Facilities Inspection Tool is used each year as a metric of facilities conditions. We had 11 schools rated as good and 9 schools rated as fair. MET- In the area of teacher credentialing, 576 teachers in our district had a full credential. There were no teachers without a a full credential nor any teachers teaching outside their subject area of competence.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED	ACTUAL
1. District base instructional program: a. Certificated teachers (24:1 for grades TK-2 and 30:1 for grades 3-8 b, Principal c. Assistant Principal (Middle Schools & Large Elementary Schools) d. Counselor (1 per Middle School and 1 Elementary School) e. Nurses- 1 Nurse, 2 LVN, 1 Health Clerk f. Custodial Staff g. Office Staff h. Student Supervision i. Core Instructional Materials j. Technology- 6:1 Chromebooks, Tablets k. Librarian or Paraeducator-Library/Media l. Special Education m. TK-4 Music o. 5th Grade Instrumental or Choral Music p. Physical Education q. Transportation	1. District base instructional program was provided: a. Certificated teachers (24:1 for grades TK-2 and 30:1 for grades 3-8 b, Principal c. Assistant Principal (Middle Schools & Large Elementary Schools) d. Counselor (1 per Middle School and 1 Elementary School) e. Nurses- 1 Nurse, 2 LVN, 1 Health Clerk f. Custodial Staff g. Office Staff h. Student Supervision i. Core Instructional Materials j. Technology- 6:1 Chromebooks, Tablets k. Librarian or Paraeducator-Library/Media l. Special Education m. TK-4 Music o. 5th Grade Instrumental or Choral Music p. Physical Education q. Transportation

Expenditures

BUDGETED	ESTIMATED ACTUAL
1.1 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Base $65,390,777	1.1 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Base $62,632,164

Action 2

Actions/Services

PLANNED	ACTUAL
2. Maintain all school sites in good repair.	2. On the Facilities Inspection Tool administered in January of 217, we had 11 schools rated as good and 9 schools rated as fair. We had a number of staffing shortages in the Maintenance and Operations department in the 2016-2017 school year.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$0 $0	2. No additional costs (covered in base program). $0

Action 3

Actions/Services

PLANNED	ACTUAL
3. Students will have access to California standards aligned instructional materials based on current adoption cycle. 3.1 In 2016-2017, all students will have access to current California standards-aligned instructional materials in Mathematics. Elementary Schools will use enVIsion MATH and Middle Schools will use College Preparatory Mathematics 3.2 Provide software systems to support materials management.	3. Students will have access to California standards aligned instructional materials based on current adoption cycle. 3.1 Students had standards aligned instructional materials in mathematics. In 2015-2016, we implemented College Preparatory Mathematics in middle school math courses. This year, we implemented enVision Math in elementary schools (including Transitional Kindergarten). 3.2 Follett Destiny was the software system used to track new instructional materials (CPM and enVision Math).

Expenditures

BUDGETED	ESTIMATED ACTUAL
3.1 4000-4999: Books And Supplies One Time Funding $1,000,000 3.2 5000-5999: Services And Other Operating Expenditures Base $40,000	3.1 4000-4999: Books And Supplies One Time Funding $975,154 3.2 5000-5999: Services And Other Operating Expenditures Base $16,820

Action **4**

Actions/Services

PLANNED	ACTUAL
4. Teachers are fully credentialed in the subject area that they are assigned.	4. In the area of teacher credentialing, 576 teachers in our district had a full credential. There were no teachers without a a full credential nor any teachers teaching outside their subject area of competence.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$0	2. No additional costs (covered in base program). $0

Action **5**

Actions/Services

PLANNED	ACTUAL
5. Students will have access to books to support their learning 5.1 Students will have access to library books 5.2 Increase student access to books for reading including improving leveled libraries and intervention materials.	5. Students will have access to books to support their learning 5.1 Each site received an allocation of $20/student to purchase library books.(Parkside allocation was $40/student to account for school transition in 17-18) 5.2 Each elementary site received an allocation of $45/student to purchase leveled books for small group reading. (Parkside allocation was $90/student to account for school transition in 17-18) We also purchased 21 additional Leveled Literacy Intervention kits for elementary school sites

Expenditures

BUDGETED	ESTIMATED ACTUAL
5.1 4000-4999: Books And Supplies One Time Funding $250,000 5.2 4000-4999: Books And Supplies One Time Funding $500,000	5.1 One Time Funding $248,558 5.2 4000-4999: Books And Supplies One Time Funding $402,247

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We implemented all actions and services outlined in Goal 1 describing the base program. Students were provided the detailed base program.The basis of the Williams act is districts must provide public school students with equal access to instructional materials, safe and decent school facilities, and qualified teachers Students hadaccess to math books that reflect the California standards. Library books and leveled books were purchased as planned.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Eleven of twenty sites were rated as in good repair in January. Nine sites were rated fair. All teachers were credentialed in their subject area. The base instructional program is the foundation that is provided to all students. Services over and above the base program provided to support the learning of unduplicated students are featured in goals two through 7.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Expenditures were within a 5 percent difference between budgeted and actual expenditures. The exception to this was in the purchase of leveled books by the elementary sites. The remaining one-time funds were used to purchase the new English Language Arts-English Language Development materials in K-8th grade.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will not purchase additional library books or leveled reading books next year. One time funds are being used to purchase the English Language Arts- English Language Development materials that will arrive in June and August. In the 2017-2018 LCAP, the ELA/ELD materials are a large expenditure in Goal 1. The implementation of the new materials with professional development supporting the use of the materials (Goal 6) will make a significant difference in student learning.

Annual Update   LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2	Students will make progress toward meeting or exceeding grade level California Standards.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

A. CAASPP Results
2015 results used as baseline
2015 ELA- 58% of students met or exceeded standards
2015 Math- 55% of students met or exceeded standards
Goal:
2016 ELA Target - 61% of students meeting or exceeding standards
2016 Math Target- 58% of students meeting or exceeding standards

B. Galileo is our district benchmark for students in grades 3-8.
Students take a pre-test and 3 comprehensive
assessments in ELA and Mathematics. The benchmark blueprints are
aligned to the CAASPP blueprints. Our first
year of implementation was 2014-15. The performance indicators
were calibrated to the most recent data sets, the
2013 CST administration. In 15-16, the performance indicators will be
calibrated to the 2015 CAASPP data.
Galileo Benchmark:
Third Benchmark 2016- ELA: 56.7% Proficient
Third Benchmark 2016- Math: 55.8% Proficient

C. Early Literacy:
As we transition to the Benchmark Assessment System, we will use
Spring of 2017 data as a baseline. TK-2
Benchmark Assessment System 2: Baseline data.
2016 Data: % of students reading at grade level benchmark:

ACTUAL

A. CAASPP Results 2016
MET - ELA - 62% of students met or exceeded standard:
MET- Math - 58% of students met or exceeded standard:

B. Galileo Benchmarks 16/17
NOT MET -ELA third benchmark - 52% of students met standard:
MET -Math third benchmark - 57% of students met standard:

C. Early Literacy:
In this transition year to the new F&P Benchmark Assessment System, data was
collected and analyzed at the sites only. Principals consulted with Ed Services staff
about trends - successes and needs - and gave input as to the effectiveness of
intervention and classroom needs.

D. Percentage of ELs making annual growth of one level:
NOT MET   42%

E. Percentage of ELs reclassified fluent English proficient:
MET 21.6%

D. Annual Measurable Achievement Objectives (AMAO)
AMAO 1:Percentage of ELs making annual growth on CELDT of one level:
2016--2017 Target: 63%

E. Percentage of ELs reclassified proficient:
2016-2017 Target: 17%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

	PLANNED	ACTUAL
Actions/Services	1. Improve student achievement in mathematics 1.1 Teachers and principals will participate in professional development to transition to California Standards in Math 1.2 Math support classes at the middle school provide an additional period of math for students to develop fluency, conceptual understanding and receive additional help in learning grade level math. 1.3 Specialized software for middle school math support. 1.4 Coaching between middle school math teacher and feeder schools for 5th grade teachers (Bayside STEM, Parkside STEAM and Lead)	1. MET - Improve student achievement in mathematics 1.1 MET - TK-5 Teachers and principals participated in 2 full days and 3 Extended Wednesday professional development to transition to California Standards in Math. 6-8 teachers and principals participated in 4 Extended Wednesday professional development in math and all teachers received CPM training. 1.2 MET - Math support classes are at each middle school to provide an additional period of math for students to develop fluency, conceptual understanding and to receive additional help in learning grade level math. 1.3 MET - ST math is being used for middle school math support. 1.4 MET - On-going coaching between middle school math teacher and feeder schools for 5th grade teachers (Bayside STEM, Parkside STEAM and Lead)
Expenditures	BUDGETED 1.1 1000 & 3000: Certificated Salaries & Benefits One Time Funding $50,000 1.2 1000 & 3000: Certificated Salaries & Benefits Supplemental $335,540 1.3 5000-5999: Services And Other Operating Expenditures Supplemental $40,000	ESTIMATED ACTUAL 1.1 1000 & 3000: Certificated Salaries & Benefits One Time Funding $35,741 1.2 1000 & 3000: Certificated Salaries & Benefits Supplemental $275,954 1.3 5000-5999: Services And Other Operating Expenditures Supplemental $16,820

1.4 1000 & 3000: Certificated Salaries & Benefits Supplemental $51,651 | 1.4 1000 & 3000: Certificated Salaries & Benefits Supplemental $54,330

Action 2

Actions/Services

PLANNED

2. Provide structures and supports to lead transition to California standards in Math, English-Language Arts/English Language Development and Science
2.1 Teacher Leadership Teams in Science, ELA and Mathematics will provide input and direction for planning, actions and professional development.
2.2 Site level data analysis meetings and professional development & Provide Teacher release/teacher hourly for staff to study student data trends and monitor academic growth
2.3 Principal on Special Assignment for Common Core to provide ongoing support and coaching for Principals as they implement Common Core Standards
2.4 Provide transitional materials for California Standards in Science (NGSS) for Middle School

ACTUAL

2. MET- Provided structures and supports to lead transition to California standards in Math, English-Language Arts/English Language Development and Science
2.1 MET - Teacher Leadership Teams in Science, ELA and Mathematics and Technology for Middle School and Elementary School were formed and met five times over the 2016-17 school year.
2.2 MET - Sites averaged 2-4 data analysis meetings to provide teacher release/teacher hourly for staff to study student data trends and monitor academic growth
2.3 MET - Principal on Special Assignment for Common Core provided ongoing support and coaching for Principals as they implement Common Core Standards
2.4 MET- Provided materials for 6th grade, such as lab supplies and print materials, for the transition to California Standards in Science (NGSS) for Middle School.

Expenditures

BUDGETED

2.1 1000 & 3000: Certificated Salaries & Benefits Supplemental $100,000

2.2 1000 & 3000: Certificated Salaries & Benefits Supplemental $76,300

2.3 1000, 3000 & 5000: Certificated Salaries, Benefits & Services One Time Funding $187,679

2.4 4000-4999: Books And Supplies Lottery $10,000

ESTIMATED ACTUAL

2.1 1000 & 3000: Certificated Salaries & Benefits Supplemental $24,414

2.2 1000 & 3000: Certificated Salaries & Benefits Supplemental $23,731

2.3 1000, 3000 & 5000: Certificated Salaries, Benefits & Services One Time Funding $175,834

2.4 4000-4999: Books And Supplies Lottery $16,683

Action 3

Actions/Services

PLANNED

3. Provide additional supports for targeted students
3.1 Small group instruction to differentiate instruction
3.2 Homework Clubs/Tutoring
3.3 Provide student identification in Gifted and Talented Program
3.4 Provide additional library/computer staff hours to support student learning

ACTUAL

3. MET- Provided additional supports for targeted students
3.1 MET - Service is being provided at LEAD Elementary School
3.2 MET- Homework Clubs/Tutoring are in place at each middle school and at North Shoreview, LEAD and Fiesta Gardens.
3.3 MET - Students were identified for placement in the Gifted and Talented Program

	3.5 Provide additional elective FTE in middle schools so that students may pursue electives when they exit math or reading support classes.	3.4 MET- Additional library/computer staff hours were provided at Abbott, Borel, Bowditch, Foster City Elementary, San Mateo Park and Sunnybrae to support student learning 3.5 MET - Additional electives are provided in middle schools so that students may pursue electives when they exit math or reading support classes.
Expenditures	**BUDGETED** 3.1 1000 & 3000: Certificated Salaries & Benefits Supplemental $23,185 3.1 1000 & 3000: Certificated Salaries & Benefits Title I $23,185 3.2 1000 & 3000: Certificated Salaries & Benefits Supplemental $44,250 3.2 1000 & 3000: Certificated Salaries & Benefits Title I $12,000 3.3 1000-4000: Employee Salaries, Benefits, Books & Supplies Base $5,000 3.4 1000 & 3000: Certificated Salaries & Benefits Supplemental $147,387 3.5 1000 & 3000: Certificated Salaries & Benefits Supplemental $61,002	**ESTIMATED ACTUAL** 3.1 1000 & 3000: Certificated Salaries & Benefits Supplemental $23,752 3.1 1000 & 3000: Certificated Salaries & Benefits Title I $23,752 3.2 1000 & 3000: Certificated Salaries & Benefits Supplemental $17,583 3.2 . 1000 & 3000: Certificated Salaries & Benefits Title I $0 3.3 1000-4000: Employee Salaries, Benefits, Books & Supplies Base $1,685 3.4 1000 & 3000: Certificated Salaries & Benefits Supplemental $90,464 3.5 1000 & 3000: Certificated Salaries & Benefits Supplemental $58,409

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The expected actions and services were implemented as planned in order to support students making growth and progress in meeting and exceeding standards. With the roll out of the new Mathematics curriculum in TK-5, our priority centered around providing support to teachers. This took the form of professional development hours to train and facilitate the use of the new enVision curriculum. Middle School mathematics was in its second year of implementing CPM and as a result the focus was on expanding math support classes for students who are performing below grade level. A primary undertaking was the development of Teacher Leadership Teams district-wide. The Principal on Special Assignment for Common Core developed a critical structure that increased teacher input and assisted in communicating curriculum changes to all schools. We also placed specific emphasis on using data to drive instruction. Data meetings have been ongoing at the elementary level, and continue to be a vehicle for teachers to evaluate practices through the use of data. Site leaders work with district leadership and grade level teams to review student data that will support adapting and refining classroom practices. The use of data meetings has directly impacted student achievement and support. Principal on Special Assignment for Common Core Standards continued to provide on-going support and collaboration to both teachers and site administrators by leading the process for the implementation for new ELA/ELD materials, forming teacher leadership teams, providing professional learning opportunities and one-to-one support to site leaders as they develop their school plans around standards implementation.

As the result of a focus on improving student achievement in mathematics, teachers participated in a significantly increased amount of hours of professional learning in mathematics. Being able to extend the teacher work day six times this year provided a new structure to offer district-wide professional learning. Additionally, teachers from the Bayside feeder schools increased proficiency in math instruction by working with a math coach throughout the school year. This work was embedded in formative assessment of student performance. Building the capacity of teacher leadership through the creation of Teacher Leadership Teams has provided a structure for a dialogue about effective practices in our classrooms that come from Professional Learning opportunities. Teacher Leaders make research-based decisions about ways to increase student achievement for all students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The increase in data analysis meetings in our elementary schools has allowed all schools to look at school-wide and individual student data to determine appropriate instruction or intervention for student not performing at grade level and monitor student growth for all students. Our results on this goal were mixed. We met the target for percentage of students meeting the benchmark in the 3rd Galileo assessment period and missed the target for the third Galileo period. Only 42 percent of our English Learners made one or more levels of progress on the CELDT. We exceeded the target of the percentage of English Learner reclassified as Fluent English Proficient with 21.6% of the English Learners being reclassified.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Material differences in estimated budget and actual expenditures were primarily due to variance in costs of consultants or presenters, teacher attendance and time card expenses. We overestimated the costs of math support classes and the cost of ST Math (the specialized software). Site level data meetings did not result in the expected costs because of the challenge to find substitute teachers to hold the meetings. Expenditures for homework clubs and additional library/computer staff hours were lower than expected because of limited availability of teachers to work afterschool or positions that went unfilled longer than expected.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Although the outcome for providing multiple opportunities for Professional Learning, Teacher Leadership Teams and coaching was achieved, and our CAASPP Math proficiency goal for all students was met, we have an opportunity to continue to increase proficiency for all of our subgroups in mathematics. Additionally, we can continue to streamline our data analysis meetings across all of our schools, including middle schools, by finding alternative ways to hold data meetings without the use of substitute teachers, as the lack of substitute teachers continues to limit our ability to hold the meetings during the school day. Actions and services around middle school math support and the use of ST Math will be moved to goal 3 (Students who are English Learners and/or Socioeconomically Disadvantaged will make progress toward meeting or exceeding grade level California Standards.)

<u>Annual Update</u>   **LCAP Year Reviewed: 2016-17**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3	Students who are English Learners and/or Socioeconomically Disadvantaged will make progress toward meeting or exceeding grade level California Standards.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
A. 2015 results used as baseline 2015 ELA Baseline- 58 % of students met or exceeded standards 2015 Math Baseline- 55% of students met or exceeded standards 2016 ELA Target - 61% of students meeting or exceeding standards 2016 Math Target- 58% of students meeting or exceeding standards B. CAASPP- Subgroups 2015 results used as baseline Socio-Economic Students 2016 ELA Target- 34% of students meeting or exceeding standards 2016 Math Target- 27% of students meeting or exceeding standards C. English Learners: ELA- 13% of students meeting or exceeding standards Math- 19% of students meeting or exceeding standards D. Galileo Benchmark (described in Goal 2): Socio-Economic Students: 2016 ELA: 41% proficient 2016 Math: 37% proficient E. Galileo Benchmark- English Learners: 2016 ELA: 35 % proficient 2016 Math: 40% proficient	A. CAASPP Results - All students: MET - ELA - 62% of students met or exceeded standard MET - Math - 58% of students met or exceeded standard B. CAASPP Results - Subgroups Socioeconomically disadvantaged students: NOT MET - ELA - 31% of students met or exceeded standards NOT MET - Math - 26% of students met or exceeded standards C. English Learners: NOT MET - ELA - 8% of students met or exceeded standards NOT MET - Math - 12% of students met or exceeded standards D. Galileo Benchmark Socioeconomically disadvantaged students: NOT MET - ELA benchmark #3 - 20% of students met or exceeded standard NOT MET - Math benchmark #3 - 26% of students met or exceeded standard E. Galileo Benchmark- English Learners: NOT MET - ELA benchmark #3 - 15% of students met or exceeded standard NOT MET - Math benchmark #3 - 10% of students met or exceeded standard Early Literacy: In this transition year to the new F&P Benchmark Assessment System, data was collected and analyzed at the sites only. Principals consulted with Ed Services staff

F. Early Literacy:
As we transition to Fountas + Pinnell Benckmark Assessment System (BAS), teachers at grades TK-5 will use the BAS to administer formative reading assessments.
We will use Spring of 2017 data as a baseline.

G. AMAO 1: Percentage of ELs making annual growth on CELDT of one level:
2016-2017 Target: 63%

H. Percentage of ELs reclassified proficient:
2016-2017 Target: 17%

about trends - successes and needs - and gave input as to the effectiveness of intervention and classroom needs.

G. Percentage of ELs making annual growth on CELDT of one level:
NOT MET 2016-2017 Target: 42%

H. Percentage of ELs reclassified proficient:
MET 2016-2017 21.2%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED	ACTUAL
1. Provide support for English Learners to make progress learning English and achieve academic standards 1.1 Newcomer Middle School Program Support Staff (Classified). 1.2 Middle School ELD & Elective Courses for English Learners 1.3 Certificated and classified staff to provide support to English Learners 1.4 Coordinator of Support for English Learners to provide support to sites and improve designated and intergrated ELD 1.5 Provide transitional ELD materials for designated ELD 1.6 Develop English Learner Master Plan in order to articulate pathways for EL students 1.7 California English Language Development Test (CELDT) Testing & Administer initial and annual CELDT testing program.	1. MET - Support was provided to ELs to make progress learning English and achieving academic standards. 1.1 - MET -Newcomer class at Abbott MS hired classified support staff 1.2 - MET - Middle Schools provided ELD courses for ELs. 1.3 - MET -Certificated and/or classified staff at most elementary sites provided support to ELs. 1.4 - MET - Coordinator provided PD to sites and worked with principals, TOSAs, and district staff. 1:5 - MET- ELD materials for newcomers are in all elementary schools and were used by reading specialists and/or other staff. 1.6 - MET -The development of the EL Master Plan is in progress. 1.7 - MET - Annual CELDT has been administered and scored; initial CELDT is ongoing, as needed.

Expenditures

BUDGETED	ESTIMATED ACTUAL
1.1 2000 & 3000: Classified Salaries & Benefits Title III $58,444	1.1 2000 & 3000: Classified Salaries & Benefits Title III $42,222

1.2 1000 & 3000: Certificated Salaries & Benefits Supplemental $128,629

1.3 1000 & 3000: Certificated Salaries & Benefits Supplemental $326,734

1.4 1000 & 3000: Certificated Salaries & Benefits Educator Effectiveness $158,823

1.5 4000-4999: Books And Supplies Title III $10,000

1.6 4000-4999: Books And Supplies Title III $10,000

1.7 0000: Unrestricted Locally Defined $60,000

1.7 5000-5999: Services And Other Operating Expenditures Supplemental $3,000

1.2 1000 & 3000: Certificated Salaries & Benefits Supplemental $127,850

1.3 1000 & 3000: Certificated Salaries & Benefits Supplemental $315,463

1.4 1000 & 3000: Certificated Salaries & Benefits Educator Effectiveness $172,091

1:5 4000-4999: Books And Supplies Title III $7,621

1.6 4000-4999: Books And Supplies Title III $0

1.7 0000: Unrestricted Locally Defined $61,363

1.7 5000-5999: Services And Other Operating Expenditures Supplemental $0

Action **2**

Actions/Services

PLANNED

2. Provide intervention so all students become proficient readers

2.1 Reading Intervention Specialists who are trained in Reading Recovery. (Baywood, Beresford, Fiesta Gardens, George Hall,Highlands, Laurel, Meadow Heights, LEAD, Parkside, San Mateo Park, Sunnybrae)

2.2 Reading Support Teachers (Audubon, Brewer Island, College Park, Foster City, Lead, North Shoreview, Parkside, San Mateo Park, Sunnybrae)

2.3 Read 180 Teachers in Middle School & LEAD (Abbott, Bayside STEM, Borel)

2.4 Provide Support Staff for Instruction and Intervention (Beresford, Borel, Bowditch, Brewer Island, Foster City, George Hall, Highlands, Laurel, Meadow Heights, North Shoreview, Parkside and San Mateo Park)

ACTUAL

2. MET - Intervention was provided at all elementary sites.

2.1 - MET- Reading Intervention Specialists worked with small groups of struggling readers at all schools and Reading Recovery was provided at 10 schools (Baywood, Beresford, Fiesta Gardens, George Hall,Highlands, Laurel, Meadow Heights, LEAD, Parkside, San Mateo Park, Sunnybrae).

2.2 - MET - Reading Support Teachers worked with small groups of struggling readers at all schools, with the exception of Brewer Island, College Park and Foster City, who had inconsistent support due to the teacher/s being on medical leave and/or having to sub for a classroom teacher who did not complete the school year.

2.3 -MET - Read 180 teachers were in place at Abbott, Borel and Bayside STEM.

2.4 - MET - Additional support staff (bilingual and monollingual paras) worked with students who are struggling readers at all schools.

Expenditures

BUDGETED

2.1 1000 & 3000: Certificated Salaries & Benefits Supplemental $1,181,835

2.2 1000 & 3000: Certificated Salaries & Benefits Supplemental $749,082

2.3 1000 & 3000: Certificated Salaries & Benefits Supplemental $177,366

2.4   2000 & 3000: Classified Salaries & Benefits Supplemental $315,628

ESTIMATED ACTUAL

2.1 1000 & 3000: Certificated Salaries & Benefits Supplemental $1,143,489

2.2 1000 & 3000: Certificated Salaries & Benefits Supplemental $331,087

2.3 1000 & 3000: Certificated Salaries & Benefits Supplemental $153,687

2.3 1000 & 3000: Certificated Salaries & Benefits Title I $76,402

2.4 2000 & 3000: Classified Salaries & Benefits Supplemental $254,833

Action 3

Actions/Services

PLANNED	ACTUAL
3. Increase opportunities to learn specifically for unduplicated students 3.1 Additional learning time with Summer School and Kick Off to Kindergarten 3.2 Additional support for Title I students (formerly SES services) 3.3 Software related curriculum for Literacy acceleration and academic support. 3.4 Provide Bus Passes for socio-economically disadvantaged students for improved attendance 3.5 Additional learning time with increased library/support staff hours 3.6 School Site Community Outreach Coordinators	3 - MET - Unduplicated students received increased opportunities for academic learning. 3.1 - Met - 412 students attended 19 half-days of Summer School. Grades 1-3 focused on literacy. Grades 4-8 focused on Math. Two classes of students attended 19 days of Kick off to Kindergarten. 3.2 - MET - Title I students participated in after school support through Academic Centers at North Shoreview, LEAD and Bayside STEM. 3.3 - MET - Read 180 was implemented at Abbott, Bayside STEM and Borel. 3.4 - MET - Bus passes were provided monthly to socio-economically disadvantaged students, newcomers and homeless students. 3.5 - MET - Additionall learning time was provided through increased library time at Abbott, Borel, Bowditch, Foster City, Park and Sunnybrae. 3.6 - MET - Community Outreach Coordinators were provided at Abbott, Bayside STEM, Laurel, Park, and Sunnybrae.

