

## SMFCSD District-wide Increased/Improved Services for Unduplicated Students

<b>GOAL 2 ACADEMIC ACHIEVEMENT: STUDENTS WILL MAKE PROGRESS TOWARD MEETING OR EXCEEDING GRADE LEVEL CALIFORNIA STANDARDS.</b>		
<b>ACTION/SERVICE</b>	<b>DESCRIBE HOW ACTION/SERVICE IS PRINCIPALLY DIRECTED TO AND EFFECTIVE USE OF FUNDS TO MEET YOUR GOALS FOR UDPs</b>	<b>DESCRIBE HOW ACTION/SERVICE IS THE MOST EFFECTIVE USE OF FUNDS (INCLUDING ALTERNATIVES CONSIDERED AND SUPPORTING RESEARCH, EXPERIENCE, OR EDUCATIONAL THEORY) TO MEET YOUR GOALS FOR UDPs</b> <i>[Only applicable for districts below 55% UDP or (non-charter) schools below 40% UDP]</i>
2.3.1 Increase support for elementary and middle school teacher teams to conduct inquiry using assessment data and plan instruction (additional time for data meetings), especially to meet the learning needs of targeted students	Improve learning supports for unduplicated students through teacher and administrator use of multiple assessment measures to drive instruction and academic interventions	Providing additional time for teacher teams and site leaders to monitor performance data of unduplicated pupils and reflect on effective practices is essential to having data-driven instruction. During inquiry meetings, teacher teams review formative, benchmark, and summative assessment data to learn what is working and determine instructional next steps. During inquiry 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.
2.3.3 Improve supports to teachers and administrators to analyze and use formative and summative student performance data, by providing additional data analytics staff.	Improve learning supports for unduplicated students through teacher and administrator use of multiple assessment measures to drive instruction and academic interventions	Providing analytical support for teacher teams and site leaders to monitor performance data of unduplicated pupils and reflect on effective practices is essential to having data-driven instruction. With this support, teacher teams review formative, benchmark, and summative assessment data to learn what is working and determine instructional next steps.
2.3.6 Improve language & literacy learning supports for middle school English Learners, SED Students, and other struggling performers through district-wide implementation of a literacy screener that supports teacher inquiry & planning	Improve learning supports for unduplicated students through teacher and administrator use of multiple assessment measures to drive instruction and academic interventions	Providing appropriate and quality benchmark assessments is essential for teacher teams and site leaders to monitor performance data of unduplicated pupils and reflect on effective practices, as part of ensuring data-driven instruction. This action plugs gaps in the district