Expenditures

BUDGETED	ESTIMATED ACTUAL
3.1 1000 & 3000: Certificated Salaries & Benefits Title I $180,000	3.1 1000 & 3000: Certificated Salaries & Benefits Title I $123,380
3.1 1000 & 3000: Certificated Salaries & Benefits Supplemental $10,000	3.1 1000 & 3000: Certificated Salaries & Benefits Supplemental $9,438
3.2 5000-5999: Services And Other Operating Expenditures Title I $196,320	3.2 5000-5999: Services And Other Operating Expenditures Title I $0
3.3 4000-4999: Books And Supplies Lottery $140,000	3.3 4000-4999: Books And Supplies Lottery $0
3.4 5000-5999: Services And Other Operating Expenditures Supplemental $20,000	3.4 5000-5999: Services And Other Operating Expenditures Supplemental $9,258
3.5 2000 & 3000: Classified Salaries & Benefits Supplemental $25,912	3.5 2000 & 3000: Classified Salaries & Benefits Supplemental $25,926
3.6 2000 & 3000: Classified Salaries & Benefits Supplemental $224,731	3.6 2000 & 3000: Classified Salaries & Benefits Supplemental $100,864

ANALYSIS
Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	In reviewing our goal of increasing achievement for English Learners and Socio-Economically disadvantaged (SED) students our results were mixed. While students made growth, the level of growth was not as significant as students in other areas. There were some structures and curriculum implemented that increased attention and focus on English Learners and Socio-Economically Disadvantaged students. The Coordinator of EL services provided professional learning opportunities for schools in the area of Integrated and Designated ELD. All teachers were educated in and supported in identifying Long Term English Learners (LTELs), and the Coordinator supported schools in developing strategies to address their unique learning needs. Hamaray kits were purchased for each school as curricular resource for newcomers. Data was collected on newcomers in the middle schools and how they are progressing. Bilingual paras and certificated staff worked with students and families of newcomers to assist in the development of materials and resources for families. The Coordinator of EL Services gathered data from schools on current practices to acclimate newcomers to the US and provide them with targeted English instruction. Each school was provided with a reading specialist. Park, Sunnybrae, LEAD, Fiesta Gardens, Parkside STEAM, George Hall, Beresford, Highlands, Laurel, Baywood and Meadow Heights implement Reading Recovery as their main intervention model. Other sites used Leveled Literacy Intervention (LLI) as their intervention model to assist struggling readers. Students were targeted based on their reading level, but there was also additional consideration for students who were English Learners or SED. Additional learning opportunities were provided in the summer and throughout the school year for both English Learners and SED students. In the summer, approximately 40 students entering Kindergarten with no preschool experience were identified and invited to attend Kick off to Kindergarten which helped them acclimate to the school setting. Summer school provided extended learning time to 412 students in grades 1-8. Primary grades focused on literacy. Upper grades and middle school focused on mathematics in order to increase achievement.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	We observed varying levels of effectiveness in our goal to increase achievement for ELs. Galileo results in grades 3-5, F&P results in grades K-5, and qualitative data was used and examined. Overall, the level of effectiveness depended on each site's ability to align classroom instruction and intervention with formative assessment data. Schools with large percentages of ELs need additional professional learning on how to integrate ELD throughout the day and on how ELs develop language. 20 Reading Specialists, 15 RSP teachers and 3 certificated ELD teachers received professional development on how ELs develop language and this is surfacing as a continued need for classroom teachers. A new ELA/ELD curriculum was purchased for both Elementary and Middle schools to roll out in 2017-2018. This curriculum will give teachers an opportunity to learn more practical strategies on how to support EL students in their classroom. It will also provide the materials and lessons for both Integrated and Designated ELD. The EL Coordinator will be providing specific guidance on how sites should be giving additional targeted support to Newcomers, LTELs and students at risk for being LTELs in the form of protocols for identification, support, and curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Material differences in estimated actuals and budgeted expenditures were primarily due to varied teacher attendance, time card expenses, our ability to find and provide subs as needed, and issues related teachers being on medical leave or otherwise. In our after school program and with our and in hiring our School Site Community Outreach Coordinators, we had unexpected difficulty staffing. In expenditure 3.2, the funding will be used on summer school. We are phasing Read 180 out of our district so reduced the amount of materials purchased this year.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Using data collected by Fountas and Pinnell Benchmark literacy assessments through site-level data meetings, Galileo results collected centrally, and the results of the California dashboard, as well as after gathering stakeholder input, in elementary school, we determined the following changes should be made: • Focus on the Designated and Integrated ELD curriculum in the new Benchmark ELA/ELD curriculum and support classroom teachers through professional learning (changes made in Goal 3.1.1) • Provide additional support to students who are newcomers and who are at-risk of becoming a LTEL with curriculum and staffing (changes made in Goal 3.1.2 and 3.1.6) Using data collected by Galileo results collected centrally, and the results of the California dashboard, as well as after gathering stakeholder input, in middle school, we determined the following changes are to be made: • Focus on the Integrated ELD curriculum in the new Springboard ELA/ELD curriculum and support classroom teachers through professional learning (changes made in Goal 3.1.1) • Create a centralized newcomer program at two school sites (Abbott and STEM) (changes made in Goal 3.1.5) Adding an elementary program to STEM (STEAM) causes us to hire an additional reading specialist to support struggling readers (changes made in Goal 3.2.2). Action 3.4 was moved to Goal 3 from Goal 2 as it specifically addresses the needs of ELs in Math in middle school.

Annual Update   LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4	Students will use evolving technology to support their learning of the California Standards.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Assessment:
Galileo Participation Rates: 96%
CAASPP Participation Rates: 99.6%

Technology:
Device Activity:
Average use of the devices over a 7 day period
Peak use of the devices 7 day period on average
Google Apps access rate

ACTUAL

Assessment:
MET- Galileo Participation Rate - 97.3%
MET - CAASPP Participation Rate - 99.5%

Technology Use:
This was the first year we established metrics to track student use of technology devices and online services. Future growth will be tracked from these numbers.
Average daily device usage over a 7 day period: 3100
April 2017 drive usage:
- Forms: 2659
- Slides: 31764
- Sheets: 11570
- Docs: 263405
- Files Uploaded: 732926

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED	ACTUAL
1. Use assessment data to inform instruction 1.1 Data Management System yearly purchase of Student Data Management System (Galileo). 1.2 Hire Data Analyst to support Benchmark Assessments and use of data by principals and teachers. 1.3 California Assessment of Student Performance and Progress (CAASPP) & Site Coordinator stipends to implement CAASPP Measurement of Academic Performance and Progress. 1.4 Purchase and transition to new reading assessment for K-5 grade	1.1 Met - Data and assessment system (Galileo) is currently in use. Students in grades 3-8 took 3 benchmark assessments in ELA and Mathematics. 1.2 Met - Data analyst hired and providing services to administration and teachers. 1.3 Met - Site coordinators were identified and trained in proper administration procedures for the CAASPP assessments. The site coordinators trained the faculty, and supervise the successful completion of the assessments. 1.4 Met - New reading assessment has been purchased and teachers received training on how to administer the new assessments. All students grades K-5 received at least one assessment.

Expenditures

BUDGETED	ESTIMATED ACTUAL
1.1 5000-5999: Services And Other Operating Expenditures Base $100,000	1.1 5000-5999: Services And Other Operating Expenditures Base $96,680
1.2 2000 & 3000: Classified Salaries & Benefits Supplemental $86,403	1.2 2000 & 3000: Classified Salaries & Benefits Supplemental $47,808
1.3 1000 & 3000: Certificated Salaries & Benefits Base $32,000	1.3 1000 & 3000: Certificated Salaries & Benefits Base $28,128
1.4 5000-5999: Services And Other Operating Expenditures One Time Funding $200,000	1.4 4000 & 5000: Books & Supplies and Services & Other One Time Funding $200,822

Action **2**

Actions/Services

PLANNED	ACTUAL
2. Provide tools for students to use for learning 2.1 Progress toward 1:1 Technology Goal in Technology Plan & Lease of Chromebooks to support CAASPP testing and classroom instruction during the year. 2.2 Roll out of TK-2 Tablets	2. Provide tools for students to use for learning 2.1 Met -Chromebooks lease has been continued, chromebooks in use at all 20 sites. 2.2 Met - TK-2 tablets were delivered to sites by August, 2017. No additional costs were incurred.

Expenditures

BUDGETED	ESTIMATED ACTUAL
2.1 5000-5999: Services And Other Operating Expenditures One Time Funding $350,000 2.2 $0	2.1 5000-5999: Services And Other Operating Expenditures One Time Funding $350,000 2.2 $0

Action 3

Actions/Services

PLANNED	ACTUAL
3. Provide support for teachers to use technology 3.1 Use Common Sense Media as a resource for educating students about the ethical and safe use of the internet as a learning tool. 3.2 Technology Teacher Leaders & teacher hourly for Teacher Technology Leaders to support increased level of student technology tools. 3.3 Provide 3rd – 8th grade teachers with Hapara-Digital Management tool for Google Doc Student Acct Mgmt. system	3.1 Not Met - Some sites have implemented Common Sense Media curriculum. More sites are scheduled for training. 3.2 Met - Teacher leaders have started to meet to plan and support site technology functions. Funding for tIme cards may have come from Teacher Leadership Teams 3.3 Met - Hapara license renewed and in use at 20 sites.

Expenditures

BUDGETED	ESTIMATED ACTUAL
3.1 0	3.1 0
3.2 1000 & 3000: Certificated Salaries & Benefits Supplemental $20,000	3.2 1000 & 3000: Certificated Salaries & Benefits Supplemental $0
3.3 5000-5999: Services And Other Operating Expenditures Base $40,000	3.3 5000-5999: Services And Other Operating Expenditures Base $39,600

Action 4

Actions/Services

PLANNED	ACTUAL
4. Provide support for site technology initiatives 4.1 Digital Arts Coordinator leads student technology projects (Lead) 4.2 Provide additional technology hours (Laurel, College Park and Bayside STEM)	4.1 Met - Digital arts coordinator hired at LEAD 4.2 Met - Additional technology resources are available for students at Laurel, College Park, and STEM.

Expenditures

BUDGETED	ESTIMATED ACTUAL
4.1 1000 & 3000: Certificated Salaries & Benefits Supplemental $52,566	4.1 1000 & 3000: Certificated Salaries & Benefits Supplemental $52,163
4.2 2000 & 3000: Classified Salaries & Benefits Supplemental $76,402	4.2 2000 & 3000: Classified Salaries & Benefits Supplemental $62,173

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The actions and services outlined for this goal were generally implemented as planned with very few exceptions. Some of the highlights of our implementation were both the hiring of our Data Analyst and the increased use of the updated Chromebooks. The data analyst has made an impact on the turnaround of our data input and retrieval, supporting district efforts and site needs. The increased availability of data has allowed for staff and the district office to have access to data that supports student instruction. With the increased access to data teachers and district employees are able to analyze their data and plan to impact

instruction within their classrooms. This year another focus was increasing access to technology for students. The metrics showed that the updated Chromebooks were consistently used across all schools in the district. Students and teachers were accessing technology for both assessments and academic support. While there were many positive impacts, the district did run into difficulty with role out of the Common Sense Media modules and helping sites prioritize the implementation of the curriculum. With the implementation of new curriculum at all grade levels, there was not enough emphasis on the use of these materials.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	According to both our Galileo participation rate and our CAASPP participation rate, we have sufficient devices that are in working order that support student access to technology. We met both metrics in this area: Galileo Participation Rate - 97.3%: Target met CAASPP Participation Rate - 99.5%: Target Met Through the tracking of teacher access to student technology apps, we can also track that more students have had access to technology during the school day, than in past years. We will begin to track this data for the future in order to increase student access to technology.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	1.1 The data management system, Galileo, enrollment numbers impacted the budgeted amount and resulted fewer per pupil licenses. 1.2 The hiring of a data analyst difference in cost was due to his hiring date in November. 1.3 The site coordinator funding was different because of the number of coordinators participating in the district meetings. 1.4 The cost of the new reading assessment did not factor in the additional purchase of some materials needed for teachers. The result was a need to spend $800 more. 3.2 A K-8 team of Technology Teacher Leaders met during the middle school teacher leader meetings. This team was slower to form than others. Funding for teacher time cards came from goal 2 Teacher Leader timecards. 4.2 The use of Hapara software price difference was due to the changing enrollment numbers in our district. The actual number of students was less than the initial estimate.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	After analyzing the metric data, and reviewing the effectiveness of the actions and services from 2016-2017 school year, stakeholders identified the following changes to be made. Actions and Services: * Increase the use of Common Sense Media * Changes are found in Goal 4 Action 3.1 Use Common Sense Media as a resource for educating students about the ethical and safe use of the internet as a learning tool. * Increase teacher use of technology and support students in the classroom to increase access * Changes are found in Goal 4 Action 4.1 Digital Arts Coordinator leads student technology projects (Lead)

Annual Update   LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5	Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Pupil Engagement 2015 Baseline for School Attendance Rate: 96.44% 2015 Baseline for Chronic absenteeism rate: 1.1% 2015 Baseline for Middle School Dropout rate: 0% School Climate 2015 Baseline for Student Suspension Rate: 1.4% 2015 Baseline for Student Expulsion Rate: <0.1%	Pupil Engagement NOT MET - School Attendance Rate: 96.2% NOT MET - Chronic Absenteeism Rate: 4.8% MET - Middle School Dropout Rate: 0% School Climate NOT MET -2016-2017 Suspension Rate: 1.5% MET- 2016-2017 Student Expulsion Rate: 0%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	PLANNED 1. Provide quality physical education program- (Elementary PE staff outlined in Goal 1-Base Program) 1.1 Curriculum for PE/Family Life/Health	ACTUAL 1. Provide quality physical education program- (Elementary PE staff outlined in Goal 1-Base Program)

1.2 PE or Health Teacher or Paraeducator Release Time for training (Sub cost or hourly) 1.3 Teacher on Special Assignment for PE/Health	1.1 NOT MET: Curriculum and replacements for Family Life/Health were provided in 4th, 5th and 7th grades (MET). PE curriculum was not purchased (NOT MET). 1.2 MET: PE Teachers and Paraeducators received release time for training. 1.3 MET: Teacher on Special Assignment for PE/Health provided support to teachers and paraeducators with professional development in elementary and middle schools. Parent education nights were also coordinated by the Teacher on Special Assignment for PE/Health.

Expenditures

BUDGETED	ESTIMATED ACTUAL
1.1 4000-4999: Books And Supplies One Time Funding $250,000	1.1 4000-4999: Books And Supplies One Time Funding $0
1.1 4000-4999: Books And Supplies Lottery $15,000	1.1 4000-4999: Books And Supplies Lottery $9,529
1.2 1000 & 3000: Certificated Salaries & Benefits Title II $12,000	1.2 1000 & 3000: Certificated Salaries & Benefits Title II $2,452
1.3 1000 & 3000: Certificated Salaries & Benefits Base $106,902	1.3 1000 & 3000: Certificated Salaries & Benefits Base $111,914

Action 2

Actions/Services

PLANNED	ACTUAL
2. Provide Counseling and Support to Students 2.1 Provide 1 additional counselor at each middle school (4 FTE) 2.2 Provide 2 additional counselors for elementary counseling (2 FTE) 2.3 Provide counseling interns and lead counselor for SMFC Elementary Schools. 2.4 Provide Middle School Safety Advocates and Groups 2.5 Provide School Safety Officers that work with the middle schools.	2. Provide Counseling and Support to Students 2.1 MET: School year began with 2 counselors in each Middle School (1 additional counselor, 4 FTE). In November, one counselor left District (Abbott Middle). A part-time retired Counselor helped cover the position and continued with part-time support for the school year. A new counselor was hired in the spring to fill the position. 2.2 MET: Two additional Elementary School Counselors joined District staff and served 8 of the 16 Elementary Schools. They conducted 28 groups. The focus of the groups' content include skills such as impulse control, self-regulation, social/friendship skills, conflict management, stress reduction, self-esteem, and management of depressive or anxious symptoms. The counselors consulted with school staff and families to address student challenges, refer students/families to community resources, and help coordinate the intern counseling at their school sites. They also counseled and supported individual students and conducted some classroom based social emotional education such as mindfulness skills and the Second Step program. They

served on some school teams, such as Care and PBIS and supported students in class and on the playground.

2.3   MET: Counseling supervision was provided to Art Therapy interns. Eight Art Therapy interns served 8 elementary schools, serving approximately 134 students and conducting groups. These interns were on campus from 3 to 5 days per week. Their set schedule was dependent on school needs. Five interns from the Youth Service Bureau (YSB) served the other 8 elementary schools at least 1 day weekly, with some schools funding additional time on their own. The intern for BIES ended early (May 11). The intern for FCE ended in April and replaced after a few weeks by YSB. YSB interns served 52 individual students for counseling and co-facilitated a variety of groups for 59 students.

2.4   MET: One YSB School Safety Advocate (SSA) was assigned to each middle school. The SSA at Bowditch left in February and was replaced in March.
- Each SSA conducted Girls United and CALM (self-regulation) groups; A First Stop group that addresses substance abuse was held at Abbott Middle School.
- SSA's worked collectively with at least 183 individual students and 93 families thus far this school year

2.5 The San Mateo Middle Schools, Abbott, Bayside STEM, Borel, each had a part-time School Resource Officer (SRO).

Expenditures	BUDGETED	ESTIMATED ACTUAL
	2.1 1000 & 3000: Certificated Salaries & Benefits Supplemental $358,438	2.1 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Supplemental $286,032
	2.2 1000 & 3000: Certificated Salaries & Benefits Supplemental $179,218	2.2 1000 & 3000: Certificated Salaries & Benefits Supplemental $158,588
	2.3 5000-5999: Services And Other Operating Expenditures Supplemental $118,000	2.3 5000-5999: Services And Other Operating Expenditures Supplemental $112,264
	2.4 5000-5999: Services And Other Operating Expenditures Supplemental $104,000	2.4 5000-5999: Services And Other Operating Expenditures Supplemental $73,578
	2.5 5000-5999: Services And Other Operating Expenditures Supplemental $175,000	2.5 5000-5999: Services And Other Operating Expenditures Supplemental $183,854

Action **3**

Actions/Services

PLANNED

3. Develop supportive learning environments
3.1   Provide Positive Behavior Intervention and Supports at all elementary schools.
3.2   Provide Restorative Practices at all middle schools

ACTUAL

3.   Develop supportive learning environments
3.1   MET: Positive Behavior Intervention and Supports (PBIS) were implemented at all elementary schools. Some schools completed their third year of implementation (Tier 3), some their second year (Tier 2), and some completed PBIS Tier 1 this school year. All Tiers received coaching, which also included support for data meetings

Tier 1 Schools (participated in training 9/28/16, 11/30/16, 3/08/17, 5/17/17); established teams to lead implementation efforts at school sites. These teams worked with staff to build PBIS supports such as school-wide behavior expectations and behavior acknowledgement systems.
- Baywood
- College Park
- Meadow Heights
- North Shoreview Montessori
- Parkside Montessori

Tier 2 Schools (participated in training 9/14/16, 11/16/16, 2/08/17, 5/11/17); PBIS teams continued to lead implementation efforts at sites. These teams worked with staff to maintain Tier 1 supports and to build new PBIS supports such as Check-in/Check-out systems, student and parent PBIS training,videos of processes and procedures, training in and/or use of SWIS system to track discipline referrals and identify areas for improvement, and site-specific positive behavior incentive programs.
- Beresford
- Brewer Island
- Fiesta Gardens
- Foster City
- Highlands
- Laurel
- LEAD
- Parkside
- Sunnybrae

Tier 3 Schools. Schools continued PBIS implementation, including focus on pre-corrections, clear expectations, and behavior reflections.
- Annex
- Park
- Audubon
- George Hall

3.2 MET: Restorative Practices (RP) were utilized at all middle schools. RP continued to be used as a response tool for behavior infractions and an alternative to suspension. Abbott, Borel, and Bowditch had Teacher Leaders and teachers in Restorative Practices Site Implementation Teams, expanding use of RP into classrooms for community building and course content delivery and review.

The three RP Teacher Leaders at Borel, Abbott, Bowditch are Restorative Practices Trainers. Their activities included:
- Supporting their Site Implementation Team efforts through classroom demonstration, provision of observation/feedback, and circle planning and other consultation.
- Addressing other student concerns at their schools through consultation and direct work in classrooms.
- Organizing and leading data collection efforts related to RP
- Led their schools in formulating a 2 year RP Expansion Plan for their sites, including baseline survey conducted in Sept. 2016, and the post survey administered in April 2017.
- Led RP Professional Development on 3/1/17 at their sites with some support from their RP Site Implementation Teams.
- Trained school site implementation team teachers, mental health support staff, and other teachers in the International Institute for Restorative Practices (IIRP) 2 day curriculum – Introduction to Restorative Practices and Using Circles Effectively. They trained a total of 56 SMFCSD staff.

RP School Site Implementation Teams:
- Eighteen Teachers from Abbott, Borel, and Bowditch Middle Schools, volunteered to become the Restorative Practices Site Implementation Teams for their schools and practiced RP in their classrooms
- 19 Teachers participated in RP training in January 2017
- 3 Teachers from The Bayside STEM Academy were trained in RP in Sept. 2016 now use RP in their classrooms. They have given an overview of RP to staff at a staff meeting. Subsequently, several teachers incorporated RP into their community building practices.

School Counselors and Administrators:
- All School Counselors (Middle and Elementary, with exception of Abbott Counselors) and Middle School Administrators are RP trained
- RP used as a reactive strategy/alternative discipline process in Middle Schools
- RP used for student conflict resolution and problem solving by school counselors at some Middle Schools

School Psychologists and other support Providers:
- 15 School psychologists, counseling interns, and the Dean of Students for Bayside STEM were trained in RP and many utilized it within their work with students

Expenditures

BUDGETED
3.1 5000-5999: Services And Other Operating Expenditures Supplemental $75,000

3.2 No cost (grant funded) $0

ESTIMATED ACTUAL
3.1 5000-5999: Services And Other Operating Expenditures Supplemental $57,850

3.2 No cost (grant funded) $0

Action 4

Actions/Services

PLANNED
4. Support ongoing student health and healthy choices
4.1 Wellness Coordinator supports both physical health and coordination of mental health programs.
4.2 Contracted Nursing Services

ACTUAL
4. Support ongoing student health and healthy choices
4.1 MET: The SMFCSD Wellness Coordinator worked towards promoting and supporting the physical and mental well-being of students. Activities include:
- Assisted in coordination of YSB Counseling intern and School Safety Advocate services
- Supervised 2 Elementary Counselors

- Led Wellness Task Force and the Task Force subcommittee that drafted SMFCSD Board Wellness Policy revision
- Helped to update District's suicide intervention and prevention protocol
- Coordinated and supported Restorative Practices expansion into Middle School classrooms
- Trained staff in use of Restorative Practices (trainer of IIRP 2 day training)
- Coordinated professional development for teachers and school counselors related to mental health
- Co-presented RP Professional Development at The Bayside STEM Academy on 3/01/17
- Coordinated Health Fairs for 6th grade students
- Coordinated the District's Safe Routes to School program, including highlighting the positive impacts on individual and community health that can come from walking and biking to school
- Promoting Health and Wellness through information provided to parents through fliers and newsletters about healthy eating and physical activity and their relationship to academic achievement and long term positive health outcomes

4.2 MET: Contracted Nursing Services: The district met its obligation through paying a portion of one of the Licensed Vocational Nurses who assisted in provision of health services to students.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	4.1 1000 & 3000: Certificated Salaries & Benefits Supplemental $151,786	4.1 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Supplemental $172,667
	4.2 5000-5999: Services And Other Operating Expenditures Supplemental $40,000	4.2 5000-5999: Services And Other Operating Expenditures Supplemental $60,505

Action **5**

Actions/Services	PLANNED	ACTUAL
	5. School Site Support	5. School Site Support
	5.1 Social Emotional Learning (Audubon, Baywood, Beresford, College Park, Fiesta Gardens, Foster City, George	5.3 MET: A Dean of Students served the students at The Bayside STEM Academy.

Hall,Highlands, Laurel, Meadow Heights, Parkside, San Mateo Park, Sunnybrae, Borel)
5.2 Youth Service Bureau (Audubon, College Park,Foster City School)
5.3 Dean of Students (Bayside STEM)
5.4 Counseling (Lead)
5.5   Provide 1 period for Restorative Practices coaching and additional professional development (Abbott, Borel, and Bowditch)

5.4   MET: An intern provided full-time counseling to students at LEAD Elementary.
5.5   MET: One period daily of RP coaching was provided at Borel, Abbott, and Bowditch. Teachers have participated in professional development and further professional development is upcoming.

Abbott: Restorative Practices Teacher Leader $16,000

Bowditch: Restorative Practices Teacher Leader $16,000

Borel: Restorative Practices Teacher Leader paid by stipend: $5,400. This teacher voluntarily used her prep period for RP support and planning and completed her teaching preparation outside of school hours.

The Bayside STEM Academy: Principal and 3 teachers attended International Institute for Restorative Practices (IIRP) training in September. Also Middle school counselors went to IIRP RP training in Sept. (those who had not yet attended the days 3 & 4 of the training) Total Cost IIRP Sept training: $3,600 plus sub coverage charges

Borel Teacher Leader, attended the Training of Trainers in Sept: $1,800

A total of 38 teachers and 19 mental health support professionals such as school counselors, school psychologists, and interns participated in a 2 day Restorative Practices training this school year.

Expenditures

BUDGETED
5.1 5000-5999: Services And Other Operating Expenditures Supplemental $83,874

5.2 5000-5999: Services And Other Operating Expenditures Supplemental $10,000

5.3 1000 & 3000: Certificated Salaries & Benefits Supplemental $101,615

5.4 5000-5999: Services And Other Operating Expenditures Supplemental $32,000

ESTIMATED ACTUAL
5.1 4000 & 5000: Books & Supplies and Services & Other Supplemental $47,463

5.2 5000-5999: Services And Other Operating Expenditures Supplemental $11,040

5.3 1000 & 3000: Certificated Salaries & Benefits Supplemental $113,627

5.4 2000 & 3000: Classified Salaries & Benefits Supplemental $32,000

5.5 1000 & 3000: Certificated Salaries & Benefits Supplemental $67,836	5.5 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Supplemental $39,234

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Actions and Services for the goal of "Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects" were implemented as planned, with the exception of purchasing a curriculum for PE/Health/Family Life. To support students' physical health, there was a Teacher on Special Assignment for PE/Health who provided support to teachers and paraeducators with professional development (PD) in elementary and middle schools. These teachers/staff were provided release time for this purpose. Parent education nights were also coordinated by the Teacher on Special Assignment for PE/Health. The district had 1 contracted Licensed Vocational Nurse who assisted in provision of health services to students as well as a Wellness Coordinator who promoted health and wellness through policy work and education. This coordinator also aided in promoting the social emotional health of students through coordination of some aspects of the counseling supports and supervision of the 2 additional elementary school counselors.
	The social and emotional health of students was supported through provision of Counseling and Support to Students. Additional School Counselors served students at each middle school (1 per school) and 2 additional School Counselors served elementary students, conducting groups, supporting individual students, referring families to resources, consulting with parents and staff, and providing some whole-class interventions. Elementary school students also had access to interns contracted from community programs to counsel students individually and in groups. These interns were supervised and the art therapy interns had the guidance of a lead elementary school counselor. In addition to the extra school counselors, middle school students had counseling support from The Peninsula YMCA Youth Services Bureau School Safety Advocates, who met with individuals and groups, and from School Resource Officers, who taught the nationally recognized G.R.E.A.T. (Gang Resistance Education and Training), and who helped with resource referrals, and supporting positive school climate. Many schools self-selected and utilized additional social emotional learning programs, such as Six Seconds or Soul Shoppe. Three schools included additional counseling intern support time (Audubon, College Park,Foster City School), and one school (LEAD) had a full-time counseling intern.
	To further support student engagement and school climate, District elementary schools implemented Positive Behavior Intervention and Supports (PBIS), with varying degrees of development for their related site implementation. All schools received PBIS coaching support. PBIS site team teachers participated in Tier 1 and Tier 2 level professional development. Schools developed and/or maintained PBIS supports such as school-wide behavior expectations and behavior acknowledgement systems. Tier 2 school added additional PBIS supports such as Check-in/Check-out systems, student and parent PBIS training,videos of processes and procedures, and training in and/or use of SWIS system to track discipline referrals and identify areas for improvement. Tier 3 Schools continued PBIS implementation, including focus on pre-corrections, clear expectations, and behavior reflections. Middle Schools focused on improving school climate and supporting student engagement through expanding use of Restorative Practices into classrooms. Teams of teachers participated in professional development (2 day training) and all middle

school teachers participated in a Restorative Practices site-based PD. A Teacher Leader to support teachers in their adoption of Restorative Practices, and who also helped with data collection, PD, and ongoing site planning for Restorative Practices classroom implementation, provided a daily class period of support at Borel, Abbott, and Bowditch Middle Schools. The Bayside STEM Academy employed a Dean of Students to further support the school climate and enhance student engagement.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The overall success of the actions and services provided can be seen anecdotally in increased enthusiasm and participation for school, in school, for a healthy lifestyle and awareness of the increased need and support for mental health services. The increased number of counselors both on our middles elementary school counselors provided the opportunity for the district to make headway on the implementation of school climate programs such as PBIS and Restorative Practices that will create systemic, long-term change at schools.In addition to the increased number of student contacts with a mental health professional, the increased number of counselors has also provided opportunity for parent contact. Our elementary counselors held 35 parent groups on Tuesday nights which included child care with counseling interns who ran social emotional groups, and, Wednesday morning "Mom" groups at our Elementary Counseling Center. School Resource Officers taught the G.R.E.A.T. (Gang Resistance Education and Training) program which also included a parent night and graduation celebration for students and their families. All 16 elementary schools are now trained and implementing PBIS at their schools. Several schools also started the work of tracking data with the implementation of SWIS (School-wide Information System) a PBIS assessment and evaluation tool to track office referrals. Additionally, individually, schools contributed to increase their counseling intern's time on their campuses, provided incentives for the PBIS program and assemblies such as Soul Shoppe throughout the year to keep positive strategies, interventions and climate at the forefront of the entire school communities work.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	2.1-2.4: The loss of one middle school counseling FTE in October 2016 with no replacement until Spring 2017, and a late start of a Youth Services Bureau School Safety Advocate (SSA) at one school and early departure of a SSA at another school has resulted in a slight decrease of expenditures. All other decreases can be attributed to the final invoicing has not occurred. 2.5: The increased cost of the School Resource Office is directly attributed to a request by the Police Department to make a contribution to vehicle maintenance as it is our desire that officers are on campus with a marked vehicle, and unexpected increased costs to benefits. 3.1: Difference can be directly attribute to final invoicing has not occurred. 4.1: Salary and benefit increase approved after LCAP was completed.

4.2: District decided after LCAP was completed to bring LVN services in-house and hire FTE as employees

| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | LCAP stakeholder feedback identified counseling support, creating and maintaining positive learning environments, and social-emotional learning as top priorities in relation to this goal. Accordingly, all Elementary Counselors (3) are now included in goal 5, with their work in the elementary schools being focused on helping to create, support, and maintain positive learning environments. These counselors will also help this aim through increased classroom push-in to facilitate student social-emotional learning. Changes to this goal include trying to increase counseling services to sites under budget constraints. Based on stakeholder feedback, two Title I elementary schools are seeking more counseling services located on their site. LEAD Elementary School will have an elementary counselor and Sunnybrae Elementary School will have a School Safety Advocate through YSB four days per week. Due to cost restructuring, LCAP stakeholder feedback, and related priority identification, a reduction in School Resource Officer time is included in this goal for next year. Additionally, to aid in creating and maintaining positive learning environments an alternative education teacher has been added to this goal for next year. The nursing services that have been included in Action 4 are removed for next year, with funding coming from outside the LCAP9 refer to 4.2 above). In order to promote student engagement and pupil outcomes, Action 6 has been added and will allow for improved monitoring and addressing truancy with aid of Attention 2 Attendance software. To further promote positive learning environments, student engagement, and pupil outcomes, Action 7 is added to the goal. This action will allow one or two teachers from each Middle School to attend Inclusive School Networks professional development. These teachers will thereby become trainers of Inclusive Schools teacher education presentations, and will be able to support their school sites in developing and maintaining inclusive environments. |

[Annual Update]{.underline}   LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 6	Teachers, administrators and staff will participate in professional development that is responsive to educational priorities and based on research of effective practices to support student learning.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

[ANNUAL MEASURABLE OUTCOMES]{.underline}

EXPECTED	ACTUAL
Number of administrators, teachers and staff attending professional development.	MET - Greater than 90% of teachers and administrators participated in professional development sessions.

[ACTIONS / SERVICES]{.underline}

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   1

Actions/Services

PLANNED	ACTUAL
A. Professional Development for Administrators ,Teachers and Staff: 1.1 Technology Teacher on Special Assignment (TOSA) will provide PD to use technology tools for instruction and assessment. 1.2 Math PD through Silicon Valley Math Initiative will provide opportunities for teachers and administrators to attend high quality professional development in mathematics. 1.3 Presenter costs and supplies for Extended Wednesday Professional Development will provide opportunities for teachers to learn with teachers across schools.	A. Professional Development for Administrators ,Teachers and Staff: 1.1 MET - Technology TOSA provided professional development on 6 Extended Wednesday PD days. The Technology TOSA offered 5 Thursday afternoon PD sessions and coached teachers and teams at various school sites. 1.2 MET - 10 Teachers participated in SVMI Lesson Study Professional Development. 1.3 MET - All teachers attended 6 Extended Wednesday Professional Development Series (middle school,

1.4 Summer Institute Professional Development provides opportunities for teachers to learn in-depth in a subject area. Summer Institutes are planned for Preschool-TK/Kindergarten Early Learning Math Initiative, Grades 4-8th Grade Math, CPM Algebra I, BaySci Teacher Leader Institute for Science for TK-5th Grade, Middle School Science- NGSS for 6th Grade, Reading Workshop and Writing Workshop for TK-5th Grade. Includes Teacher hourly pay, materials and presenter costs.

1.5 Teachers on Special Assignment for English Language Arts/English Language Development, Math, Science, and Inquiry-Based Learning will provide ongoing teacher support for high-quality instruction and curriculum development. The TOSA's have two primary responsibilities; help facilitating learning and understanding of new standards and adopting/implementing new instructional materials and providing differentiated support for all students, with a focus on unduplicated students. (5 FTE)

1.6 Specialized teachers will be reimbursed for educational expenses accrued for becoming "highly qualified".

1.7 New teachers will be supported in their induction process through assigned support providers.

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elementary cohort 1 and elementary cohort 2).

1.4 MET - Summer professional development included Preschool-TK/Kindergarten Early Learning Math Initiative (60 teachers), Grades 4-8th Grade Math (20 teachers) , CPM Algebra I (6 Teachers), BaySci
Teacher Leader Institute for Science for TK-5th Grade (6 teachers), Middle School Science- NGSS for 6th Grade, Reading Workshop (120 teachers) and Writing Workshop (80 teachers) for TK-5th Grade

1.5 MET - Teacher on Special Assignment for English Language Arts/ English Language Development was hired as a principal in October and we have not filled the position because we did not want to pull a teacher out of the classroom. Math, Science, and Inquiry-Based Learning provided ongoing teacher support for high-quality instruction and curriculum development. The TOSA's have two primary responsibilities; help facilitating learning and understanding of new standards and adopting/implementing new instructional materials and providing differentiated support for all students, with a focus on unduplicated students.

1.6 NOT MET- funds were not used to reimburse specialized teachers.

1.7 MET - New teachers were supported in their induction process through support providers.

- 61 Induction Candidates
- 8 Interns (who were supported from the 4035 budget)
- 4 TPSL (Teaching Permit for Statutory leave) (4035 budget)

Expenditures

BUDGETED	ESTIMATED ACTUAL
1.1 1000 & 3000: Certificated Salaries & Benefits Base $110,927	1.1 1000 & 3000: Certificated Salaries & Benefits Base $110,926
1.2 5000-5999: Services And Other Operating Expenditures Title II $10,000	1.2 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Title II $6,136
1.3 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Title II $50,000	1.3 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Title II $23,194
1.4 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other One Time Funding $150,000	1.4 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other One Time Funding $18,580
1.4 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Title II $100,000	1.4 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Title II $80,087
1.4 4000-4999: Books And Supplies Lottery $100,000	1.4 4000-4999: Books And Supplies Lottery $0

1.5 1000 & 3000: Certificated Salaries & Benefits One Time Funding $210,292	1.5 1000, 3000 & 5000: Certificated Salaries, Benefits & Services One Time Funding $232,437
1.5 1000 & 3000: Certificated Salaries & Benefits Supplemental $161,924	1.5 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Supplemental $64,000
1.6 5000-5999: Services And Other Operating Expenditures Base $80,000	1.6 5000-5999: Services And Other Operating Expenditures $0
1.7 1000 & 3000: Certificated Salaries & Benefits Base $80,000	1.7 1000 & 3000: Certificated Salaries & Benefits Base $50,675

Action 2

Actions/Services

PLANNED	ACTUAL
2. Professional Development for Administrators and Teachers on topics specific to unduplicated pupils.	2. MET - 2. Professional Development for Administrators and Teachers took place on topics specific to unduplicated pupils.
2.1 Literacy Professional Development for Special Educators with a focus on literacy instruction to support students with special needs	2.1 MET -Ongoing coaching took place for Special Educators with a focus on literacy instruction to support students with special needs in both Middle and Elementary schools.
2.2 Early Literacy Professional Development with a focus to support English Learners and students who are socioeconomically disadvantaged, foster youth or homeless.	2.2 MET - Professional Development took place at Beresford, Highlands, Laurel, George Hall, park, Parkside, LEAD, Fiesta Gardens, with a focus on supporting the language and literacy development of English Learners and students who are socioeconomically disadvantaged, foster youth or homeless.
2.3 Release time for teachers during Early Literacy Professional Development- observations, coaching, etc.	2.3 MET - Release time was provided for teachers during Literacy Professional Development- observations, coaching, etc.
2.4 Reading Recovery Leadership and Professional Development for Teachers and Principals	2.4 MET - Reading Recovery Leadership and Professional Development for Principals took place throughout the year at Pre LTM meetings 9 times throughout the year. Professional Development (15 sessions) and ongoing coaching was provided to Reading Specialists.
2.5 Professional Development and Materials for Reading Intervention Teachers	2.5 MET - Professional Development and Materials were provided for Reading Intervention Teachers on a monthly basis.
2.6 Reading/Assessment PD	2.6 MET - Professional Development was provided by Reading Specialists and Literacy Consultants on 2 Early Wednesday Professional Development days and on an ongoing basis on the new Reading Assessment (F&P).
2.7 ELD Professional Development	2.7 MET - ELD Professional Development occurred at staff meetings at school sites, 3 Wednesday Professional Development sessions and was integrated into subject specific professional development. It was also the area of focus for full day professional development at 8 elementary
2.8 Early Learning Math Initiative	

schools in February. Reading Specialists, RSP and ELD teachers received three Extended Wednesday PD sessions.
2.8 MET - Early Learning Math Initiative Professional Development was provided for preschool through kindergarten teachers and ongoing coaching was provided at two schools.

Expenditures

BUDGETED	ESTIMATED ACTUAL
2.1 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness $60,000	2.1 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness $18,183
2.2 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness $60,000	2.2 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness $47,100
2.3 1000 & 3000: Certificated Salaries & Benefits Title I $30,000	2.3 1000 & 3000: Certificated Salaries & Benefits Title I $30,150
2.4 1000 & 3000: Certificated Salaries & Benefits Supplemental $178,568	2.4 1000 & 3000: Certificated Salaries & Benefits Supplemental $178,293
2.5 1000 & 3000: Certificated Salaries & Benefits Title I $70,000	2.5 1000 & 3000: Certificated Salaries & Benefits Title I $30,098
2.6 5800: Professional/Consulting Services And Operating Expenditures Supplemental $20,000	2.6 5800: Professional/Consulting Services And Operating Expenditures Supplemental $7,200
2.7 1000 & 3000: Certificated Salaries & Benefits Title III $20,000	2.7 1000 & 3000: Certificated Salaries & Benefits Title II $21,318
2.8 5800: Professional/Consulting Services And Operating Expenditures Supplemental $15,000	2.8 5800: Professional/Consulting Services And Operating Expenditures Supplemental $15,000

Action   3

Actions/Services

PLANNED	ACTUAL
3. Site-based Professional Development 3.1 Additional Teacher hourly for site-based professional development (Audubon, Lead, Parkside, San Mateo Park and Sunnybrae) 3.2 Literacy Professional Development (Lead) 3.3 Inquiry Based Learning (George Hall) 3.4 IB Professional Development and Conferences (Borel and Sunnybrae)	3.1 MET - Additional Teacher hourly pay was used for site-based professional development (Audubon, Lead, Parkside, San Mateo Park and Sunnybrae). 3.2 MET - Professional Development took place at LEAD to support reading and writing workshop. 3.3 MET - Inquiry-Based Learning (IBL) professional development took place at George Hall, Parkide, and STEM by the IBL TOSA. 3.4 MET - Staff participated in IB Professional Development and Conferences (Borel and Sunnybrae)

Expenditures

BUDGETED	ESTIMATED ACTUAL
3.1 1000 & 3000: Certificated Salaries & Benefits Supplemental $25,500	3.1 1000 & 3000: Certificated Salaries & Benefits Supplemental $12,187
3.2 1000 & 3000: Certificated Salaries & Benefits Supplemental $46,363	3.2 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Supplemental $48,354
3.3 1000 & 3000: Certificated Salaries & Benefits Supplemental $15,000	3.3 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Supplemental $9,387

3.4 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Locally Defined $20,000	3.4 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Locally Defined $19,883

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The professional development goals were met through a combination of district and school site based actions. In addition to the actions listed above, all elementary teachers received two full days of professional development with the newly adopted enVision math materials and instructional strategies. Middle school teachers had two additional full days of subject specific professional development. All schools had an additional full day professional development day focused on site priorities.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall, the professional development was effective to achieve the articulated goals. Teacher participation rate was greater than 90% as measured by sign in sheets and teachers were asked to provide feedback via Google forms at the conclusion of each session. The Education Services team used the feedback from teachers to refine future sessions within the remaining professional development dates. Qualitative data collected by principals, teachers and reading specialists at site data meetings indicate that professional development was inconsistently effective based on a variety of external factors.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The difference between the budgeted and actual expenditures were a result of substitute teacher shortages, personnel changes (maternity leave, reassignment of position, etc) and material costs of actions and services. We overestimated the participation level and costs of the professional development provided during the summer. Actual expenditures for consultants for early literacy, special education and reading assessment professional development were less than budgeted expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	As stated, the Education Services team adjusted Professional Development plans in math and English Language Development based on feedback from teachers and principals, in addition to the success of the execution of the PD. For some actions, the state-wide substitute teacher shortage prevented a consistent and robust professional development plan from being in full effect utilizing release time for professional development, data analysis and planning. Reading data is collected at individual sites as we implement the new reading assessment which has resulted in inconsistent practices (See Goals 6.1 and 6.2). Goal 6 will stay the same however, our professional development focus will be on English Language Arts and English Language Development. SMFC will limit summer institutes for 2017 to 7th Grade Science (transition to NGSS), Middle School ELA/ELD, and Early Learning Math Initiative for first grade teachers.

Annual Update   **LCAP Year Reviewed: 2016-17**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 7	Families will participate in their child's education.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
SMFC parents will be meaningfully engaged as measured by: * At least 20 parents attending and participating in each DAC/DELAC meeting/event. * At least 20 parents of unduplicated students will attend SMFC Parent Institute Series	DELAC/ DAC Parent Attendance and Participation NOT MET - 11 parents participated in the October 2016 meeting NOT MET - 19 parents participated in the January 2017 meeting NOT MET - 11 parents participated in the March 2017 meeting NOT MET - 15 parents participated in the May 2017 meeting PIQE- Parent Institute for Quality Education MET- 42 Parents attended on 5/23/17

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **1**

Actions/Services	**PLANNED** 1. Engage parents in learning how to support students in school 1.1 Provide District-wide Parent Institute to support students in becoming college and career ready	**ACTUAL** 1.1 MET-Parent Institute for Quality Education (PIQE) workshop took place at College Park Elementary beginning on March 28, 2017 and continuing for nine Tuesdays to support parents in navigating the school system and helping

1.2 Provide translation and interpreting

1.3 Translator organizes district and site translating and interpreting services

1.4 Use electronic means of communicating with parents in middle schools

students to become college and career ready. The course was offered for English and Spanish speaking parents from schools across the district. There were three(3) groups totaling 80 parents that participated for this school year.
A series of health and wellness parent education nights were held at the District Office. The six-part series included speakers on a variety of subjects.
Youth Mental Health First Aid was offered by the Special Education Department.
A parent resource night was offered at Borel Middle School for middle school parents on topic related to middle school families.

1.2 MET- Interpreting provided at site and district meetings and events, translation of documents for the district and sites to support communication with families. In 2016-17, SMFCSD increased number of available translators and number of hours of translation provided for families.

1.3 MET- District Translator organized scheduling of translation services, translation equipment, and supports hiring and training of translators in addition to providing translation and interpretation services.

1.4 MET- Use of School Loop and district or school websites to communicate with parents in middle schools.

Expenditures

BUDGETED

 1.1 4000 & 5000: Books & Supplies and Services & Other Supplemental $30,000

1.1 4000 & 5000: Books & Supplies and Services & Other Title I $8,816

1.2 2000 & 3000: Classified Salaries & Benefits Locally Defined $90,000

1.3 2000 & 3000: Classified Salaries & Benefits Supplemental $49,377

1.3 2000 & 3000: Classified Salaries & Benefits Title III $18,262

1.4 5000-5999: Services And Other Operating Expenditures Base $20,000

ESTIMATED ACTUAL

1.1 4000 & 5000: Books & Supplies and Services & Other Supplemental $30,160

1.1 4000 & 5000: Books & Supplies and Services & Other Title I $7,340

1.2 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Locally Defined $70,025

1.3   2000 & 3000: Classified Salaries & Benefits Supplemental $50,838

1.3 2000 & 3000: Classified Salaries & Benefits Title III $18,616

1.4 5000-5999: Services And Other Operating Expenditures Base $15,134

Action **2**

Actions/Services

PLANNED	ACTUAL
2. Provide School Site support 2.1 Parent Education and ELAC Support (Beresford, Borel, College Park, Fiesta Gardens, George Hall, Highlands, Laurel, Meadow Heights, Sunnybrae, San Mateo Park) 2.2 Community Outreach Coordinators will reach out to families of unduplicated students (Baywood) 2.3 Provide translation services to families for school site and district programs (North Shoreview Montessori and Sunnybrae) 2.4 Engage parents through Parent Involvement Preschool Program (Lead, George Hall, Fiesta Gardens, Turnbull)	2.1- MET- school site support for parents and scheduled ELAC meetings (Beresford, Borel, College Park, Fiesta Gardens, George Hall, Highlands, Laurel, Meadow Heights, Sunnybrae, San Mateo Park) San Mateo Park school had a Spanish and English PIQE workshop for Park families beginning in January 2017 Borel offered the Parenting Project series for families within the district beginning in January 2017 2.2- MET- Community Outreach Coordinator connected with families regarding events, meetings and support for students 2.3- MET-School site translation support for families provided (North Shoreview Montessori and Sunnybrae). Translation is provided by the district. 2.4 - MET- Sites provided Parent Involvement Preschool Program for families (Lead, George Hall, Fiesta Gardens, Turnbull)

Expenditures

BUDGETED	ESTIMATED ACTUAL
2.1 1000-4000: Employee Salaries, Benefits, Books & Supplies Supplemental $11,045	2.1 1000-4000: Employee Salaries, Benefits, Books & Supplies Supplemental $6,721
2.2 2000 & 3000: Classified Salaries & Benefits Supplemental $47,000	2.2 2000 & 3000: Classified Salaries & Benefits Supplemental $28,781
2.3 2000 & 3000: Classified Salaries & Benefits Supplemental $5,700	2.3 1000 & 3000: Certificated Salaries & Benefits Supplemental $560
2.4 Private Donation 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Other	2.4 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Other $10,486

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	SMFCSD planned and implemented actions to support parent engagement and involvement. The Parent Institute for Quality Education (PIQE) was planned to reach out to parents of English Learners, Socioeconomically Disadvantaged and Foster Youth students. This parent education service was a success with the need for an additional class of parents for the nine week workshop. The district anticipated 50-60 parents, but 80 parents attended the workshops.

SMFC was able to offer more than the planned Parent Institute. In addition to the planned district parent education workshop PIQE, several other parent education workshops and nights were offered this school year at the district and site levels. A series of health and wellness parent education nights were held at the District Office. The six-part series included speakers on a variety of subjects. Youth Mental Health First Aid was offered by the Special Education Department. A parent resource night was offered at Borel Middle School for middle school parents on topic related to middle school families

SMFC was also able to provide increased translation services for families in the 2016-2017 school year. The number of available translators and hours of support increased from the 2015-16 school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	SMFC was able to provide more parent education at the district and site level than was planned for 2016-2017. Parents had several choices for informational and educational topics this school year between the offerings at the school sites and the district level. The increase in parent education offerings was due to the feedback from parents at LCAP engagement sessions, English Learner Advisory Committee meetings and District English Learner Advisory Committee/District Advisory Committee meetings requesting additional parent education opportunities. Paper, digital and recruitment approaches were attempted in 2016-17 to increase attendance at the District English Learner Advisory Committee and District Advisory Committee. Although attendance was increased from 2015-16, we were not able to meet our attendance goal for this year. Services for families who needed translation support was increased in 2016-17. Education Services was able to provide translation in various languages, increased availability of translators and an increase of the total hours of translation services provided in 2016-2017.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Material differences in estimated actual and budgeted expenditures were primarily due to varied parent attendance, added parent education events, materials and time card expenses. Also, there were varied costs of translating services expenses based on school site and district need.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In 2016-17, we added additional opportunities for parents due to the input from parents at LCAP engagement sessions throughout the district where parents expressed an interest in parent education offerings. In 2017-18, actions and services for Parent Engagement will continue to be offered including the Parent Institute for Quality Education (PIQE). Additional Parent Education opportunities will be offered for elementary and middle school sites and at the district level. The information can be found in Goal 7 actions and services for 2017-2018.

<u>Stakeholder Engagement</u>

LCAP Year | ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Stakeholders have been included in the development of the Local Control Accountability Plan at both the district level and the school site level. The opportunity to give input at the site allows many more participants to be engaged in the process. As the two layers of concurrent input become established as our LCAP process, stakeholders will be engaged in the input process as a routine part of district engagement from year to year. This year, surveys of staff and parent and community stakeholders allowed us to gather responses regarding the most valued priorities.

Stakeholders were engaged in the development the LCAP through a variety of interactions within the school district between November 2016 and May 2017. We are working to increase the engagement of families of English Learners through parent involvement institutes, site English Language Advisory Councils and the District English Language Advisory Council. The engagement process consisted in two phases; stakeholder input (December-March) and stakeholder consulting (April- May). The stakeholder input included meetings and a survey.

District stakeholder meetings were conducted between January and February. The meetings included:
* District Advisory Council/District English Advisory Council (DAC/DELAC) on 1/24
* SMFC Parent/Teachers Association Council (PTA) on 1/23
* San Mateo Elementary Teachers' Association (SMETA) on 2/13
* Superintendent Coffee Chats on 1/25, 1/31 and 2/13
* Community Partners on 1/19
* Board of Trustees on 2/2

DAC/DELAC and PTA members are primarily parents of our students. Most participants in the Superintendent Coffee Chats were parents although a few interested community members also attended. Our Community partners include non-profit and religious organizations that support our students or community.

At the site level, each principal was asked to conduct stakeholder engagement sessions with the Site Council, Parent-Teacher Association, English Learner Advisory Council and teachers and staff. Students were engaged as stakeholders at two middle schools. At one school, students participated during the Parent-Teacher-Student Association Meeting and also at the English Language Advisory Council. At the other middle school, students participated through School Site Council. Classified staff were invited to participate in engagement at the site and through the staff survey.

Each meeting used a common four-page color summary of our district's plan including district-wide academic data. The District Summary Sheet was available in English and Spanish (see attachment). Each school had an additional sheet with CAASPP assessment data and text space to highlight the site's goals and activities to reach the goals. Presenters used a common presentation (with modifications permitted for the audience). The stakeholder engagement meetings were held to give information about the district goals, actions and services and the process of developing the Local Control Accountability Plan. Stakeholders were asked, "What would help all SMFCSD students reach our identified needs and goals?" Participants recorded their responses on a post-it and placed the post-it on the corresponding goal chart. Then participants moved from chart to chart and discussed the range of responses. Stakeholders were able to interact with other members of the SMFCSD community to discuss what students need to be successful. The information and interaction at the meetings were available in English and Spanish, as needed.

We met with the San Mateo Teachers' Association (our certificated bargaining unit) on February 23rd. The representatives discussed the results of a survey of their members and provided a summary of the responses from members.   We met with SMETA's LCAP team on Monday, May 22nd to review the changes to the LCAP and briefly review the stakeholder engagement process. Our California School Employees Association (CSEA), our classified bargaining unit, chose not to have a stakeholder meeting this winter but we will meet on May 30th as a part of the consultation phase.

San Mateo-Foster City School District has many community partners that support students and families within the district. We had our first meeting on January 19th to allow SMFC community partners to introduce their organization and the services they provide to students and families in SMFC. Staff of the Education Services team facilitated a discussion on the LCAP and how it supports the needs of students. Twenty participants worked in two even groups to respond to questions about students' needs and supports. We will meet again with our community partners on June 15th.

District Advisory Council/District English Learner Advisory Council (DELAC/DAC) is our required parent LCAP group. The DAC/DELAC is comprised of parents of students who are English Learners and/or socioeconomically disadvantaged. On January 28, 2017, information about the LCAP purpose and process for our district was shared. District data for the 2015-16 LCAP goals was presented. Participants had the opportunity to discuss and share the needs of SMFC students from their perspective. The LCFF Evaluation Rubrics were introduced and information about the California Dashboard, still in development at the time of the meeting. Information about the LCAP Survey presented.

In January and February of 2017, each principal met with a team that included the Assistant Superintendent of Education Services, the Coordinator of Categorical Programs and the Director of Fiscal Services to refine the school's plans to help students reach our goals. The agenda of these meetings included a review of spending based on the 2016 LCAP, a review of data, a review of stakeholder input so far, and the site priorities for tuning the plan for improving student outcomes. The Director of Fiscal services provided most current costs of site and district priorities. Principals used the information from the stakeholder engagement sessions to continue or further refine their plans. We discussed the actions and services that the site is currently providing for students with a particular focus on students who are English learners or socioeconomically disadvantaged. This component of the engagement allows each site to tailor their actions and services based on their site context while developing consistency across sites with a focus on a narrow set of common initiatives such as literacy, mathematics, positive behavior interventions and supports.

In February and March, stakeholders were asked to complete a survey to give input on the needs of the students in SMFCSD. There was one survey for staff and another survey for parents and community members. The survey was sent to families and staff members by email. The survey link was published in our district community newsletter and principals publicized the survey at meetings and in newsletters. The purpose of the survey was to record what stakeholders believe are the priorities for our students. Survey results were shared with administrators and then the Board of Trustees in an LCAP Update on April 20. The results of both surveys are posted on our district website.

Site budget plans were developed based on the stakeholder input and school priorities. The site budget plans are used to develop the Single Plans for Student Achievement (SPSA), which will be approved by School Site Councils in June. In Mid-April, during the development of the LCAP budget, there was a phone call review of the initial budget plan with some minor adjustments made. Principals were asked to return to the stakeholder groups and share all of the input gathered and the priorities brought forward. The principal then shared the plans for the services and actions that will be developed in the site Single Plan for Student Achievement (SPSA). This phase of stakeholder engagement is the "consulting" phase. In sharing the site budget plan, principals will be developing the Single Plan for Student Achievement and share that with school site council with a target for approval before the end of the 2016-2017 school year. The information gathered from the surveys were used by schools in the development of their SPSA and used by the district LCAP team to refine and adjust goals and actions as needed of our three-year plan. The SPSA plans will be presented to the SMFCSD Board of Trustees in September and then approved at the following board meeting.

LCAP Updates were made to the Board of Trustees during the board meetings on the following topics:
10-13-16   Statewide and District Assessment Data
1-19-17   SMFCSD LCAP Stakeholder Process
2-2-17   Board of Trustees Stakeholder Engagement
3-23-17   California School Dashboard and SMFCSD Reports
4-20-17   SMFCSD LCAP Stakeholder Survey Results
5-4-17   Format of LCAP and update on timeline
5-18-17   Update on Goals and Action

The District Advisory Council/District English Learner Advisory Council met on May 23, 2017. The California School Dashboard results for San Mateo-Foster City School District was presented. The goals, actions and services of the 2017-2020 LCAP presented in English and Spanish. Participants asked questions and the Superintendent will respond in writing. The DAC/DELAC meeting was held at College Park on the same day as the Parent Institute for Quality Education (PIQE) and included an additional X number of Spanish speaking parents as participants in the meeting. (PIQE participants adjourned to their class following the presentation of the highlights of the LCAP).
The LCAP 2017-2020 document will have public hearing at the June 1 meeting of the Board of Trustees and be presented for approval at the June 15, 2017 meeting.

In summary, our process and timeline for 2016-2017 was:
2016-2017 LCAP Stakeholder Engagement Process and Timeline

January/February 2017
Initial input from District and Site stakeholder groups (staff, PTA, English Learner Advisory Council, School Site Council). Principals meet with Ed Services/Business Services to contribute to development of LCAP

February/March
Stakeholders invited to complete Stakeholder Survey

April/May 2017
District and Principals return to consult with stakeholder groups on the plan

May 2017
Site Plans for Student Achievement (SPSA) are developed and shared with stakeholder groups then brought to School Site Council for approval in June 2017

June 1, 2017
LCAP Public Hearing to solicit recommendations or comments

June 15, 2017
LCAP to Board of Trustees for Approval

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

The results of the two stakeholder surveys are outlined below and their impact on the LCAP are outlined.

The results of the LCAP Stakeholder Priority Survey for Staff included 390 repondants which is a very good response rate for a staff of approximately 1200 employees. A large majority of the responses were from certificated staff. High priority was consistently assigned to classroom structures and school programs designed to support student learning beyond traditional full-class instruction. These would include small-group instruction, and interventions. Technology device access was a very high priority, especially for grades 3-8. Teachers and staff indicated that site-based professional development is the greatest priority. The need to meet our professional development goal were more evenly prioritized than any other goal. Translators and educational programs to support parent participation in schools are mentioned as the areas of greatest need for goal 7. Goal 1, which pertains to the base educational program, had the condition of school facilities as a common theme. Some issues mentioned in written responses are also part of other goals, or not part of the needs, actions or resources that are included in the LCAP.

The results of the LCAP Stakeholder Priority Survey for Community Stakeholders are posted on our website. Most of the 538 respondents were parents representing all 20 school sites. The rate of response was very close to approximate school size with our two largest schools, Borel and Bowditch having the most respondents and Beresford, our small school having the least number of respondents.. Similar to the internal respondents, high priority was consistently assigned to classroom structures and school programs designed to support student learning beyond traditional full-class instruction. Technology device access was a very high priority, especially for grades 3-8. Parents and community members indicated that Math and Science professional development were of greatest priority, with science being frequently written in as an "other" option. Parent involvement programs and electronic communication methods and tools are mentioned as the areas of greatest need for Goal 7. Goal 1, which pertains to the base educational program, had the condition of school facilities as a common theme. The idea of more "personalized education", where individual and unique student needs are met for all students, was a recurring theme from the community.

Goal 1. All students will attend class in a well-maintained facility with standards-aligned instructional materials and taught by credentialed teachers
At the end of the survey, there is an explanation that that Goal 1 is different than the other 6 goals because it is for the purpose of describing our base program of education for all students. The survey said "Please use this space to discuss any base program needs you feel should be addressed in our schools.

In the staff survey, there were a variety of response from facilities upkeep, English language development, technology, teacher compensation and working conditions, and professional development. The Community responses included comments about a wider variety of topics. They also included facilities upkeep and English language arts/English language development, and technology. In addition, comments reflected personalized education, quality faculty and class size.

Beyond describing the base program in goal 1, we will continue with the actions of maintaining school sites in good repair and that teachers are fully credentialed in the subject area that they are assigned.

Goal 2. Students will make progress towards meeting or exceeding grade level California Standards. SMFCSD staff members prioritized small group instruction in elementary schools, identification for intervention and special programs, and support for middle school students performing below grade level in math. The community prioritized small group instruction in elementary schools and support for middle school students performing below grade level in math. In the staff survey, small group instruction for Elementary Schools was a top priority. Identification for intervention and special programs was also a high need when it came to staff responses, with support for middle school students in mathematics being a third priority.

The implementation of our new elementary curriculum will facilitate small group instruction in reading and writing. With the priorities from both stakeholders maintaining focus in small group instruction for Elementary students and Middle school mathematics support, we will maintain the math support classes at all four middle schools. We will continue to provide elementary teachers with support in implementation of small group reading instruction through professional development

Goal 3. Students who are English Learners and/or Socioeconomically Disadvantaged will make progress toward meeting or exceeding grade level California standards. Both Staff and Community stakeholders prioritized Reading and Math intervention support and ELD standards support as their top priorities for supporting students.

In elementary schools, we will continue to provide reading intervention support at all schools. Reading intervention teachers will support small groups of struggling readers at all schools. The Coordinator for Support for English Learners will continue to support the implementation of integrated and designated ELD in the form of Professional Development and support for collaborative planning and structures.The district master plan will be developed to support the needs of all learners. In middle school additional opportunities for EL students will be provided for both Newcomers and EL students. As we implement our new instructional materials, students who are English Learners (CELDT 1-2), will be in a classroom with a teacher who is receiving additonal professional learning on implementing the materials and supporting English Learners. We are opening a second program for Newcomers in grades 6-8th grade. Targeted professional development will be provided to support the needs of middle school students who are English Learners.

Goal 4. Students will use evolving technology to support their learning of the California Standards. Both staff and community feedback prioritized access to technology devices for grades 3-8 as a top focus for the district. Community stakeholders requested more access to applications for home and school support as well as education for students on safe and responsible technology use. Staff prioritized TK-2 devices as a second area of focus and family access to computer applications and support at home.

Our plan is continue to provide access to technology devices for all grade levels. There is strong interest in increasing the number of devices in the classroom. We will continue with our current Chromebook lease providing approximately 1 device for 6 students in grades 3-8 through the 2017-2018 school year. Technology teacher leaders will be provided hourly pay to support teachers in applying technology in the classrooms and managing technology at sites. Common Sense Media will be used to educate children on safe and responsible technology use and how to use the internet as a learning tool. Teachers and administrators will continue to use assessment data to inform instruction and use reports that inform and support data analysis.

Goal 5. Student will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects. During stakeholder engagement with staff, they found the most pressing need for the district was counseling services for students. Programs to promote positive, supportive learning environments at school sites was a second priority. Parent stakeholders found school programs to support learning environments was a priority with counseling as a second need.

We will maintain counseling support for schools, with two full time counselors at elementary and four full time counselors at the middle school level. Through partnerships with community resources, the district will provide counseling through School Safety Advocates. The district will also continue to support Positive Behavior Intervention and Supports at all elementary schools and Restorative Practices in the middle schools in order to continue the positive, supportive learning environment.

Goal 6. Teachers and administrators will participate in professional development that is response to educational priorities and based on research of effective practices to support student learning. The staff feedback requested a focus on site-based PD with an emphasis on ELA/ELD and Early LIteracy support. Technology and math were also a focus. Community input focused on professional development for math. Professional development in ELA/ELD was a second area of need as perceived by the community and technology for classroom use was also high on the priorities.

Professional development will continue to be a focus for the 2017-2018 school year. Implementation of the new ELA/ELD curriculum in Kindergarten through 8th grade will be the focus for most professional learning. New math teachers to middle school will be provided CPM math training and all math middle school math teachers will be provided with ongoing professional support during professional development days throughout the year. Teachers on Special assignment in Math, Science, Technology and Physical and Health education will provide ongoing teacher support and curriculum development.

Goal 7. Families will participate in their child's education. Community feedback from stakeholder engagement focused on an increase in parent involvement programs and electronic systems for parent communication. Community members were also interested in parent institutes for student success. Staff in SMFC prioritized translation and parent involvement programs as their top two priorities. Another top priority was to continue support for sites through community outreach coordinators.

We will continue to support School Loop as a method of electronic family communication at all middle schools. Parent institutes will continue and expand into middle school in order to support families in encouraging student success. Parent-involvement preschools will continue at four of our school sites. Translation support will continue to support families at the district and site level.

Across the goals, the stakeholders confirmed that we will continue our work on supporting achievement for all students with an increased level of support for students who are English learners, socioeconomically disadvantaged or have a disability. For all students, transition to new standards and new instructional and professional development for teachers play an important role in improving academic achievement. For students with additional challenges, there are additional actions and services to help students achieve grade level expectations and prepare to be college and career ready.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 1	Students will attend class in a well-maintained facility, with standards-aligned instructional materials and taught by credentialed teachers.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

All schools will be maintained in good repair.
All students will have standards-aligned instructional materials as we adopt new instructional materials over the next three years.
All students will have a credentialed teacher.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities Inspection Tool

How many school sites were rated "Good"? | In January of 2017, 11 sites were rated good on the Facilities Inspection Tool. | 13 sites will be rated good on the Facilities Inspection Tool. | 15 sites will be rated good on the Facilities Inspection Tool. | 17 sites will be rated good on the Facilities Inspection Tool. |
| Students will have access to standards aligned instructional materials in core instructional areas as materials are adopted.

Does the inventory of books/materials match the number of students at each grade level? | In 2016-2017, 100 percent of our students had access to standards aligned instructional materials in Mathematics. | 100 percent of our students will have access to standards aligned instructional materials in Mathematics and English Language Arts/English Language Development.

The inventory of books/materials is greater than or equal to the number of students at each grade level. | 100 percent of our students will have access to standards aligned instructional materials in Mathematics and English Language Arts/English Language Development (and additional adoptions).

The inventory of books/materials is greater than or equal to the number of students at each grade level. | 100 percent of our students will have access to standards aligned instructional materials in Mathematics and English Language Arts/English Language Development (and additional adoptions).

The inventory of books/materials is greater than or equal to the number of students at each grade level. |

Students will have credentialed teachers. The percentage of teachers without a full credential or teachers teaching outside their subject area of competence.	In 2016-2017, 100 percent of teachers had a full credential.	100 percent of teachers will have a full credential.	100 percent of teachers will have a full credential.	100 percent of teachers will have a full credential.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)
☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services
☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
1. District base instructional program: a. Certificated teachers (24:1 for grades TK-2 and 30:1 for grades 3-8 b, Principal	1. District base instructional program: same with the possible exception m. Music	1. same 2. same

c. Assistant Principal (Middle Schools & Large Elementary Schools)
d. Counselor (1 per Middle School and 1 Elementary School)
e. Nurses- 1 Nurse, 2 LVN, 1 Health Clerk
f. Custodial Staff
g. Office Staff
h. Student Supervision
i. Core Instructional Materials
j. Technology- 6:1 Chromebooks, Tablets
k. Librarian or Paraeducator-Library/Media
l. Special Education
m. TK-4 Music
o. 5th Grade Instrumental or Choral Music
p. Physical Education
q. Transportation

2. Maintain all school sites in good repair.

3. Students will have access to California standards aligned instructional materials based on current adoption cycle.
3.1 In 2017-2018, we plan to have newly adopted materials for English Language Arts, English Language Development in grades K-8.
3.2 Purchase enVision Math or College Preparatory Math replacements as needed
3.3 Provide software systems to support materials management.

4. Teachers are fully credentialed in the subject area that they are assigned.

(m & o may be changed to reflect general music instruction)

2. same

3. Students will have access to California standards aligned instructional materials based on current adoption cycle.
3.1 In 2018-2019, we may have newly adopted materials for Middle School Science (Next Generation Science Standards)
3.2 Purchase additional materials for adopted programs in ELA/ELD or Math
3.3 same

4. same

3. Students will have access to California standards aligned instructional materials based on current adoption cycle.
3.1 In 2019-2020, we may have newly adopted materials for Elementary School Science (Next Generation Science Standards).
3.2 Purchase additional materials for adopted programs in ELA/ELD, Math or MS Science
3.3 same

4. same

BUDGETED EXPENDITURES

2017-18

Amount	$64,947,197
Source	Base
Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 1.0
Amount	$3,720,000
Source	Base

2018-19

Amount	$71,441,916
Source	Base
Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 1.0
Amount	$4,092,000
Source	Base

2019-20

Amount	$79,586,108
Source	Base
Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 1.0
Amount	$4,501,2000
Source	Base

	Column 1		Column 2		Column 3
Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 2.0	Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 2.0	Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 2.0
Amount	1,710,000	Amount	50,000	Amount	500,000
Source	One Time Funding	Source	Base	Source	Base
Budget Reference	4000 & 5000: Books & Supplies and Services & Other 3.1	Budget Reference	4000 & 5000: Books & Supplies and Services & Other 3.1	Budget Reference	4000 & 5000: Books & Supplies and Services & Other 3.1
Amount	$1,000,000	Amount	$50,000	Amount	$200,000
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	4000 & 5000: Books & Supplies and Services & Other 3.1	Budget Reference	4000 & 5000: Books & Supplies and Services & Other 3.1	Budget Reference	4000-4999: Books And Supplies 3.1
Amount	$20,000	Amount	$40,000	Amount	$50,000
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.2	Budget Reference	4000 & 5000: Books & Supplies and Services & Other 3.2	Budget Reference	4000-4999: Books And Supplies 3.2
Amount	$35,000	Amount	$37,500	Amount	$40,000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.3	Budget Reference	5000-5999: Services And Other Operating Expenditures 3.3	Budget Reference	5000-5999: Services And Other Operating Expenditures 3.3
Amount	$0	Amount	$0	Amount	$0
Source	Base	Source	Base	Source	Base
Budget Reference	4.0 (Included in the base costs)	Budget Reference	4.0 (Included in the base costs)	Budget Reference	4.0 (Included in the base costs)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 2	Students will make progress toward meeting or exceeding grade level California Standards.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

This goal addresses the progress all students make to meet or exceed the learning expectations set by the California State Standards and includes additional supports and structures we have put in place to support students identfied as needing extra instruction. Overall, our students are successfully making progress, showing as green with high status in both ELA and math on the state dashboard. The subgroup data shows more mixed results. One of the methods needed to support all students is providing differentiated instruction and supports to meet every student's individual needs. Chapter 2 of the CA ELA/ELD Framework, in the section on "Approaches to Teaching and Learning", a number of strategies are outlined that will guide the actions to meet this goal. Along with the results from the stakeholder priority feedback survey, small group instruction is an important part of first instruction. For students who need additional interventions, moving up our multi-tiered system of support, interventions in the middle school in the form of additional academic support classes, and other special programs during and after the school day. The ELA/ELD Framework consistently calls out the need for shared responsibility. Developing leadership at the site, and having teams of teachers, specialists, and administrators working together using data to plan and guide instruction and professional practice is key to make instruction effective.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Results ELA	The dashboard indicator is Green for all students. 23.6 points above level 3 Hispanic/Latino Students: Yellow 38.2 points below level 3 White Students: Blue 50.7 points above level 3 Asian Students: Blue	The dashboard indicator: Green for all students. 30.6 points above level 3 Hispanic/Latino Students: Yellow 28.2 points below level 3 White Students: Blue 55 points above level 3 Asian Students: Blue	The dashboard indicator: Green for all students. 37.6 points above level 3 Hispanic/Latino Students: Yellow 21.2 points below level 3 White Students: Blue 57 points above level 3 Asian Students: Blue	The dashboard indicator: Green for all students. 44.6 points above level 3 Hispanic/Latino Students: Yellow 15.2 points below level 3 White Students: Blue 59 points above level 3 Asian Students: Blue

	78.5 points above level 3 Two or More Races: Blue 56.4 points above level 3 Filipino Students: Green 37.3 points above level 3 Pacific Islander Students: Yellow 25.1 points below level 3	79 points above level 3 Two or More Races: Blue 58 points above level 3 Filipino Students: Green 41 points above level 3 Pacific Islander Students: Yellow 18.1 points below level 3	80 points above level 3 Two or More Races: Blue 60 points above level 3 Filipino Students: Blue 45 points above level 3 Pacific Islander Students: Yellow 11.1 points below level 3	81 points above level 3 Two or More Races: Blue 62 points above level 3 Filipino Students: Blue 48 points above level 3 Pacific Islander Students: Green 4 points below level 3
CAASPP Results Mathematics	The dashboard indicator is Green for all students. 9.5 points above level 3 Hispanic/Latino Students: Yellow 61 points below level 3 White Students: Green 31.6 points above level 3 Asian Students: Blue 84.5 points above level 3 Two or More Races: Blue 45.2 points above level 3 Filipino Students: Green 12.5 points above level 3 Pacific Islander Students: Yellow 42 points below level 3	The dashboard indicator is Green for all students. 14.5 points above level 3 Hispanic/Latino Students: Yellow 46 points below level 3 White Students: Blue 36.6 points above level 3 Asian Students: Blue 85 points above level 3 Two or More Races: Blue 47 points above level 3 Filipino Students: Green 17.5 points above level 3 Pacific Islander Students: Yellow 27 points below level 3	The dashboard indicator is Green for all students. 19.5 points above level 3 Hispanic/Latino Students: Yellow 31 points below level 3 White Students: Blue 39.6 points above level 3 Asian Students: Blue 86 points above level 3 Two or More Races: Blue 49 points above level 3 Filipino Students: Green 23.5 points above level 3 Pacific Islander Students: Green 12 points below level 3	The dashboard indicator is Green for all students. 24.5 points above level 3 Hispanic/Latino Students: Green 16 points below level 3 White Students: Blue 42.6 points above level 3 Asian Students: Blue 87 points above level 3 Two or More Races: Blue 50 points above level 3 Filipino Students: Green 28.5 points above level 3 Pacific Islander Students: Green 2 points above level 3
Galileo ELA	102 out of 224 classes met or exceeded growth targets (46%). 52% of all students met or exceeded standard on final benchmark.	52% of classes meet or exceeded growth targets. 55% of all students met or exceeded standard on final benchmark.	56% of classes meet or exceeded growth targets. 58% of all students met or exceeded standard on final benchmark.	60% of classes meet or exceeded growth targets. 61% of all students met or exceeded standard on final benchmark.
Galileo Mathematics	108 out of 214 classes met or exceeded growth targets (50%).	56% classes met or exceeded growth targets.	60% classes met or exceeded growth targets.	64% classes met or exceeded growth targets.

	57% of all students met or exceeded standard on final benchmark.	60% of all students met or exceeded standard on final benchmark.	63% of all students met or exceeded standard on final benchmark.	66% of all students met or exceeded standard on final benchmark.
Fountas & Pinnell Assessment		Grades K-2 reading assessment: establish baseline. Small group instruction observation: establish baseline.	Grades K-2 reading assessment: determined from baseline. Small group instruction observation: determined from baseline.	Grades K-2 reading assessment: determined from baseline. Small group instruction observation: determined from baseline.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)   ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New   ☒ Modified   ☐ Unchanged

2018-19

☐ New   ☐ Modified   ☒ Unchanged

2019-20

☐ New   ☐ Modified   ☒ Unchanged

1. Provide structures and supports to continue to support implementation of California standards in Math, English-Language Arts/English Language Development and Science
1.1 Teacher Leadership Teams in Science, ELA and Mathematics will provide input and direction for planning, actions and professional development.
1.2 Site level data analysis meetings and professional development and provide teacher release/teacher hourly for staff to study student data trends and monitor academic growth
1.3 Provide transitional materials for California Standards in Science (NGSS) for Middle School
1.4 Coaching between middle school math teacher and feeder schools for 4th and 5th grade teachers
1.5 Provide student identification in Gifted and Talented and Compacted Math Pathways Programs

BUDGETED EXPENDITURES

2017-18

Amount	$50,000
Source	Supplemental
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.1
Amount	$77,300
Source	Supplemental
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.2
Amount	$50,000
Source	Lottery
Budget Reference	4000-4999: Books And Supplies 1.3
Amount	$18,742

2018-19

Amount	$50,000
Source	Supplemental
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.1
Amount	$77,300 (time card or sub costs)
Source	Supplemental
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.2
Amount	$50,000
Source	Lottery
Budget Reference	4000-4999: Books And Supplies 1.3
Amount	$20,616

2019-20

Amount	$50,000
Source	Supplemental
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.1
Amount	$77,300 $77,300 (time card or sub costs)
Source	Supplemental
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.2
Amount	$50,000
Source	Lottery
Budget Reference	4000-4999: Books And Supplies 1.3
Amount	$22,677

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.4	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.4	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.4
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	Base	Source	Base	Source	Base
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.5	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.5	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.5

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)
☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services
☐ LEA-wide   ☒ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)
☐ All Schools   ☒ Specific Schools: Lead, Sunnybrae Fiesta Gardens, North Shoreview, Abbott, Bayside, Borel, Bowditch,   ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2. Provide additional supports for targeted students 2.1 Small group instruction to differentiate instruction (Lead, Sunnybrae and Bayside)		

2.2 Provide extra support for students during after school Homework Clubs/Tutoring programs (Abbott, Bayside, Borel, Bowditch, Fiesta Gardens, North Shoreview)
2.3 Provide additional library/computer staff hours to support student learning (Abbott, Borel, Bowditch, Sunnybrae)
2.4 Provide additional elective FTE in middle schools so that students may pursue electives when they exit math or reading support classes (Bayside)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$59,354	Amount	$65,289	Amount	$71,818
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.1	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.1	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.1
Amount	$44,250	Amount	$48,675	Amount	$53,542
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.2	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.2	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.2
Amount	$7,000	Amount	$7,700	Amount	$8,470
Source	Title I	Source	Title I	Source	Title I
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.2	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.2	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.2
Amount	$112,646	Amount	$123,910	Amount	$136,301
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-4000: Employee Salaries, Benefits, Books & Supplies 2.3	Budget Reference	1000-4000: Employee Salaries, Benefits, Books & Supplies 2.3	Budget Reference	1000-4000: Employee Salaries, Benefits, Books & Supplies 2.3
Amount	$49,596	Amount	$54,521	Amount	$59,973
Source	Supplemental	Source	Supplemental	Source	Supplemental

Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.4	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.4	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.4

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ All   ☒ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)   ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3. Provide high quality instructional program to students with disabilities. 3.1 Special Education Students will be taught by highly qualified teachers in the Least Restrictive Environment (LRE), using grade level curriculum with appropriate accomodations/modifications according to his or his Individualized Education Plan (IEP). 3.2 Students with IEPs have academic goals aligned with state standards. 3.3 Students' IEPs will be reviewed no less than annually, with goals and services updated as reflected by revised IEPs.		

3.4 General Education and Special Education teachers will collaborate to plan instructional strategies in order to meet the needs of diverse learners, including students with IEPs, within the Least Restrictive Environment.

BUDGETED EXPENDITURES

2017-18

Amount	Included in base program
Source	Base
Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 3.1 3.2 3.3 3.4

2018-19

Amount	Included in base
Source	Base
Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 3.1 3.2 3.3 3.4

2019-20

Amount	Included in base
Source	Base
Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 3.1 3.2 3.3 3.4

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 3	Students who are English Learners and/or Socioeconomically Disadvantaged will make progress toward meeting or exceeding grade level California Standards.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

The 2016 CAASPP results show a significant performance gap between the achievement of all our students, and our socio-economically disadvantaged students and English learners. The ELA/ELD framework establishes both the types of classroom structures needed for first instruction as well as how to deliver effective supports beyond the general instructional classroom. First instructional practices need to be improved, especially around improving integrated and designated ELD in the classroom. For students who are at-risk and long term ELs, who make up 7.6 and 4.7 percent of all English Learners, need additional interventions to make progress towards biliteracy. At the middle school level, additional programs and classes to support students who are performing significantly below grade level are needed to close the gaps in mastery. The ELA/ELD framework also outlines the need to bring in broad family and cultural support for English Learners. Our families need support for how to navigate the school system and support their students. There is also a need to ensure we are identifying all students who are now fluent English proficient, and celebrate their accomplishments.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Results Socioeconomically Disadvantaged Students ELA	Dashboard indicator: Yellow Status - Low, 49.4 points below level 3	Dashboard indicator: Yellow Status - 29.4 points below level 3	Dashboard indicator: Yellow Status - 9.4 points below level 3	Dashboard indicator: Green Status - 10.6 points above level 3
CAASPP Results Socioeconomically Disadvantaged Students Math	Dashboard indicator: Yellow Status - Low, 68.9 points below level 3	Dashboard indicator: Yellow Status - 53.9 points below level 3	Dashboard indicator: Yellow Status - 38.9 points below level 3	Dashboard indicator: Green Status - 23.9 points below level 3

CAASPP Results English Learners ELA:	Dashboard indicator: Yellow Status - Low, 34.1 points below level 3	Dashboard indicator: Yellow Status - 14.1 points below level 3	Dashboard indicator: Green Status - 5.9 points above level 3	Dashboard indicator: Green Status - 12.9 points above level 3
CAASPP Results English Learners Math:	Dashboard indicator: Yellow Status - Low, 45.7 points below level 3	Dashboard indicator: Yellow Status - 30.7 points below level 3	Dashboard indicator: Green Status - 15.7 points below level 3	Dashboard indicator: Yellow Status - 0.7 points above level 3
Math Support Data - Math Support cohort change in performance on CAASPP Math assessment:	Change in distance from level 3 from 2015-2016: +3.4	Change in distance from level 3 from previous year: +20	Change in distance from level 3 from previous year: +20	Change in distance from level 3 from previous year: +20
English Learner Progress: Dashboard Indicators Progress on CELDT Reclassification Rate At risk and Long-Term English Learner Rates	Dashboard indicator: Orange 57.4% of ELs making one level of progress or are level 4/5 21% of eligible students reclassified FEP At-Risk ELs: 347 (7.6%) LTEL: 216 (4.7%)	Dashboard indicator: Yellow Transition to ELPAC - Meet or Exceed state standard 30% of eligible students reclassified FEP At-Risk ELs: 347 (5.6%) LTEL: 216 (3.7%)	Dashboard indicator: Green Transition to ELPAC - Meet or Exceed state standard 40% of eligible students reclassified FEP At-Risk ELs: 347 (3.6%) LTEL: 216 (2.7%)	Dashboard indicator: Green Transition to ELPAC - Meet or Exceed state standard 50% of eligible students reclassified FEP At-Risk ELs: 347 (1.6%) LTEL: 216 (1.7%)

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]	
Location(s)	☐ All Schools ☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☐ Foster Youth	☒ Low Income	

Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide district-level support for English Learners to make progress learning English and achieving academic standards 1.1 Coordinator of Support for English Learners will provide support to sites as they roll out Benchmark (elementary) and Springboard (middle) alongside integrated and Designated ELD. 1.2 Purchase additional materials for newcomers and LTELs that compliment Benchmark and Springboard. 1.3 Write and communicate English Learner Master Plan in order to develop consistent support for English Learners. 1.4 Administer CELDT to initial EL students; Administer ELPAC to continuing EL students as a summative measure. 1.5 Program Specialist trains and supports Reading Specialists	1.1 Coordinator of Support for English Learners not funded in 2018-2020. Position was funded for two year using Educator Effectiveness funds to be spent by June, 2018	

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$172,423	Amount		Amount	
Source	Educator Effectiveness	Source		Source	

Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.1	Budget Reference		Budget Reference	
Amount	$40,000	Amount	$40,000	Amount	$40,000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	4000-4999: Books And Supplies 1.2	Budget Reference	4000-4999: Books And Supplies 1.2	Budget Reference	4000-4999: Books And Supplies 1.2
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	Title III	Source	Title III	Source	Title III
Budget Reference	4000-4999: Books And Supplies 1.3	Budget Reference	4000-4999: Books And Supplies 1.3	Budget Reference	4000-4999: Books And Supplies 1.3
Amount	$75,259	Amount	$75,259 (time card)	Amount	$75,259 (time card)
Source	Locally Defined	Source	Locally Defined	Source	Locally Defined
Budget Reference	1000-4000: Employee Salaries, Benefits, Books & Supplies 1.4	Budget Reference	1000-4000: Employee Salaries, Benefits, Books & Supplies 1.4	Budget Reference	1000-4000: Employee Salaries, Benefits, Books & Supplies 1.4
Amount	$112,000	Amount	$123,000	Amount	$135,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.5	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.5	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.5

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☐ Foster Youth	☒ Low Income

	Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☒ Specific Schools: <u>Abbott, Bayside, Borel, Bowditch, Audubon,</u> <u>Brewer Island, Foster City, North Shoreview, Montessori,</u> <u>Parkside Montessori, College Park, Baywood, Meadow</u> <u>Heights, George Hall, Highlands, Laurel, Beresford, Lead,</u> <u>Sunnybrae, Fiesta Gardens and San Mateo Park.</u>	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide site-level support for English Learners to make progress learning English and achieving academic standards 2.1 Reading Recovery trained reading specialists will provide targeted intervention in grades K-2 (Baywood, Beresford, Fiesta Gardens, George Hall, Highlands, Laurel, Meadow Heights, LEAD, STEAM, San Mateo Park, Sunnybrae) 2.2 Certificated teachers will provide additional reading intervention lessons using LLI (Audubon, Brewer Island, College Park, Foster City, North Shoreview, Parkside Montessori, Sunnybrae) 2.3 Classified staff will provide additional reading intervention lessons using LLI (Brewer Island, Foster City, Highlands, Laurel, Meadow Heights, North Shoreview, LEAD, and San Mateo Park) 2.4 Abbott and STEM will provide specific classes to support newcomer students 2.5 Certificated staff will provide additional support to ELs at Park, Audubon and Fiesta Gardens and classified staff will provide additional support for EL instruction at Brewer Island, Bayside Academy, Borel, Bowditch, North Shoreview, Meadow Heights, Laurel,Foster City, Audubon,Beresford), 2.6 EL Assessment Support (Foster City) 2.7 Library Support Staff to support unduplicated students (North Shoreview)		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,260,955	Amount	$1,387,051	Amount	$1,525,756
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.1	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.1	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.1
Amount	$115,332	Amount	$126,865	Amount	$139,552
Source	Title I	Source	Title I	Source	Title I
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.1	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.1	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.1
Amount	$312,184	Amount	$343,402	Amount	$377,743
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.2	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.2	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.2
Amount	$104,955	Amount	$115,451	Amount	$126,996
Source	Title I	Source	Title I	Source	Title I
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.2	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.2	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.2
Amount	$257,708	Amount	$283,478	Amount	$311,827
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000 & 3000: Classified Salaries & Benefits 2.3	Budget Reference	2000 & 3000: Classified Salaries & Benefits 2.3	Budget Reference	2000 & 3000: Classified Salaries & Benefits 2.3
Amount	$107,845	Amount	$118,630	Amount	$130,492
Source	Title I	Source	Title I	Source	Title I
Budget Reference	1000 & 3000: Certificated Salaries & Benefits	Budget Reference	1000 & 3000: Certificated Salaries & Benefits	Budget Reference	1000 & 3000: Certificated Salaries & Benefits

	2.4		2.4		2.4
Amount	$183,026	Amount	$201,329	Amount	$221,461
Source	Title III	Source	Title III	Source	Title III
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.4	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.4	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.4
Amount	$21,500	Amount	$23,650	Amount	$26,015
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-4000: Employee Salaries, Benefits, Books & Supplies 2.5	Budget Reference	1000-4000: Employee Salaries, Benefits, Books & Supplies 2.5	Budget Reference	1000-4000: Employee Salaries, Benefits, Books & Supplies 2.5
Amount	$3,000	Amount	$3,000 (time card)	Amount	$3,000 (time card)
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000, 3000 & 5000: Certificated Salaries, Benefits & Services 2.6	Budget Reference	1000, 3000 & 5000: Certificated Salaries, Benefits & Services 2.6	Budget Reference	1000, 3000 & 5000: Certificated Salaries, Benefits & Services 2.6
Amount	$29,504	Amount	$32,454	Amount	$35,670
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-4000: Employee Salaries, Benefits, Books & Supplies 2.7	Budget Reference	1000-4000: Employee Salaries, Benefits, Books & Supplies 2.7	Budget Reference	1000-4000: Employee Salaries, Benefits, Books & Supplies 2.7

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income	

Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3. Provide extended learning opportunities for English Learners and SED students. 3.1 Additional learning time will be provided via Summer School and Kick Off to Kindergarten 3.2 Provide Bus Passes for SED students in order to facilitate transportation to school. 3.3 Provide transportation for Homeless students		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$180,000	Amount	$180,000	Amount	$180,000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 3.1	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 3.1	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 3.1
Amount	$10,000	Amount	$10,000 (time card)	Amount	$10,000 (time card)
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 3.1	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 3.1	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 3.1
Amount	$20,000	Amount	$20,000	Amount	$20,000

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.2	Budget Reference	5000-5999: Services And Other Operating Expenditures 3.2	Budget Reference	5000-5999: Services And Other Operating Expenditures 3.2
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 3.3	Budget Reference	1000-4000: Employee Salaries, Benefits, Books & Supplies 3.3	Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 3.3

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☒ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services
☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)
☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4. Improve learning for English Learners in mathematics. 4.1 Math support classes at the middle school provide an additional period of math for students to develop fluency,		

conceptual understanding and receive additional help in learning grade level math.
4.2 Students in middle school math support classes will use specialized software to meet the academic needs of ELs.
4.3 Ellevation Software to monitor and support EL students

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$250,783	Amount	$275,861	Amount	$303,447
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 4.1	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 4.1	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 4.1
Amount	$93,540	Amount	$93,540	Amount	$93,450
Source	Title I	Source	Title I	Source	Title I
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 4.1	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 4.1	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 4.1
Amount	$40,000	Amount	$40,000	Amount	$40,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 4.2	Budget Reference	4000-4999: Books And Supplies 4.2	Budget Reference	5000-5999: Services And Other Operating Expenditures 4.2
Amount	$40,000	Amount	$40,000	Amount	$40,000
Source	Title III	Source	Title III	Source	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures 4.3	Budget Reference	5000-5999: Services And Other Operating Expenditures 4.3	Budget Reference	5000-5999: Services And Other Operating Expenditures 4.3

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services

☐ LEA-wide   ☒ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools   ☒ Specific Schools: Abbott, Borel, Bayside, SM Park, Sunnybrae, Laurel and LEAD   ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
5.1 Provide School Site Community Outreach Coordinators to support schools in engaging EL families in their child's education (Abbott, Bayside, Borel, SM Park, Sunnybrae, Laurel, and LEAD) 5.2 AVID program support and staff 5.3 AVID Program - Membership and Travel (Abbott, Borel, Bayside)		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$122,430	Amount	$134,673	Amount	$148,140
Source	Supplemental	Source	Supplemental	Source	Supplemental

Budget Reference	1000-4000: Employee Salaries, Benefits, Books & Supplies 5.1	Budget Reference	1000-4000: Employee Salaries, Benefits, Books & Supplies 5.1	Budget Reference	1000-4000: Employee Salaries, Benefits, Books & Supplies 5.1
Amount	$44,367	Amount	$48,803	Amount	$53,684
Source	Title I	Source	Title I	Source	Title I
Budget Reference	1000-4000: Employee Salaries, Benefits, Books & Supplies 5.2	Budget Reference	1000-4000: Employee Salaries, Benefits, Books & Supplies 5.2	Budget Reference	1000-4000: Employee Salaries, Benefits, Books & Supplies 5.2
Amount	$249,244	Amount	$274,168	Amount	$301,585
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 5.2	Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 5.2	Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 5.2
Amount	$20,000	Amount	$20,000	Amount	$20,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 5.3	Budget Reference	5000-5999: Services And Other Operating Expenditures 5.3	Budget Reference	5000-5999: Services And Other Operating Expenditures 5.3

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 4	Students will use evolving technology to support their learning of the California Standards.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

A major part of our district strategic plan is supporting students both in learning how to use technology, and using technology to learn. Furthermore, all of our testing, both state and local benchmark, is completed online using computing devices. At a fundamental level, all students need to be able to complete the state and district tests in the designated timeframes. Students also need to use technology to expand their learning beyond the classroom walls. Having access to the same tools and software both in the classroom and outside of school helps meet this need. Students who have limited access to technology at home need additional supports for access outside of school hours. Technology also meets the need of connecting parents, students, and teachers to student learning data.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Galileo Assessment 3rd-8th Grade	Galileo Participation Rate: 97.3%	Assessment: Galileo Participation Rates: 98%	Assessment: Galileo Participation Rates: 98%	Assessment: Galileo Participation Rates: 98%
CAASPP Assessment 3rd-8th Grade	CAASPP Participation Rate: 99.5%	CAASPP Participation Rate: 99.5%	CAASPP Participation Rate: 99.5%	CAASPP Participation Rate: 99.5%
Daily Use of Technology	Average daily device usage over a 7 day period: 3100 April 2017 drive usage: • Forms: 2659 • Slides: 31764 • Sheets: 11570 • Docs: 263405	Average daily device usage over a 7 day period: 3300 Drive Usage: • Forms: 3000 • Slides: 40000 • Sheets: 15000 • Docs: 300000	Average daily device usage over a 7 day period: 3500 April 2017 drive usage: • Forms: 4000 • Slides: 50000 • Sheets: 20000 • Docs: 400000	Average daily device usage over a 7 day period: 3600 April 2017 drive usage: • Forms: 5000 • Slides: 60000 • Sheets: 25000 • Docs: 500000

	• Files Uploaded: 732926	• Files Uploaded: 1000000	• Files Uploaded: 1400000	• Files Uploaded: 1700000

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Use assessment data to inform instruction 1.1 Teachers and administrators will use an assessment and reporting tool to gather formative and summative student performance data throughout the year. 1.2 Teachers and administrators will utilize the reports and information prepared by district data analytics staff. 1.3 Site coordinators will support the implementation of California Assessment of Student Performance and Progress (CAASPP) .		

1.4 Fountas & Pinnell Reading kits for Elementary Sites in order to assess reading levels of students k-5

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$100,000	Amount	$100,000	Amount	$100,000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.1	Budget Reference	5000-5999: Services And Other Operating Expenditures 1.1	Budget Reference	5000-5999: Services And Other Operating Expenditures 1.1
Amount	$69,791	Amount	$76,770	Amount	$84,447
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000 & 3000: Classified Salaries & Benefits 1.2	Budget Reference	2000 & 3000: Classified Salaries & Benefits 1.2	Budget Reference	2000 & 3000: Classified Salaries & Benefits 1.2
Amount	$32,975	Amount	$32,000 (stipend)	Amount	$32,000 (stipend)
Source	Base	Source	Base	Source	Base
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.3	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.3	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.3
Amount	$20,000	Amount	$20,000	Amount	$20,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies 1.4	Budget Reference	4000-4999: Books And Supplies 1.4	Budget Reference	4000-4999: Books And Supplies 1.4

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]	
Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services

☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2. Provide tools for students to use for learning 2.1 Students in grades 3-8 will have access to technology devices for learning and assessment purposes. 2.2 Students in grades TK-2 will have access to technology devices for learning and assessment purposes.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$350,000	Amount	$350,000	Amount	$350,000
Source	One Time Funding	Source	One Time Funding	Source	One Time Funding
Budget Reference	4000, 5000 & 6000: Supplies, Services & Capital Outlay 2.1	Budget Reference	4000, 5000 & 6000: Supplies, Services & Capital Outlay 2.1	Budget Reference	4000, 5000 & 6000: Supplies, Services & Capital Outlay 2.1
Amount	$0	Amount	$0	Amount	$0
Budget Reference	2.2	Budget Reference	2.2	Budget Reference	2.2

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)   ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3. Provide support for teachers to use technology 3.1 Use Common Sense Media as a resource for educating students about the ethical and safe use of the internet as a learning tool. 3.2 Technology Teacher Leaders & teacher hourly for Teacher Technology Leaders to support increased level of student technology tools. 3.3 Provide 3rd – 8th grade teachers with Hapara-Digital Management tool for Google Doc Student Acct Mgmt. system		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount $0	Amount $0	Amount $0

Budget Reference	3.1	Budget Reference	3.1	Budget Reference	3.1
Amount	$20,000	Amount	$22,000	Amount	$24,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 3.2	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 3.2	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 3.2
Amount	$40,000	Amount	$40,000	Amount	$40,000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.3	Budget Reference	5000-5999: Services And Other Operating Expenditures 3.3	Budget Reference	5000-5999: Services And Other Operating Expenditures 3.3

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☒ Specific Schools: Lead, Laurel, College Park, & Bayside Academy ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20

☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4. Provide support for site technology initiatives 4.1 Digital Arts Coordinator leads student technology projects (Lead) 4.2 Provide additional technology hours (Laurel, College Park and Bayside STEM)		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$55,641	Amount	$58,532	Amount	$60,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 4.1	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 4.1	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 4.1
Amount	$81,459	Amount	$89,604	Amount	$91,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000 & 3000: Classified Salaries & Benefits 4.2	Budget Reference	2000 & 3000: Classified Salaries & Benefits 4.2	Budget Reference	2000 & 3000: Classified Salaries & Benefits 4.2

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐	New	☐	Modified	☒	Unchanged

Goal 5

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need

Students need to feel safe and supported attending our schools. In order to support pupil engagement, school climate, and positive pupil outcomes, we have, and will continue to support increased counseling support for all students and school safety officers. First instruction is needed for many students regarding making healthy choices, and how to safely and responsibly interact with others while at school and in everyday life. Tracking student behavior, discipline rates, and attendance is important both to catch cases where students may need interventions, but also to measure school climate and student engagement with school.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate	Dashboard indicator: Green Status: Low - 1.4%	Dashboard Indicator: Green Status: low - 1%	Dashboard Indicator: Green Status: low - 0.7%	Dashboard Indicator: Blue Status: very low - 0.4%
District Attendance Data	76.8% Excellent or Satisfactory Attendance (Students who miss less than 5% of the school year)	District Attendance Data: 80% Excellent or Satisfactory	District Attendance Data: 80% Excellent or Satisfactory	District Attendance Data: 80% Excellent or Satisfactory
Chronic Absences	4.3% Chronic Absences (10% to 20% of the school year) 0.5% Severe Chronic (Greater than 20% of the school year)	3.5% Chronic 0% Severe Chronic	3.5% Chronic 0% Severe Chronic	3.5% Chronic 0% Severe Chronic

| Student Expulsion Rate | 0 Students Expelled | 0 Students Expelled | 0 Students Expelled | 0 Students Expelled |
| Middle School Dropout Rate | 0 Students Dropped Out | 0 Students Dropped Out | 0 Students Dropped Out | 0 Students Dropped Out |

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)   ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Provide quality physical education program-(Elementary PE staff outlined in Goal 1-Base Program) 1.1 Curriculum for PE/Family Life/Health 1.2 PE or Health Teacher or Paraeducator Release Time for training (Sub cost or hourly) 1.3 Teacher on Special Assignment for PE/Health		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$15,000	Amount	$15,000	Amount	$15,000
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	4000-4999: Books And Supplies 1.1	Budget Reference	4000-4999: Books And Supplies 1.1	Budget Reference	4000-4999: Books And Supplies 1.1
Amount	$6,000	Amount	$7,200 (time card)	Amount	$7,600 (time card)
Source	Title II	Source	Title II	Source	Title II
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.2	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.2	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.2
Amount	$112,628	Amount	$119,775	Amount	$131,753
Source	Base	Source	Locally Defined	Source	Locally Defined
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.3	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.3	Budget Reference	2000-2999: Classified Personnel Salaries 1.3

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)
☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services
☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)
☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18			**2018-19**			**2019-20**		
☐ New	☒ Modified	☐ Unchanged	☐ New	☐ Modified	☒ Unchanged	☐ New	☐ Modified	☒ Unchanged

2. In order to enhance student engagement and school climate through addressing student social emotional needs, provide Counseling and Support to Students

2.1   Provide middle school students with increased access to school counselor support through 1 additional counselor at each middle school (4 FTE)

2.2 MODIFIED: Provide elementary students access to counseling support through 3 Counselors for district-wide elementary counseling (3 FTE).

2.3   Provide elementary students access to counseling support through counseling interns and their related supervision.

2.4   Provide middle school students access to counseling support through School Safety Advocates and Groups

2.5   MODIFIED: Provide School Resource Officer for student education and support, as well as enhancement of school climate at the middle schools.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$390,919	Amount	$401,602	Amount	$441,762
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.1	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.1	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.1
Amount	$337,837	Amount	$356,955	Amount	$392,650
Source	Supplemental	Source	Supplemental	Source	Supplemental

Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.2	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.2	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.2
Amount	$139,900	Amount	$142,000	Amount	$150,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 2.3	Budget Reference	5000-5999: Services And Other Operating Expenditures 2.3	Budget Reference	5000-5999: Services And Other Operating Expenditures 2.3
Amount	$83,475	Amount	$83,475	Amount	$83,475
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 2.4	Budget Reference	5000-5999: Services And Other Operating Expenditures 2.4	Budget Reference	5000-5999: Services And Other Operating Expenditures 2.4
Amount	$81,485	Amount	$81,485	Amount	$81,485
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 2.5	Budget Reference	5000-5999: Services And Other Operating Expenditures 2.5	Budget Reference	5000-5999: Services And Other Operating Expenditures 2.5

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services

☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3. Enhance school climate and develop supportive learning environments through 3.1 Use of Positive Behavior Intervention and Supports at all elementary schools. 3.2 Use of Restorative Practices at all middle schools, and offering related training (please also refer to 6.5) 3.3 NEW MODIFICATION: Provision of supportive alternative education learning environment with leadership of alternative education teacher.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$25,000	Amount	$25,000	Amount	$25,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.1	Budget Reference	5000-5999: Services And Other Operating Expenditures 3.1	Budget Reference	5000-5999: Services And Other Operating Expenditures 3.1
Amount	$10,000	Amount	$10,000 (time card)	Amount	$10,000 (time card)
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 3.2	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 3.2	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 3.2
Amount	$68,000	Amount	$74,800	Amount	$82,280
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000 & 3000: Certificated Salaries & Benefits	Budget Reference	1000 & 3000: Certificated Salaries & Benefits	Budget Reference	1000 & 3000: Certificated Salaries & Benefits

3.3	3.3	3.3

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)   ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4. As there is a strong correlation between student health and student achievement, promote positive student outcomes, pupil engagement, and pupil achievement through support of student health and healthy choices. Provide Wellness Coordinator to support student physical health and coordinate mental health programs.		

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**
Amount $172,171	Amount $189,388	Amount $208,327

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000, 3000 & 5000: Certificated Salaries, Benefits & Services 4.	Budget Reference	1000, 3000 & 5000: Certificated Salaries, Benefits & Services 4.	Budget Reference	1000, 3000 & 5000: Certificated Salaries, Benefits & Services 4.

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)   ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
5. To promote student engagement and pupil outcomes, monitor and address truancy with aid of Attention 2 Attendance software.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$60,000	Amount	$60,000	Amount	$60,000
Source	Supplemental	Source	Supplemental	Source	Supplemental

Budget Reference	5000-5999: Services And Other Operating Expenditures 5	Budget Reference	5000-5999: Services And Other Operating Expenditures 5	Budget Reference	5000-5999: Services And Other Operating Expenditures 5.

Action   6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)
☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services
☐ LEA-wide   ☒ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)
☐ All Schools   ☒ Specific Schools: Audubon, Baywood, Beresford, College Park, Fiesta Gardens, Foster City, George Hall, Highlands, Laurel, LEAD, Meadow Heights, Parkside, San Mateo Park, Sunnybrae, Abbott, The Bayside Academy, Borel, Bowditch   ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
6.To enhance student engagement and school climate, provision of additional school site counseling, social emotional learning, and support programs and services: 6.1 Provide school site Social Emotional Learning (Audubon, Baywood, Beresford, College Park, Fiesta Gardens, Foster City, George Hall,Highlands, Laurel, Meadow Heights, Parkside, San Mateo Park, Sunnybrae, Borel)		

6.2 Provide additional Youth Service Bureau intern counseling (Audubon, College Park,Foster City School)

6.3 Provide a Dean of Students (Bayside STEM)

6.4 Provide full-time Counseling (Lead)

6.5 Provide for monthly Restorative Practices coaching and additional professional development (Abbott, The Bayside STEM Academy, Borel, and Bowditch; please also refer to 3.2)

6.6 NEW MODIFICATION: Provide School Safety Advocate (Sunnybrae) 4 days weekly

6.7 Provide an alternative space during unstructured time (break and lunch) for students who need to be away from large groups of students. (Borel)

BUDGETED EXPENDITURES
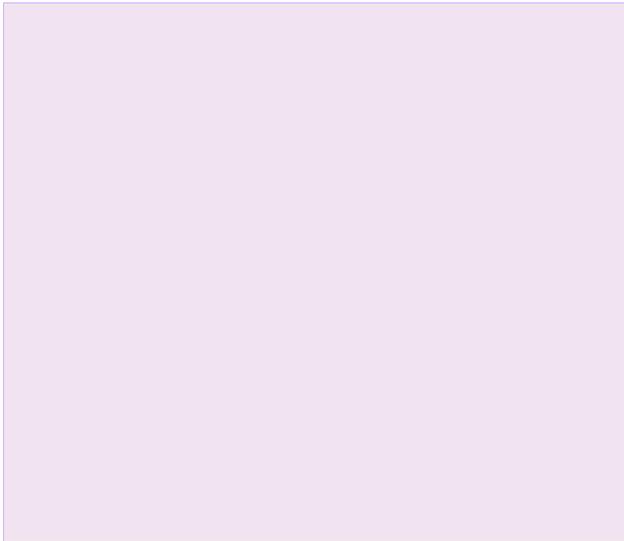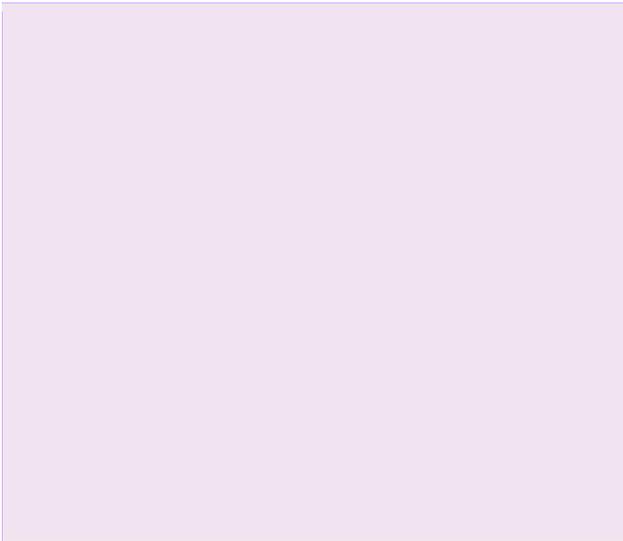
	2017-18		2018-19		2019-20
Amount	$80,912	Amount	$80,912	Amount	$80,912
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 6.1	Budget Reference	5000-5999: Services And Other Operating Expenditures 6.1	Budget Reference	5000-5999: Services And Other Operating Expenditures 6.1
Amount	$37,861	Amount	$37,861	Amount	$37,861
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 6.2	Budget Reference	5000-5999: Services And Other Operating Expenditures 6.2	Budget Reference	5000-5999: Services And Other Operating Expenditures 6.2
Amount	$65,748	Amount	$69,700	Amount	$72,100
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 6.3	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 6.3	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 6.3

Amount	$74,500	Amount	$81,950	Amount	$90,145
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 6.4	Budget Reference	5000-5999: Services And Other Operating Expenditures 6.4	Budget Reference	5000-5999: Services And Other Operating Expenditures 6.4
Amount	$24,000	Amount	$24,000 (time card)	Amount	$24,000 (time card)
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 6.5	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 6.5	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 6.5
Amount	$60,000	Amount	$60,000	Amount	$60,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 6.6	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 6.6	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 6.6
Amount	$25,741	Amount	$28,315	Amount	$31,146
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000, 3000 & 5000: Certificated Salaries, Benefits & Services 6.7	Budget Reference	1000, 3000 & 5000: Certificated Salaries, Benefits & Services 6.7	Budget Reference	1000, 3000 & 5000: Certificated Salaries, Benefits & Services 6.7

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 6	Teachers, administrators and staff will participate in professional learning that is responsive to educational priorities and based on research of effective practices to support student learning.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

The new California State Standards in ELA, Mathematics, Science, and Social Science are in various stages of implementation. The standards, and the accompanying new curriculum, create a strong need for professional learning opportunities for our teachers and administrators. Teachers need learning support this year in ELA/ELD curriculum for both elementary and middle school, Next Generation Science Standards for grades K-8, as well as continuing development of best practices and pedagogies for student success. Professional learning needs to be delivered in a mixture of both district and site-based learning models.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of Faculty Attending Professional Development	Percent teachers participating in Professional Development: 89.8%	Percent teachers participating in Professional Development: 95%	Percent teachers participating in Professional Development: 95%	Percent teachers participating in Professional Development: 95%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Professional Development for Administrators and Teachers: 1.1 Technology Teacher on Special Assignment (TOSA) will provide Professional Learning to use technology tools for instruction and assessment. 1.2 Math Professional Learning through Silicon Valley Math Initiative will provide opportunities for teachers and administrators to attend high quality professional development in mathematics. 1.3 Summer Institute Professional Learning provides opportunities for teachers to learn in-depth in a subject area. Summer Institutes are planned for Early Learning Math Initiative, CPM Math for new teachers, Middle School Science- NGSS for 7th Grade, ELA/ ELD for Middle School teachers. Includes Teacher hourly pay, materials and presenter costs. 1.4 Teachers on Special Assignment for Math, Science, and Physical and Heath Education will provide ongoing teacher support for high-quality instruction and curriculum development. The TOSA's have two primary responsibilities; help facilitating learning and understanding of new standards and supporting the adoption/implementation of new instructional materials (3 FTE)	1.3 Summer Institute is planned for NGSS for 8th Grade. Includes Teacher hourly pay, materials and presenter costs. Tenatively planning on Early Learning Math Initiative for 2nd grade teachers (pending grant funding).	

1.5 Specialized teachers will be reimbursed for educational expenses accrued for becoming "highly qualified".

1.6 New teachers will be supported in their induction process through assigned support providers and the New Teacher Institute.

1.7 Ongoing professional learning for ELA/ELD will take place during two full day professional learning days and a variety of other options will be offered during the school year. This will include Reading Assessment PD, Math PD, and ELA/ELD PD.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$56,175	Amount	$61,793	Amount	$67,972
Source	Base	Source	Base	Source	Base
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.1	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.1	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.1
Amount	$56,175	Amount	$61,793	Amount	$67,972
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.1	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.1	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.1
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	Title II	Source	Title II	Source	Title II
Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 1.2	Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 1.2	Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 1.2
Amount	$15,000	Amount	$15,000	Amount	$15,000
Source	Title II	Source	Title II	Source	Title II
Budget Reference	1000, 3000 & 5000: Certificated Salaries, Benefits & Services 1.3	Budget Reference	1000, 3000 & 5000: Certificated Salaries, Benefits & Services 1.3	Budget Reference	1000, 3000 & 5000: Certificated Salaries, Benefits & Services 1.3
Amount	$96,586	Amount	$106,245	Amount	$116,869

Source	Title II	Source	Title II	Source	Title II
Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 1.4	Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 1.4	Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 1.4
Amount	$121,817	Amount	$133,998	Amount	$147,399
Source	Educator Effectiveness	Source	Title II	Source	Title II
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.4	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.4	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.4
Amount	$15,000	Amount	$15,000 (time card)	Amount	$15,000 (time card)
Source	Title II	Source	Title II	Source	Title II
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.5	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.5	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 1.5
Amount	$15,000	Amount	$15,000 (time card)	Amount	$15,000 (time card)
Source	Locally Defined	Source	Locally Defined	Source	Locally Defined
Budget Reference	1000, 3000 & 5000: Certificated Salaries, Benefits & Services 1.6	Budget Reference	1000, 3000 & 5000: Certificated Salaries, Benefits & Services 1.6	Budget Reference	1000, 3000 & 5000: Certificated Salaries, Benefits & Services 1.6
Amount	$100,000	Amount	$100,000 (time card)	Amount	$100,000 (time card)
Source	Locally Defined	Source	Locally Defined	Source	Locally Defined
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.7	Budget Reference	5000-5999: Services And Other Operating Expenditures 1.7	Budget Reference	5000-5999: Services And Other Operating Expenditures 1.7.

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]	
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒	English Learners	☒	Foster Youth	☒	Low Income

Scope of Services	☒	LEA-wide	☐	Schoolwide	**OR** ☐	Limited to Unduplicated Student Group(s)

Location(s)	☒	All Schools	☐	Specific Schools:	☐	Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2. Professional Development for Administrators and Teachers on topics specific to unduplicated pupils. 2.1 Professional Development with a focus to support English Learners and students who are socioeconomically disadvantaged, foster youth or homeless. 2.2 Release time for teachers to participate in professional development that is specific to pedagogical strategies needed for teachers of unduplicated students. 2.3 Training and Professional Development for teachers, principals and reading specialists on Reading Recovery strategies and practices to best serve schools with high numbers of unduplicated students. 2.4 Materials and training for Reading Specialists who serve unduplicated students. 2.5 Early Learning Math Initiative professional development open to all teachers but focused on schools with students who have a high number of unduplicated students in order to increase conceptual understanding and communication in mathematics 2.6 New Teacher Academy will focus training for new teachers specifically on language demands within all subject areas and supporting Language Development across content areas		

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**

Field	Value	Field	Value	Field	Value
Amount	$200,000	Amount	$200,000 (time card or consultant fee)	Amount	$200,000 (time card or consultant fee)
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 2.1	Budget Reference	1000, 3000 & 5000: Certificated Salaries, Benefits & Services 2.1	Budget Reference	1000, 3000 & 5000: Certificated Salaries, Benefits & Services 2.1
Amount	$30,000	Amount	$30,000 (Sub costs)	Amount	$30,000 (Sub costs)
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000, 3000 & 5000: Certificated Salaries, Benefits & Services 2.2	Budget Reference	1000, 3000 & 5000: Certificated Salaries, Benefits & Services 2.2	Budget Reference	1000, 3000 & 5000: Certificated Salaries, Benefits & Services 2.2
Amount	$40,000	Amount	$40,000 (time card or consultant fee)	Amount	$40,000(time card or consultant fee)
Source	Title I	Source	Title I	Source	Title I
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.3	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.3	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 2.3
Amount	$30,000	Amount	$30,000 (time card or consultant fee)	Amount	$30,000 (time card or consultant fee)
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000, 3000 & 5000: Certificated Salaries, Benefits & Services 2.4	Budget Reference	1000, 3000 & 5000: Certificated Salaries, Benefits & Services 2.4	Budget Reference	1000, 3000 & 5000: Certificated Salaries, Benefits & Services 2.4
Amount	$30,000	Amount	$30,000	Amount	$30,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2.5	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2.5	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2.5
Amount	$2,750	Amount	$2,750	Amount	$2,750
Source	Locally Defined	Source	Locally Defined	Source	Locally Defined
Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 2.6	Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 2.6	Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 2.6

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☒ Specific Schools: Audubon, Lead, Parkside, San Mateo Park, ☐ Specific Grade spans: Sunnybrae, George Hall, and Borel

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3. Site-based Professional Development 3.1 Additional Teacher hourly for site-based professional development on strategies to support unduplicated students (Audubon, Lead, Parkside, San Mateo Park and Sunnybrae) 3.2 Site Based Professional Development on strategies to support unduplicated students (Borel) 3.3 Instructional Rounds on strategies to support unduplicated students (George Hall) 3.4 IB Professional Development and Conferences (Borel and Sunnybrae)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$41,800	Amount	$41,800 (time cards)	Amount	$41,800 (time cards)
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 3.1	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 3.1	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 3.1
Amount	$19,000	Amount	$19,000 (time cards/consultant fee)	Amount	$19,000 (time cards/consultant fee)
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 3.2	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 3.2	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 3.2
Amount	$3,000	Amount	$3,000 (Sub costs)	Amount	$3,000 (Sub costs)
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000 & 3000: Certificated Salaries & Benefits 3.3	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 3.3	Budget Reference	1000 & 3000: Certificated Salaries & Benefits 3.3
Amount	$23,250	Amount	$23,250	Amount	$23,250
Source	Locally Defined	Source	Locally Defined	Source	Locally Defined
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3.4	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3.4	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3.4

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 7	Families will participate in their child's education.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

Parent engagement is an important element for student success. While there is a strong culture of parent participation in our schools, we have only recently begun to measure how our different parent groups engage with our schools. Preliminary data indicates the need for further outreach and educational programs to support all our parents being engaged with their childrens' schools. Middle school families use software to connect students and parents to teachers and classrooms to stay up to date on classroom activities and student progress in each class at very high utilization rates. Continued outreach to parents of English learners is needed, and will be accomplished through use of multiple communication methods and strategic scheduling. The successful parent institute, and other parent education to support parent engagement in schools among underrepresented groups in our district needs to continue and be expanded We will continue to track the attendance of various stakeholder group meetings, and evaluate how to connect more parents with these groups. In 2017-18 we will roll out our first parent engagement survey to track the effectiveness of engagement activities.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Middle school School loop enrollment	School loop enrollment and access rates Percentage of students enrolled: Abbott: 97.5% Borel: 95.4% Bowditch: 99.1% Bayside: 98.3% Percentage of households enrolled: Abbott: 65.8% Borel: 75.9% Bowditch: 94.2%	School loop enrollment: Student goal: 99% Household goal: 80%	School loop enrollment: Student goal: 99% Household goal: 85%	School loop enrollment: Student goal: 99% Household goal: 90%

	Bayside: 78.8%			
Number of participants DELAC/DAC sign-in sheets	DAC/DELAC attendance: 15	DAC/DELAC attendance goal: 20 parents attending/participating	DAC/DELAC attendance goal: 30 parents attending/participating	DAC/DELAC attendance goal: 35 parents attending/participating
Number of participants: PIQE sign-in sheets	PIQE participants: 80	PIQE Goal: 90 participants	PIQE Goal: 90 participants	PIQE Goal: 90 participants

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Engage parents in learning how to support students in school through:		

1.1 Provide District-wide Parent Institute at both the Middle and Elementary School level that encourages students to be College & Career ready.
1.2 Provide translation and interpreting services that increase outreach to families and encourage participation in school and district events.
1.3 Translator organizes district and site translating and interpreting services
1.4 Use electronic means of communicating with parents in middle schools
1.5 LCAP Engagement of stakeholders through meetings and district events

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$35,420	Amount	$30,000	Amount	$40,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000 & 5000: Books & Supplies and Services & Other 1.1	Budget Reference	4000 & 5000: Books & Supplies and Services & Other 1.1	Budget Reference	4000 & 5000: Books & Supplies and Services & Other 1.1
Amount	$9,580	Amount	$8,816	Amount	$8,816
Source	Title I	Source	Title I	Source	Title I
Budget Reference	4000 & 5000: Books & Supplies and Services & Other 1.1	Budget Reference	4000 & 5000: Books & Supplies and Services & Other 1.1	Budget Reference	4000 & 5000: Books & Supplies and Services & Other 1.1
Amount	$90,000	Amount	$90,000 (time card)	Amount	$90,000 (time card)
Source	Locally Defined	Source	Locally Defined	Source	Locally Defined
Budget Reference	2000 & 3000: Classified Salaries & Benefits 1.2	Budget Reference	2000 & 3000: Classified Salaries & Benefits 1.2	Budget Reference	2000 & 3000: Classified Salaries & Benefits 1.2
Amount	$52,648	Amount	$54,315	Amount	$59,746
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000 & 3000: Classified Salaries & Benefits 1.3	Budget Reference	2000 & 3000: Classified Salaries & Benefits 1.3	Budget Reference	2000 & 3000: Classified Salaries & Benefits 1.3

Amount	$19,473	Amount	$20,088	Amount	$22,097
Source	Title III	Source	Supplemental	Source	Supplemental
Budget Reference	2000 & 3000: Classified Salaries & Benefits 1.3	Budget Reference	2000 & 3000: Classified Salaries & Benefits 1.3	Budget Reference	2000 & 3000: Classified Salaries & Benefits 1.3
Amount	$25,000	Amount	$20,000	Amount	20,000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.4	Budget Reference	5000-5999: Services And Other Operating Expenditures 1.4	Budget Reference	5000-5999: Services And Other Operating Expenditures 1.4
Amount	$16,000	Amount	$16,000	Amount	$16,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 1.5	Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 1.5	Budget Reference	1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 1.5

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]	

Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

Scope of Services	☐ LEA-wide	☒ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☒ Specific Schools: Bayside Academy, Abbott, Audubon, Baywood, Beresford, Borel, College Park, Fiesta Gardens,	☐ Specific Grade spans:

	George Hall, Highlands, Laurel, LEAD, Meadow Heights, North Shoreview, Sunnybrae, San Mateo Park, Turnbull Child Development Center

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2. Provide School Site support 2.1 Parent Education and ELAC Support (Bayside, Abbott, Audubon, Baywood, Beresford, Borel, College Park, Fiesta Gardens, George Hall, Highlands, Laurel, LEAD, Meadow Heights, North Shoreview, Sunnybrae, San Mateo Park) 2.2 Community Outreach Coordinator (Baywood), Dean of Students & Family Engagement (Bayside), and School Community Worker (Bayside Academy) will reach out to families of unduplicated students 2.3 Engage parents through Parent Involvement Preschool Program (Lead, George Hall, Fiesta Gardens, Turnbull)		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$11,010	Amount	$11,010	Amount	$11,010
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-4000: Employee Salaries, Benefits, Books & Supplies 2.1	Budget Reference	1000-4000: Employee Salaries, Benefits, Books & Supplies 2.1	Budget Reference	1000-4000: Employee Salaries, Benefits, Books & Supplies 2.1
Amount	$117,877	Amount	$129,665	Amount	$134,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000 & 3000: Classified Salaries & Benefits 2.2	Budget Reference	2000 & 3000: Classified Salaries & Benefits 2.2	Budget Reference	2000 & 3000: Classified Salaries & Benefits 2.2
Amount	$54,100	Amount	$59,510	Amount	$61,000
Source	Other	Source	Other	Source	Other

| Budget Reference | 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 2.3 | Budget Reference | 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 2.3 | Budget Reference | 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other 2.3 |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $6,360,938   Percentage to Increase or Improve Services: 7.39%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In the 2017-2018 school year, San Mateo-Foster City will spend its LCFF Supplemental funds on actions and services principally directed toward unduplicated student groups (English Learners and low income). The funds will be expended in both district-wide initiatives and site initiatives beyond the LCFF Base to support academic and social needs of the unduplicated pupils. All of our schools have unduplicated students who are performing below grade level academic expectations.

The San Mateo-Foster City School District is under the 55 percent unduplicated count districtwide. In 2016-2017, our unduplicated count was 39.8 percent districtwide. There are four school sites that exceed 55 percent of unduplicated pupils (Lead, San Mateo Park, Sunnybrae and Fiesta Gardens). There are six additional schools sites that exceed the districtwide unduplicated count of 39.8 percent but have less than 55 percent unduplicated pupils (Bayside, Abbott, Beresford, Laurel, George Hall and Meadow Heights).

Description of use of Supplemental/Concentration funds:

LCFF Supplemental/Concentration funds will be used to provide services at the district level in support of unduplicated students:

Chart 1 (attached)

Description of how these services are the most effective use of funds to meet district goals:

The San Mateo-Foster City School District determined that these services would be the most effective in meeting our LCAP goals based on a study of the research, stakeholder input, and the intent to positively impact the educational experiences of our unduplicated pupils.

We will continue to focus on the needs of Long Term English Learners. Districtwide we are working to prevent and reduce the number of students that are Long Term-English Learners (have been English Learners for 6 or more years). Districtwide, we have 216 students who are Long Term English Learners (LTELs) who have been in school for 6 or more years and are currently in middle school. We have 347 students (in grades 3-5) who are at-risk of becoming Long-Term English Learners Our focus will be on providing both English Language Development and Academic Support to reduce the number of LTELs.

We will reduce the number of students who are Long Term English Learners by teaching designated and integrated English Language Development using effective practices and by ensuring that all students read at grade level. Our strategy for ensuring that all students read at grade level includes teacher professional development in reading instruction and providing additional small group instruction with Reading Intervention and Reading Support teachers. Research on Reading Recovery shows that this practice significantly impacts the learning, and the acceleration of learning,of unduplicated pupils.

We have adopted and are purchasing new instructional materials for English Language Arts and English Language Development in grades K-8. Elementary schools will use Benchmark Advance (Benchmark Adelante in Spanish at Fiesta Gardens). The materials have a high correlation to the California ELA/ELD standards, use a balanced literacy approach, and use leveled reading books based on Science and Social Studies topics. Importantly, the materials have strong designated and integrated English Language Development components. Middle School English Language Arts/English Language Development teachers are going to use SpringBoard. The middle school pilot team found the materials to be closely aligned to standards, engaging text in a variety of content, digital and printed student materials and embedded English Language Development.

We are also investing in the professional development of our teaching staff – through teachers on special assignment, teacher leaders, and consultants. While our staff is relatively stable, we hired teachers that are new to the profession. This support will provide both new and veteran teachers the tools to identify particular student needs in their classrooms and target instruction to support student learning. In 2016-2017, we will have three professional development days and six extended Wednesdays for job-embedded professional development sessions where teachers can work with teachers from other schools. We also considered having teachers take classes online to improve their skills, but determined at this point in time that professional development will have a bigger impact on teachers changing their practice, and acquiring new tools.when they have to opportunity to work with teachers from other schools.

The supplemental funding allocation was relatively higher in middle schools than in elementary schools. By allocating supplemental funding for programs that support English Language Development, reading support, math support and supporting the social-emotional needs of adolescents through expanded counseling and restorative practices, we are able to develop more consistent programming across middle schools leading to higher academic achievement.

Site allocations are made using a process that includes stakeholder input, review of student achievement data and tailored to the needs of students at the school site. Following district and site level stakeholder engagement, the site principal met with member of Education Services and Business Services to prioritize expenditures aligned with the LCAP goals. The agenda of these meetings included a review of spending based on the 2016 LCAP, a review of data, a review of stakeholder input, and the site priorities for fine-tuning the plan for improving student outcomes. The Director of Fiscal services provided most current costs of site and district priorities. After discussing site priorities, a draft site budget plan was developed that clarified the use of the LCFF funds. Determinations were made relative to the unduplicated pupil count. The principals then went back and shared that site budget plan with site stakeholders. The plan was used to develop their Single Plan for Student Achievement. It will contain a description of the expenditures and a justification for the selected services and actions, aligned with district LCAP goals. Our site allocation process is one that allows sites to prioritize their students needs while developing some consistency across school sites in actions and services provided to support unduplicated students.

Description of use of S/C funds:
LCFF S/C funds will be used to provide services at the school site level in support of unduplicated students:
Chart 2 (attached)

Our base instructional program is defined in goal 1. All students receive the actions and services that are detailed in goal 1 for a cost of $64,947,197. In addition, the list of centralized actions and services provided by the district are outlined in Chart 2 and actions and services provided at the school site are outlined in Chart 2. These service are principally directed to our unduplicated students and represent minimally a 7.39 percent increase over our base instructional program.

The expenditure of LCFF Supplemental funds for additional personnel, materials or services targeted primarily to unduplicated pupils provides services above and beyond those provided for all students. These supplemental funds that represent increased service to our students who are English Learners, socioeconomically disadvantaged, or foster youth are described in Chart 1 (district services) and Chart 2 (site based services). After the LCAP is finalized, there

is a potential negotiated salary increase for certificated and classified staff. Unallocated supplemental funds have been set aside to meet the increase in salaries and will be represented in 2017-2018 Annual Update.

The LCFF S/C funds will be spent to provide a minimum of 7.39 increased or improved services for our district's unduplicated pupils. These funds will be used to provide actions and services over and above our base program. The increased counseling services, reading intervention and support services, math support classes and specialized software, professional development focused on improving achievement of unduplicated pupils, and providing parent workshops and translation services for parents are all above our base instructional program. Providing funding to support monitoring student progress, improve English Language Development instruction, providing additional learning time as well as creating school climates where all students can be successful is expected to result in increased numbers of our students reaching or exceeding standards on local measures and the California Assessment of Student Performance and Progress (CAASPP).

Chart 1
Description of Use of Supplemental funds

Chart 1

Districtwide Actions and Services			
LCFF Supplemental funds will be used to provide services at the **district level** in support of unduplicated students:			
LCAP Goal	**Action/service principally directed to the goals for Unduplicated Pupils**	**Funding Amount**	**Description of how it will be effective in meeting our goal for unduplicated pupils**
Goal 2 Students will make progress toward meeting or exceeding grade level California Standards. District actions/services for Goal 2 **$146,042**	Teacher Leadership Teams	$50,000	Teachers leadership teams know students needs and can provide valuable insight to the needs of unduplicated students. Understanding that there needs to be special attention addressed to unduplicated students needs through curriculum and assessment, this team will evaluate current curriculum in order to determine support and structures that would most benefit students. This will chart the course for instructional materials adoptions or implementations and professional development. **Justification**: As research from ACSD proves, Teacher Leaders are a necessary voice within education. In order to best support students, teacher voices and expertise are imperative to support increase in student achievement.
	Data analysis meetings allow principal and teams of teachers to monitor student progress (All elementary sites)	$77,300	The purpose of data meetings is to use high impact instructional strategies and monitor the progress of unduplicated pupils in their achievement of grade level standards. **Justification**: Providing sheltered time for teachers and site leaders to monitor student data of unduplicated pupils allows teacher teams to use assessment for the purpose for which it is intended-planning instruction. During data meetings,

			teacher teams review short, medium and long cycle assessments (including Galileo, and Fountas and Pinnel and student work samples) to determine instructional next steps for all students. During data meetings, teacher teams, including reading specialists, RSP and other support staff, look at specific data on unduplicated students in intervention to determine if students need additional support or are ready to be released from intervention.
	Math coaching for 5th Grade teachers at Lead and Bayside Academy	$18,742	In order to provide strong instruction to support unduplicated students before middle school, a middle school math teacher will work with 4th and 5th grade teachers in mathematics instruction. At the district level, professional development for fourth and fifth grade teachers in supporting students who are English Learners and/or socioeconomically disadvantaged. **Justification**: Teacher to teacher coaching in the area of mathematics is an important part of increasing student achievement. As Marzano writes, trust is built among peers more quickly and with teaching being a vulnerable profession, peer coaching will provide more opportunities for growth and noticeable change within a school setting.
Goal 3 Students who are English Learners and/or Socioeconomicall y Disadvantaged will make progress toward meeting or exceeding grade level California	Summer School provides instruction, tutoring and extra academic support	$10,000	The purpose of this intervention is to provide extra time to master the academic content. (extended year = 5% increase, as students will receive an additional 66 hours of instruction) Outreach to unduplicated pupils will be prioritized. Kick Off to Kindergarten targets unduplicated students in the summer before Kindergarten to prepare students for learning. **Justification**: Summer School provides extra time for instruction and academic support. It is funded primarily through Title I for $180,000. Through our data analysis we have seen students who have access to summer school do

Standards District actions/services for Goal 3 Supplemental **$202,000**			not fall into the summer slide with loss of instruction. This provides additional support for unduplicated students to have access to literacy and mathematical supports to enhance their education.
	Specialized Math Software for Math Support classes	$40,000	ST Math software supports learning content from previous grade levels and develops students' conceptual understanding of grade level concepts. It is primarily directed for unduplicated students. **Justification**: The use of alternative methods of math support, as in the ST Math software, support students with cognitive training in order to cement mathematical practices. Students have the opportunity to use both technology and game interfaces to understand complex mathematics. This program, while addressing Common Core standards, also uses less language based problem solving, supplementing with graphics and visual supports which is particularly important for our English Learners.
	Bus Passes for Low Income Students	$20,000	This services in primarily directed to unduplicated students who are socioeconomically disadvantaged. Students must be present to benefit from instruction. Bus passes allow students to attend school regularly and on time. **Justification**: Bussing for our at risk students who reside in predominantly Socio-Economically Disadvantaged neighborhoods increase access to schooling and removes potential barriers for truancy. Transportation also provides more equitable distribution of our various demographic groups across the district.
	Program Specialist for Reading Intervention	$112,000	Program Specialist trains and supports reading specialists in Reading Recovery and Literacy Lessons at 17 elementary sites. Specialist will lead assessment and data collection in reading of elementary students and will monitor the progress

			of all students receiving reading intervention. Reading intervention is primarily directed for unduplicated students. **Justification**: A Program Specialist for Reading Intervention will support unduplicated students at all school sites through professional development, collection of data and monitoring of student progress. Research by Richard Allington, Marie Clay and others advocate for an emphasis on teacher expertise in early literacy as a critical component in supporting students to achieve grade level standards. A Program Specialist oversees the literacy program of the district - instruction, assessment and intervention.
	AVID (Advancement Via Individual Determination) Program Membership and Travel for District Directors	$20,000	Registration fee and travel for District AVID Directors. AVID Directors lead implementation and site AVID implementation and planning. AVID is primarily directed for unduplicated middle school students. **Justification**: The AVID program has been proven to improve college preparedness for students, particularly those who are traditionally underrepresented at the college and university level. AVID provides the necessary skills to support both academic and social-emotional growth. Research has been extensive on this program, and it has proven to increase student graduation rates and university attendance.
Goal 4 Students will use evolving technology to support their learning of the California	Data Analyst will provide data to principals and teachers in a timely manner in order to support them in using current data for instructional guidance	$69,791	The intent is to monitor the progress of unduplicated pupils in their achievement of grade level standards. Data Analyst helps track progress of Long Term English Learners using CAASPP and district benchmark data (Galileo and Fountas and Pinnell Benchmark Reading Assessment). **Justification**: It is important to monitor and evaluate the effectiveness of programs in order to determine how to

Standards.			evaluate and adjust the
District actions/services for Goal 4 Supplemental **$109,791**	Additional Reading Assessment Materials	$20,000	Fountas and Pinnell (F&P) Benchmark Assessment System is used to monitor student reading progress in grades TK-5 and inform targeted reading instruction. All students reading below grade level expectations will receive reading assessments each trimester to monitor progress. Reading Specialists and classroom teachers use the data to teach and support using the assessment materials. Observations made through the assessment is followed by instruction designed to move the child ahead from level to level, and follow-up assessment is part of the continual improvement process for all students with a focus on our unduplicated students. Results from the F&P assessments are an integral part of the data meetings that schools hold to monitor the progress of all students (and are principally directed to monitor the progress of unduplicated pupils). **Justification**: The purchase of this monitoring system will support all students' reading progress and ensure a faster, more efficient approach to target students who need additional reading support. This will increase the time frame in which students can be seen in groups and data can be tracked to ensure growth.
	Technology Liaisons	$20,000	Teachers using technology will provide guidance on how to support unduplicated students in using technology to support learning. **Justification**: Technology Liaisons will support the role out of responsible technology use including the use of Common Sense media. Since many unduplicated count students have limited experience or support for online interactions, there is increased need for instruction and support around safe and responsible technology use.

Goal 5 Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects.	Monitor attendance and address truancy using Attention 2 Attendance software	$60,000	Primarily directed to unduplicated pupils to increase school attendance and decrease chronic absences. Consistent attendance is important to academic achievement. **Justification**: Research has shown that a significant factor in student achievement is attendance. If students are not present, they have trouble learning. The purchase of software tracking will support sites and the district in educating parents on the importance of school attendance. It will provide monitoring and data to assist students in participation at school.
District actions/services for Goal 5 Supplemental **$1,368,787**	Provide 4 middle school counselors and 3 elementary school counselor to support the overall wellness and academic success of students.	$728,756	We are seeking counselors who are bilingual in Spanish and English and have a background in working with issues and traumas that challenge our unduplicated pupils. **Justification**: Research indicates that students who are socio-economically disadvantaged have higher exposure to trauma and challenges (La Greca, A., Boyd, B., Jaycox, L., Kassam-Adams,M., Mannarino, A., Silverman, W., Tuma, F., & Wong, M. (2008). Children and Trauma: Update for Mental Health Professionals. American Psychological Association Presidential Task Force on Childhood Trauma and Associated Stress in Childhood and Adolescence). By maintaining a focus on mental health, the district sees counseling as a priority to support students through trauma and other issues so that they are able to be engaged in school and have positive pupil outcomes.
	Elementary Counseling Interns and Middle School Safety Advocates and Groups	$223,375	Counseling services, services (therapy) are available to all students. Interns and advocates provided in-depth mental health service to our students with the highest need and is primarily direct to unduplicated students. **Justification**: Research indicates that students who are socio-economically disadvantaged have higher exposure to

			trauma and challenges (La Greca, A., Boyd, B., Jaycox, L., Kassam-Adams,M., Mannarino, A., Silverman, W., Tuma, F., & Wong, M. (2008). Children and Trauma: Update for Mental Health Professionals. American Psychological Association Presidential Task Force on Childhood Trauma and Associated Stress in Childhood and Adolescence). By maintaining a focus on mental health, the district sees counseling as a priority to support students through trauma and other issues so that they are able to be engaged in school and have positive pupil outcomes.
	School Resource Officers	$81,485	San Mateo Police Department Resource officers provided GREAT (Gang Resistance Education and Training) curriculum to all 6th graders and act as a community liaison between school, parents and the police department. These services are principally directed to unduplicated students. **Justification**: The School Resource Officers (SRO) work in tandem with school officials to help develop a positive environment at the school. As researched by McDevitt and Pannielo (2010), SRO placement on campus can encourage a positive relationship with law enforcement. The curriculum provided for students will support unduplicated students in particular.
	Providing training, planning and coaching for Positive Behavior Intervention and Supports (PBIS) at elementary school and Restorative Practices at each middle school. PBIS and Restorative Practices are research-based frameworks for decision	$25,000	PBIS and Restorative Practices will provide a structure and school climate where unduplicated students will be engaged and supported. **Justification**: There are many studies that link increased student achievement to the structure of School Wide - Positive Behavior Intervention and Supports (SW-PBIS) being in place at schools. Data demonstrates that developing the predictable environment supports students who are both learning English as well as those who are Socio-economically disadvantaged.

	making to support positive school behavior.		
	Wellness Coordinator	$172,171	Wellness Coordinator worked with schools and parents to support Safe Routes to School, provide, a health fair, nutrition education and supervises General Education Mental Health Services primarily directed to unduplicated students. **Justification**: The Wellness Coordinator provides support in implementation of programs that support health and nutrition. Targeted populations will focus on unduplicated students and their families in order to encourage healthy choices.
	Provide a supportive alternative education learning environment	$60,000	Our alternative education classroom offers a consistent and supportive placement for students removed from the school site. It supports unduplicated students who are not able to attend school as a result of expulsion. **Justification**: The implementation of an alternative classroom setting supports the transition for students to stay within a school environment to be educated. This keeps the expulsion rate of students low, and encourages students to stay in school.
Goal 6 Teachers, administrators and staff will participate in professional development that is responsive to educational priorities and based on research of effective practices	Professional development in subject areas on supporting students who are English Learners or socio-economically disadvantaged	$200,000	The focus of professional development is principally directed toward supporting unduplicated students in learning grade level standards. **Justification**: With the implementation of the new ELA/ELD framework and standards, teachers need professional learning opportunities to understand how to implement the new standards in order to support unduplicated students. Professional learning is
	Provide Director support for AVID implementation in 3 Middle Schools	$46,413	AVID is intended to prepare students who will be the first generation in their family to attend college. Director will support principals in leadership and professional development of AVID program.

to support student learning. District actions/services for Goal 6 Supplemental **$332,588**			**Justification**: The AVID program has been proven to improve college preparedness for students, particularly those who are traditionally underrepresented at the college and university level. AVID provides the necessary skills to support both academic and social-emotional growth. Research has been extensive on this program, and it has proven to increase student graduation rates and university attendance.
	TOSA Technology to support Middle Schools and implementation of AVID	$56,175	TOSA will help support schools and unduplicated students through district leadership and coordination of the AVID program.. **Justification**: The AVID program has been proven to improve college preparedness for students, particularly those who are traditionally underrepresented at the college and university level. AVID provides the necessary skills to support both academic and social-emotional growth. Research has been extensive on this program, and it has proven to increase student graduation rates and university attendance.
	Early Learning Math Initiative	$30,000	In continued partnership with San Mateo County Office of Education, four focus schools and four classrooms will participate in a three year project primarily directed toward unduplicated students in developing conceptual understanding and communication in mathematics. **Justification**: As research from the National Council of Teachers of Math have documented, Counting collections supports the offering of multiple entry points towards gaining number sense. The training for teachers supports students as they guide the learning so students can explore and explore varying mathematical concepts.

Goal 7 Families will participate in their child's education.. District actions/services for Goal 7 Supplemental **$79,377**	Parent Workshops and opportunities will develop parent understanding to prepare students to be college and career ready.	$35,420	Parent Institute trainings will target how to help unduplicated students at home and support students at school. **Justification**: The partnership with PIQE - Parents for Quality Education- will help our district support unduplicated students through leveraging parent engagement. PIQE has been long-standing in its tradition to help parents be their child's advocate in schooling. Studies from the Cal State Universities have determined that students whose parents participate in PIQE have a higher achievement and graduation rate than those who do not. The district plans to increase offerings in order to support both Elementary and Middle School unduplicated students.
	Increase efforts to include parents of unduplicated students in LCAP Stakeholder Engagement	16,000	Reaching out to parents through multiple channels (ELAC, Parent Institutes, print resources in English and Spanish, LCAP Survey in English and Spanish and translation of LCAP) will help us inform and build capacity in parents of students who are English Learners or socioeconomically disadvantaged (unduplicated). These resources may improve engagement across all student groups though they are targeted to increase engagement of parents of unduplicated students. **Justification**: The involvement of parents in the LCAP process is imperative to developing a well-rounded LCAP that addresses all students' needs. According to research from both NEA and AMLE (Association for Middle Level Education) students whose parents participate in their child's education do better overall.
	Provide translation and interpreting service for district and parents	$52,648	This service provides parents access to information and engagement in their child's education. Our translation and interpreting services are principally directed to the families of our students who are English Learners.

			Justification: Translation services support unduplicated families by ensuring they have access to important opportunities and events in their primary language. District-wide newsletters, events and opportunities will be supported through translation services at events and in newsletters.
	Total Centralized Supplemental Allocations	**$2,518,394**	

Description of use of S/C funds:

LCFF S/C funds will be used to provide services at the **site level** in support of unduplicated students:

Chart 2

Schoolwide Actions and Services			
LCAP Goal	**Action/service principally directed to the goals for Unduplicated Pupils**	**Funding Amount**	**Description of how it will be effective in meeting our goal for unduplicated pupils**
Goal 2 Students will make progress toward meeting or exceeding grade level California Standards. School site actions/services for Goal 2 **$ 673,621**	Provide 6 sections of Middle School Math Support classes at Abbott and Borel and 3 sections at Bowditch. Bayside Academy has 6 sections of Math Support classes funded with Title I funds.	$344,323	This support class is a second math class principally directed to support unduplicated pupils in developing mathematical fluency, conceptual understanding, and provides additional support for their grade level classroom work. **Justification**: Aligning with the Multi-Tiered System of Supports (MTSS), students are screened at the school site to determine if they are showing difficulty with foundational mathematical concepts Students are then provided math support classes in additional to grade level mathematics to help close the gap in mathematical concepts so they can be successful in grade level mathematics.
	Provide additional elective spaces for students during the same period math or reading support is offered allowing for flexibility in student schedules as they exit support classes.	$49,565	Primarily directed toward unduplicated students in math support classes or reading support classes, this allows students access to electives and the ability to take electives in middle school. **Justification**: Math support classes are a majority unduplicated students, and the additional period of math will sometimes require taking away an elective enrichment class. Additional offerings allow for students to move in and out of interventions, and keep students from being tightly tracked.
	Math Coaching for upper grade elementary teachers	$18,742	In order to best intervene with unduplicated students before middle school, a middle school math teacher will work with

at Lead and Bayside Academy with a focus on improving achievement and help prepare students for the challenges of middle school mathematics. (Bayside Academy and LEAD)		4th and 5th grade teachers in order to provide best instruction for the needs of students who may be English Learners, socioeconomically disadvantaged, homeless or foster youth. **Justification:** High-quality coaching is integral to successful professional learning in order to raise student achievement. This targeted math coaching provides teachers with on-site learning opportunities where they get to teacher alongside their coach, watch the coach deliver instruction and get feedback from coach on their instruction with their own students. Teachers can make immediate changes to their teaching practice during a lesson or the next day.
Homework Clubs/ After school Tutoring provide extra time and support for students. (Abbott, Bayside, Borel, Bowditch, Fiesta Gardens and North Shoreview Montessori)	$51,250	Stakeholders prioritized homework help for unduplicated students. This funding supports after-school homework help at each of comprehensive middle schools and tutoring or homework help at a number of elementary schools. **Justification**: This targeted supplemental support provides unduplicated students with extended time in the school day with academic support from teachers at the school site.
Small Group Instruction Staff provides extra support for struggling students. (LEAD, Bayside & Sunnybrae)	$59,354	Small group instruction staff provides additional adults in the classroom and is primarily directed toward unduplicated students. **Justification:** Providing small group instruction for unduplicated students eliminates the "one size fits all" approach to instruction. Small group instructional allows the teacher to differentiate instruction for unduplicated students by scaffolding instruction in a smaller environment and building student collaboration opportunities in the small group and for the students working outside the small group. Small group instruction is designed to target the needs of the group.

	Additional Library or Computer Support Staff provides additional learning time for students who are English Learners, socioeconomically disadvantaged, homeless or foster youth to have access to computers or school libraries. (Abbott, Borel, Bowditch, and Sunnybrae	$147,387	Staff support the needs of students and is primarily directed toward unduplicated students. **Justification:** District surveys of our community, and other surveys of our area at large, show a large gap in access to technology between students and families that have consistent access to computers and the internet and socioeconomically disadvantaged students and families, sometimes referred to as the digital divide. As technology becomes integrated with instruction, there is a need to remediate this gap.
	Instructional rounds provide principal and teams of teachers to examine instruction for unduplicated students (George Hall)	$3,000	The intent of instructional rounds is to identify and promote best instructional practices for unduplicated students in all classrooms. **Justification:** Instructional rounds personalize professional learning opportunities for teachers to see best practices for unduplicated students in action. Rounds provide a venue for teacher teams to collaborate, give feedback and take new strategies right back to the classroom. Furthermore, instructional rounds within a school build community for the staff and students as staff see all students as their own with the the singular focus of improving student achievement.
Goal 3 Students who are English Learners and/or Socioeconomically Disadvantaged will make progress toward	Provide Reading Intervention Teachers (11 FTE) who are Reading Recovery Trained and Reading Support Teachers for elementary and class sections in middle schools.(Audubon, Bayside, Baywood, Beresford, Fiesta Gardens,	$1,376,287	These reading teachers support classroom teachers, coordinate programs, monitor student progress and provide small group instruction that is data-driven and aimed at accelerating the reading of unduplicated pupils. **Justification:** Students who have had little to no preschool come to Kindergarten lacking the foundational skills needed to read. Early identification of those students, via ongoing, diagnostic assessments discussed in grade level data meetings,, reveal areas of strength and need. Highly trained

meeting or exceeding grade level California Standards School site actions/services for Goal 3 Supplemental **$3,131,295**	Highlands, Laurel, LEAD, Meadow Heights, SM Park & Sunnybrae)		reading specialists analyze data and pull out students in Reading Recovery or LLI small group lessons to give students additional reading instruction. They also provide site-based professional development for classroom teachers as needed in order to support them with best first instruction to all students.
	Reading Support Teachers/Classes (Sunnybrae, Audubon, Brewer Island, College Park, Foster City, and NSV	$417,139	These reading teachers support classroom teachers and small group pull outs for students struggling with reading comprehension and phonics. Provides small group instruction that is directed towards improving reading of unduplicated students. **Justification**: Students who have had little to no preschool come to Kindergarten lacking the foundational skills needed to read. Early identification of those students, via ongoing, diagnostic assessments discussed in grade level data meetings, reveal areas of strength and need. Reading Support teachers provide LLI small group lessons to give students additional reading instruction.
	ELD Support Staff/Teachers/ Paraeducators to support teachers and students in addressing CCSS ELD standards (Audubon, Bayside, Borel, Brewer Island, Meadow Heights, & SM Park)	$319,246	While focusing on English Language Development district-wide, schools also receive this support in planning for designated and integrated English Language Development. These services support unduplicated students who are English Learners. **Justification**: As written in the ELA/ELD Framework Chapter 2, Students who are learning English as a second language have the added task of mastering both Language and content. With this as a focus, school sites recognize that

			English Language learners need additional support to master English. Teachers also need support and time to develop and implement additional curriculum that will support students in achieving mastery in English. The school sites listed will be providing para-educator support to address standards in addition to classroom instruction.
	Providing small group instruction in order to support students who are not yet proficient in English Language Arts and Math (SM Park, Audubon, Beresford, Borel, Bowditch, Brewer Island,Fiesta Gardens, Laurel, Meadow Heights & NSV)	$257,708	While focusing on English Language Development district-wide, unduplicated students receive additional ELD. **Justification:** As written in the ELA/ELD Framework Chapter 2, Students who are learning English as a second language have the added task of mastering both Language and content. With this as a focus, school sites recognize that English Language learners need additional support to master English. The school sites listed will be providing para-educator support to address standards in addition to classroom instruction.
	Additional Library/Computer Support Staff provides additional learning time for students who are English Learners, socioeconomically disadvantaged, homeless or foster youth to have access to computers or school libraries. (North Shoreview)	$29,504	Staff support the needs of students and is primarily directed toward unduplicated students. **Justification:** In order to become College and Career ready, the CA ELA/ELD Frameworks guide schools to support students with the information, media, and technology skills needed to access complex and deeper learning. The para-educator at North Shoreview provides additional instruction for students to access this learning and needed skills.
	AVID Program (Abbott, Borel, & Bayside)	$249,244	Avid training and elective provided for primarily unduplicated students to help them navigate the path towards college. Supports students whose families have not attended college, and provides them with study skills, support and mentoring. **Justification**: The AVID program has been proven to

		improve college preparedness for students, particularly those who are traditionally underrepresented at the college and university level. AVID provides the necessary skills to support both academic and social-emotional growth. Research has been extensive on this program, and it has proven to increase student graduation rates and university attendance. (http://www.avid.org/avid-impact.ashx)
Newcomer Classes (Bayside STEM and Abbott)	$290,870	Two self-contained classes at middle school to support students in 6th-8th grade in adjusting to US schools and learning basic literacy skills to be successful. **Justification:** The district has seen an increase in the number of students coming to San Mateo in middle school from outside the country. Based on enrollment, there was a need to provide two newcomer programs to support the 6th-8th grade students. From a study done by the Center for Applied Linguistics - "Successful Newcomer Schools"(Maxwell 2012) - the importance of a flexible program and structured curriculum are important to supporting unduplicated students' needs. These two programs will provide flexible support through small group instruction and a focus on literacy skills in order to increase newcomer student achievement.
Homework Support/Tutoring/ Math Intervention (Sunnybrae, Highlands, & Meadow Heights)	$21,500	Stakeholders prioritized homework help for unduplicated students. This funding supports after-school homework help at each of comprehensive middle schools and tutoring or homework help at a number of elementary schools. **Justification:** This targeted supplemental support provides unduplicated students with extended time in the school day with academic support from teachers at the school site.
Community outreach coordinators communicate with families of	$166,797	These services are principally directed to supporting unduplicated students in being successful in school by communicating with families regarding attendance,

	unduplicated students. (Abbott, Bayside, Borel, SM Park, Sunnybrae, Laurel, and LEAD)		participation, behavior and academics. **Justification** From the research article "The Power of Parents" from Ed Source (Thigpen & Friedberg 2012), by focusing on increasing family engagement both achievement and attendance increase. Parents who see themselves as partners with schools will encourage and support student participation and attendance.
	English Learner assessment support provides on-site additional hours to complete Annual CELDT testing. (Foster City)	$3,000	These services are principally directed toward English Learners (unduplicated students) and students who are ready to be reclassified as English proficient. **Justification**: The high number of unduplicated students at Foster City school necessitate more support needed within the school day. The CELDT test is a measurement used to evaluate unduplicated student growth in language development.
Goal 4 Students will use evolving technology to support their learning of the California Standards. School site actions/services for Goal 4 Supplemental **$137,100**	Computer Support Staff provides additional learning time for students who are English Learners, socioeconomically disadvantaged, homeless or foster youth to have access to computers for learning. (Bayside, College Park, Laurel)	$81,459	This additional learning time is principally directed toward unduplicated students. **Justification** - District surveys of our community, and other surveys of our area at large, show a large gap in access to technology between students and families that have consistent access to computers and the internet and socioeconomically disadvantaged students and families, sometimes referred to as the digital divide. As technology becomes integrated with instruction, there is a need to remediate this gap.
	Teacher to Coordinate Digital Literacy Instruction and Projects for students. (LEAD	$55,641	One school with a high percentage of unduplicated students promotes digital literacy as an extra tool for students to use for reading, writing, listening and speaking. Digital Literacy is communication using 21st Century skills and is targeted toward unduplicated students.

			Justification: Since many unduplicated count students have limited experience or support for online interactions, there is increased need for instruction and support around safe and responsible technology use.
Goal 5 Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects. School site actions/services for Goal 5 Supplemental **$343,021**	Under the larger framework of social emotional learning, these services at the school site provide opportunities for site specific program development. Providing training, planning and coaching for Positive Behavior Intervention and Supports (PBIS) at each elementary school and Restorative Practices at each middle school. PBIS is a research based framework for decision making to support positive school behavior. Restorative Practices promote school and classroom routines and structures for building respectful and trusting relationships. This provides meaningful opportunities for students to develop positive behaviors in a supportive environment.	$80,912	PBIS and Restorative Practices will provide a structure and school climate where unduplicated students will be engaged and supported. **Justification**: There are many studies that link increased student achievement to the structure of School Wide - Positive Behavior Intervention and Supports (SW-PBIS) being in place at schools. Data demonstrates that developing the predictable environment supports students who are both learning English as well as those who are Socio-economically disadvantaged. Restorative Practices is found to help increase attendance through suspension reduction (Armour, M. (2013). Ed White Middle School restorative discipline evaluation: Implementation and impact, 2012/2013 sixth grade. Austin: University of Texas, Austin ; Sumner, D., Silverman, C., & Frampton, M. (2010). School-based restorative justice as an alternative to zero-tolerance policies: Lessons from West Oakland. Berkeley: University of California, Berkeley, School of Law;Davis, F. (2014). Discipline with dignity: Oakland classrooms try healing instead of punishment. Reclaiming Children and Youth, 23(1), 38–41), and reduction in chronic absenteeism (Jain, S., Bassey, H., Brown, M., & Kalra, P. (2014). Restorative justice implementation and impacts in Oakland schools (prepared for the Office of Civil Rights, U.S. Department of Education). Oakland, CA: Oakland Unified School District, Data In Action). Preliminary studies find that Restorative Practices has a positive impact on school climate through creating a more safe, supportive, and nurturing environment (McMorris, B. J., Beckman, K. J., Shea, G., Baumgartner, J., & Eggert, R. C. (2013). Applying restorative justice practices to Minneapolis

			Public Schools students recommended for possible expulsion; Jain, S., Bassey, H., Brown, M., & Kalra, P. (2014). Restorative justice implementation and impacts in Oakland schools (prepared for the Office of Civil Rights, U.S. Department of Education). Oakland, CA: Oakland Unified School District, Data In Action).
	Dean of Students/Classified Attendance Support (Bayside)	$65,748	Dean met with unduplicated students who were at risk of failing. She monitored student progress using grades and district benchmarks and helped support students in efforts to improve behavior and develop academic routines. **Justification**: Progress monitoring informs students and teachers about when expected progress is not made so that actions can be taken to improve progress (Quenemoen, R., Thurlow, M. L., Moen, R., Thompson, S., & Blount Morse, A. (2004). Progress monitoring in an inclusive standards-based assessment and accountability system (NCEO Synthesis Report 53). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
	Youth Services Counseling and counseling administrative support provides mental health services to students and support to families. (Audubon, Bowditch, College Park, Foster City,	$37,861	Counseling services, services (therapy) are available to all students. Interns provide mental health service to our students with the highest need and is primarily direct to unduplicated students. **Justification**: Research indicates that students who are socio-economically disadvantaged have higher exposure to trauma and challenges (La Greca, A., Boyd, B., Jaycox, L., Kassam-Adams,M., Mannarino, A., Silverman, W., Tuma, F., & Wong, M. (2008). Children and Trauma: Update for Mental Health Professionals. American Psychological Association Presidential Task Force on Childhood Trauma and Associated Stress in Childhood and Adolescence). By maintaining a focus on mental health, the district sees counseling as a priority to support students through trauma

			and other issues so that they are able to be engaged in school and have positive pupil outcomes.
	School Safety Advocate (SSA) for counseling services and social/emotional support (Sunnybrae)	$60,000	Counseling services offered to students 4 days per week.SSA provides mental health services to our students with highest needs and is primarily directed to unduplicated students. **Justification**: Ethnicity and poverty status affect risk exposure to trauma. Children who have experienced trauma are also at risk for attention problems and lower academic achievement (American Psychological Association Presidential Task Force on Childhood Trauma and Associated Stress in Childhood and Adolescence, 2008). SSA's will provide counseling support and services to students to help support them through trauma and other issues to help increase academic engagement and pupil outcomes.
	Restorative Practices (Abbott, Bayside, Borel and Bowditch	$24,000	Restorative Justice for middle schools that supports a positive climate and increase attendance through reduction in suspension rates. **Justification**: Restorative Practices is found to help increase attendance through suspension reduction (Armour, M. (2013). Ed White Middle School restorative discipline evaluation: Implementation and impact, 2012/2013 sixth grade. Austin: University of Texas, Austin ; Sumner, D., Silverman, C., & Frampton, M. (2010). School-based restorative justice as an alternative to zero-tolerance policies: Lessons from West Oakland. Berkeley: University of California, Berkeley, School of Law;Davis, F. (2014). Discipline with dignity: Oakland classrooms try healing instead of punishment. Reclaiming Children and Youth, 23(1), 38–41), and reduction in chronic absenteeism (Jain, S., Bassey, H., Brown, M., & Kalra, P. (2014). Restorative justice implementation and impacts in Oakland schools (prepared for the Office of Civil Rights, U.S. Department of Education). Oakland, CA: Oakland Unified

			School District, Data In Action). Preliminary studies find that Restorative Practices has a positive impact on school climate through creating a more safe, supportive, and nurturing environment (McMorris, B. J., Beckman, K. J., Shea, G., Baumgartner, J., & Eggert, R. C. (2013). Applying restorative justice practices to Minneapolis Public Schools students recommended for possible expulsion; Jain, S., Bassey, H., Brown, M., & Kalra, P. (2014). Restorative justice implementation and impacts in Oakland schools (prepared for the Office of Civil Rights, U.S. Department of Education). Oakland, CA: Oakland Unified School District, Data In Action).
	Counseling Support (LEAD)	$74,500	Counseling services for students who need support with mental health. Counseling services are primarily directed to unduplicated students. **Justification**: Research indicates that students who are socio-economically disadvantaged have higher exposure to trauma and challenges (La Greca, A., Boyd, B., Jaycox, L., Kassam-Adams,M., Mannarino, A., Silverman, W., Tuma, F., & Wong, M. (2008). Children and Trauma: Update for Mental Health Professionals. American Psychological Association Presidential Task Force on Childhood Trauma and Associated Stress in Childhood and Adolescence). By maintaining a focus on mental health, the district sees counseling as a priority to support students through trauma and other issues so that they are able to be engaged in school and have positive pupil outcomes.
	Provide an alternative space during unstructured time (break and lunch) for students who need to be away from large groups of students by providing additional Library Support	$25,741	During break and lunch the library support staff will provide alternative space for students who cannot tolerate the larger environment of students. **Justification**: Students who are struggling with social-emotional needs are not always able to navigate the large number of students during unstructured times. The

	Staff hours (Borel)		library is an alternative to provide students with support and additional adult supervision to help and encourage students to interact in a smaller environment.
Goal 6 Teachers, administrators and staff will participate in professional development that is responsive to educational priorities and based on research of effective practices to support student learning. School site actions/services for Goal 6 Supplemental **$87,050**	Teacher Hourly Pay for Professional development and support in implementation of curriculum (Audubon, Borel, Laurel, LEAD, SM Park)	$41,800	Extra time for site based professional development focused on supporting unduplicated students. **Justification**: According to research compiled by REL (Regional Education Laboratory) the compilation of nine studies have shown that professional learning for teachers can boost student achievement by 21%. https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf With increased focus on new standards and new curriculum, the schools listed in this area plan to incrfocus on supporting professional learning, particularly in the area of unduplicated students. The purpose to is support teacher development and increase student achievement.
	Immersion (College Park, Fiesta Gardens)	$19,000	Professional development for workshop focusing on language based programs. PD for refining curriculum to support Mandarin and Spanish programs. Best practices for **Justification**: According to research compiled by REL (Regional Education Laboratory) the compilation of nine studies have shown that professional learning for teachers can boost student achievement by 21%. https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf The two immersion schools focused in Spanish and Mandarin language, need additional support to implement curriculum in both English and their schools' language.
	ELA/ELD (Bayside, Foster City, George Hall)	$23,250	Professional Development and teacher collaboration for ELA/ELD development of PBIL lessons that support the ELD standards. **Justification**: According to research compiled by REL (Regional Education Laboratory) the compilation of nine

			studies have shown that professional learning for teachers can boost student achievement by 21%. https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf With increased focus on new standards and new curriculum, the schools listed in this area plan to increase their focus on supporting professional learning, particularly in the area of unduplicated students. The purpose to is support teacher development and increase student achievement.
	New Teacher Mentoring (George Hall)	$3,000	Grade level teams will collaborate and support new teachers to adapt curriculum for PBIL. **Justification**: According to research compiled by REL (Regional Education Laboratory) the compilation of nine studies have shown that professional learning for teachers can boost student achievement by 21%. https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf This school's magnet focus is PBIL. New teachers need additional support in meeting the needs of unduplicated students within a the construct of PBIL. Lessons are designed to align with the new ELA/ELD standards.
Goal 7 Families will participate in their child's education.. School site actions/services for Goal 7 Supplemental **$184,997**	Community outreach to engage families and students who may have not been involved in their child's education. (Baywood)	$11,010	Services will be primarily directed to families of unduplicated students. The purpose is to encourage engagement in students' learning. **Justification**: "The Power of Parents" research article from Ed Source outlines the powerful connection between student achievement and parent engagement. Baywood plans to support their unduplicated students through outreach to parents.
	Dean of Students (Bayside STEM) provides support to families and students.	$117,887	Dean met with unduplicated students who were at risk of failing. She monitored student progress using grades and district benchmarks and helped support students in efforts to improve behavior and develop academic routines.

			Justification: Progress monitoring informs students and teachers about when expected progress is not made so that actions can be taken to improve progress (Quenemoen, R., Thurlow, M. L., Moen, R., Thompson, S., & Blount Morse, A. (2004). Progress monitoring in an inclusive standards-based assessment and accountability system (NCEO Synthesis Report 53). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
	Parent Education ELAC/Parent Involvement (Abbott, Audubon, Beresford, Borel, College Park, Fiesta Gardens, George Hall, Laurel, LEAD, Meadow Heights, NSV, Parkside, SM Park and Sunnybrae	$56,100	Planning coordination of ELAC meetings and parent education nights. Parent workshops will focus on timely topics based on school and support parent involvement in their child's education. **Justification**: From the research article "The Power of Parents" from Ed Source, by focusing on increasing family engagement both achievement and attendance increase. Parents who see themselves as partners with schools will encourage and support student participation and attendance. Through ELAC meetings and Parent Ed nights school sites plan to address the needs of their communities and reach out to encourage active engagement for unduplicated students.
	Total School Site Supplemental Allocations	$4,552,560	

The San Mateo-Foster City School District

Educates and inspires students to live, lead, and learn with integrity and joy

2016-17 LCAP

Exploring Key Actions and Goals

LIVE

Citizenship & Character Education

Students will demonstrate socially responsible citizenship and resolve conflicts in a respectful manner

LEAD

Twenty-First Century Learning

Students will maximize their potential by becoming critical thinkers that take responsible risks in their learning through the utilization of creativity and digital tools

LEARN

Academic Achievement

Students will develop career and life skills through academic excellence and personal wellness

SAN MATEO-FOSTER CITY SCHOOL DISTRICT

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Spotlight on Outcomes

Expulsions & Suspensions

Expulsion Rate
- 2014-15: 0.1%
- 2015-16: 0.1%
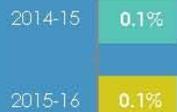
Suspension Rate
- 2014-15: 1.1%
- 2015-16: 1.5%
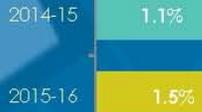
School Attendance 2015-16

Attendance Rate

96.6%

Chronic Absent Rate

4.8%

Parent Participation 2015-16

SCHOOL LOOP

74% of households are registered users of School Loop

SMFCSD provided 4,602 hours of translation in 7 languages

SAN MATEO-FOSTER CITY SCHOOL DISTRICT
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Spotlight on Outcomes

Google Apps files owned by students 2015-16
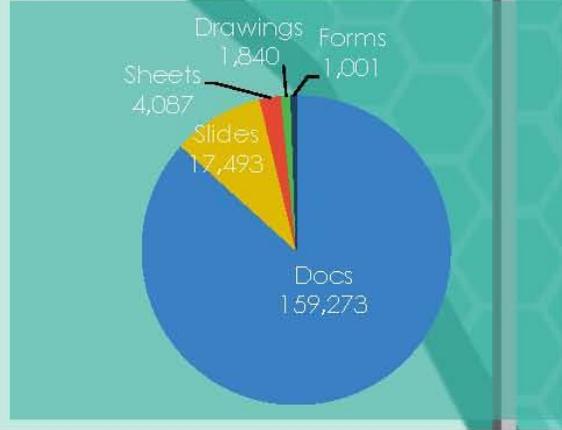
- Drawings 1,840
- Forms 1,001
- Sheets 4,087
- Slides 17,493
- Docs 159,273

ELA/Literacy Percent Meeting or Exceeding Standard

Subgroups	2015	2016	Change
All Students	58%	61%	+3
Asian	82%	83%	+1
White	72%	75%	+3
Latino/Hispanic	31%	34%	+3
English Learners	8%	12%	+4
Economically Disadvantaged	27%	30%	+3

Mathematics Percent Meeting or Exceeding Standard

Subgroups	2015	2016	Change
All Students	55%	56%	+1
Asian	85%	86%	+1
White	66%	68%	+2
Latino/Hispanic	25%	26%	+1
English Learners	13%	15%	+2
Economically Disadvantaged	22%	23%	+1

Spotlight on Outcomes

ELA/Literacy Percent Meeting or Exceeding Standard

Legend: 2015, 2016

Grade	2015	2016
3rd Grade	53%	60%
4th Grade	58%	60%
5th Grade	60%	65%
6th Grade	60%	63%
7th Grade	63%	62%
8th Grade	59%	62%

Mathematics Percent Meeting or Exceeding Standard

Legend: 2015, 2016

Grade	2015	2016
3rd Grade	61%	62%
4th Grade	61%	59%
5th Grade	55%	56%
6th Grade	53%	55%
7th Grade	51%	54%
8th Grade	47%	51%

LIVE

Citizenship & Character Education

Actions to achieve our goal(s)

Parent support, education and communication

Mental and physical health program supports at schools

Social responsibility programs

LEAD

Twenty-First Century Learning

Actions to achieve our goal(s)

Increase student use of technology tools

K-2 Tablets and 3-8 Chromebooks at school sites

Digital Citizenship and curriculum for students

LEARN

Academic Achievement

Actions to achieve our goal(s)

Middle school math support classes

Reading Specialists at elementary sites

Additional support for students with after school interventions

Differentiated professional development for teachers in CA State Standards and support for English Learners

Summer school support in literacy, math, English language development and Kindergarten readiness

Instructional materials adoptions with teacher support

2016-17 LCAP Goals

LIVE
Citizenship & Character Education

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

7 Families will participate in their child's education

LEAD
Twenty-First Century Learning

4 Students will use evolving technology to support their learning of the California Standards

LEARN
Academic Achievement

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

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

3 Students who are English learners and/or Socioeconomically Disadvantaged will make progress toward meeting or exceeding grade level California Standards

6 Teachers, administrators and staff will participate in professional development that is responsive to educational priorities and based on research of effective practices to support student learning

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San Mateo- Foster City School District
1170 Chess Drive Foster City, CA 94404
Phone: (650) 312-7700   Website: www.smfcsd.net

El Distrito Escolar de San Mateo-Foster City

Educa e inspira a los estudiantes a vivir, dirigir, y aprender con integridad y alegría

LCAP DEL 2016-17

Explorando Acciones y Metas Importantes

VIVIR

Ciudadanía y Educación de Carácter

Los estudiantes demostrarán ciudadania socialmente responsable y resolverán conflictos de una manera respetuosa

DIRIGIR

Aprendizaje del Siglo Veintiuno

Los estudiantes maximizarán su potencial al convertirse en pensadores críticos, que toman riesgos responsables en su aprendizaje por medio de utilización de creatividad y herramientas digitales

APRENDER

Desempeño Académico

Los estudiantes desarrollarán técnicas de carrera y vida por medio de excelencia académica y bienestar personal

SAN MATEO-
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SCHOOL DISTRICT

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Enfoque en los Resultados

Expulsiones y Suspensiones

Rango de Expulsión

| 2014-15 | 0.1% |
| 2015-16 | 0.1% |
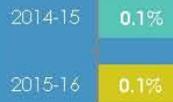
Rango de Suspensión

| 2014-15 | 1.1% |
| 2015-16 | 1.5% |
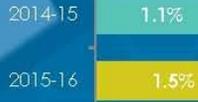
Asistencia Escolar 2015-16

Rango de Asistencia

96.6%

Rango de Ausencia Crónica

4.8%

Participación de Padres 2015-16

SCHOOL LOOP

El 74% de los hogares son usuarios registrados en School Loop

SMFCSD proporcionó 4,602 horas de traducción a 7 idiomas

SAN MATEO-FOSTER CITY SCHOOL DISTRICT
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Enfoque en los Resultados

Archivos de Google Apps de los Estudiantes 2015-16
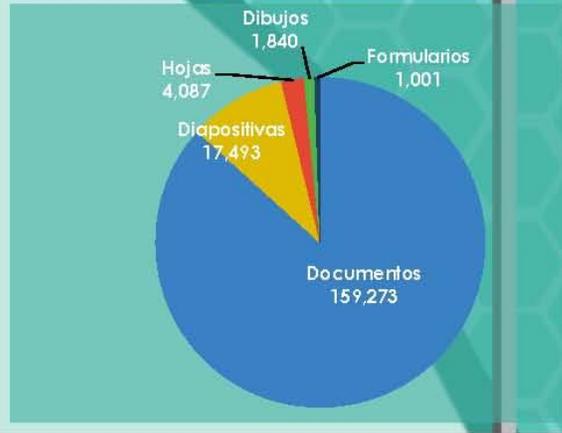
Dibujos 1,840
Formularios 1,001
Hojas 4,087
Diapositivas 17,493
Documentos 159,273

ELA/Alfabetización
Porcentaje Cumpliendo o Excediendo el Estandar

Subgroupos	2015	2016	Cambios
Todos los Estudiantes	58%	61%	+3
Asiáticos	82%	83%	+1
Blancos	72%	75%	+3
Latino/Hispano	31%	34%	+3
Aprendices de Inglés	8%	12%	+4
Con Desventaja Socioeconómica	27%	30%	+3

Matemáticas
Porcentaje Cumpliendo o Excediendo el Estandar

Subgroupos	2015	2016	Cambios
Todos los Estudiantes	55%	56%	+1
Asiáticos	85%	86%	+1
Blancos	66%	68%	+2
Latino/Hispano	25%	26%	+1
Aprendices de Inglés	13%	15%	+2
Con Desventaja Socioeconómica	22%	23%	+1

Enfoque en los Resultados

ELA/Alfabetización
Porcentaje Cumpliendo o Excediendo el Estandar
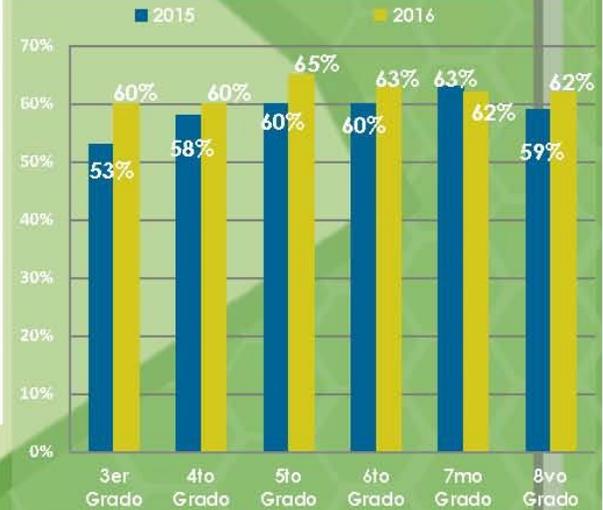
2015 / 2016

Grado	2015	2016
3er Grado	53%	60%
4to Grado	58%	60%
5to Grado	60%	65%
6to Grado	60%	63%
7mo Grado	63%	62%
8vo Grado	59%	62%

Matemáticas
Porcentaje Cumpliendo o Excediendo el Estandar

2015 / 2016

Grado	2015	2016
3er Grado	61%	62%
4to Grado	61%	59%
5to Grado	55%	56%
6to Grado	53%	55%
7mo Grado	51%	54%
8vo Grado	47%	51%
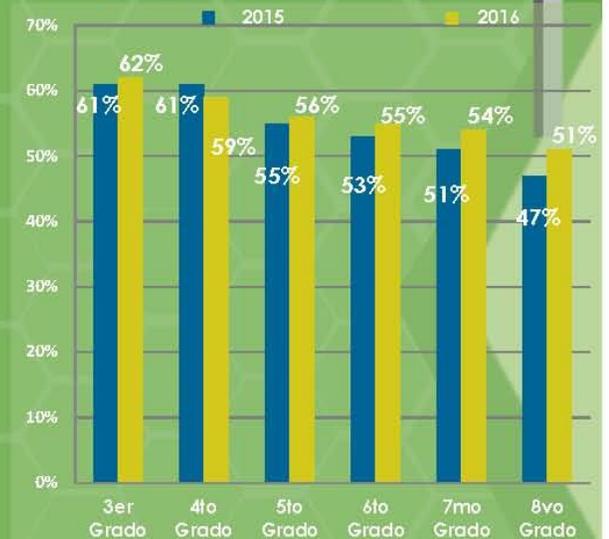
VIVIR

Cuidadania y Educación de Carácter

Acciones para alcanzar nuestras metas

Programas de apoyo mentales y físicos en las escuelas

Apoyo de padres, educativo, y de comunicación

Programas socialmente responsables

Dirigir

Aprendizaje del Siglo Veintiuno

Acciones para alcanzar nuestras metas

Tabletas de K-2 y Chromebooks de 3-8 en los sitios escolares

Aumento en el uso de herramientas de tecnología

Ciudadania Digital y currículo para los estudiantes

APRENDER

Desempeño Académico

Acciones para alcanzar nuestras metas

Apoyo de matemáticas en la escuela intermedia

Especialistas de Lectura en las Primarias

Apoyo adicional para estudiantes con intervenciones después de clases

Desarrollo Professional diferenciado para los maestros en los Estandares del Estado de CA y apoyo para los Aprendices de Inglés

Apoyo de escuela de verano en alfabetización, matemáticas, desarrollo de lenguaje Inglés preparación para el kindergarten

Adopciones de materiales instruccionales con apoyo de los maestros

Metas del LCAP 2016-17

VIVIR
Ciudadania y Educación de Carácter

5 Los estudiantes participarán en aspectos de vida saludable continuos apoyando aspectos sociales, emocionales y físicos

7 Las familias participarán en la educación de sus hijos

DIRIGIR
Aprendizaje del Siglo Veintiuno

4 Los estudiantes utilizarán tecnología en evolución para apoyar su aprendizaje de los Estandares de California

APRENDER
Desempeño Académico

1 Los Estudiantes asistirán a clase en una instalación bien mantenida, con materiales alineados a los estandares y maestros con credenciales

2 Los estudiantes progresarán hacia cumplir o exceder los estandares de California nivel a de grado

3 Los estudiantes que son Aprendices de Inglés y/o con Desventajas socioeconomicas progresarán hacia cumplir o exceder los Estandares de California nivel de grado

6 Los maestros, administradores y el personal participarán en desarrollo profesional que responde a las prioridades educacionales y está basado en estudios de prácticas efectivas para apoyar el aprendizaje estudiantil

SAN MATEO-
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Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

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

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

>> **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

>> **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

> Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

> **New, Modified, Unchanged**

>> As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

> ### Goal

>> State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

> ### Related State and/or Local Priorities

>> Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

> ### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 *CCR* 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:
- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
     a. English Language Arts – Common Core State Standards for English Language Arts
     b. Mathematics – Common Core State Standards for Mathematics
     c. English Language Development
     d. Career Technical Education
     e. Health Education Content Standards
     f. History-Social Science
     g. Model School Library Standards
     h. Physical Education Model Content Standards
     i. Next Generation Science Standards
     j. Visual and Performing Arts
     k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The Academic Performance Index;
  C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;

C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

   (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

   (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

   (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

   (2) The total number of cohort members.

   (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

   (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

   (2) The total number of cohort members.

   (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

   (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code.* Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?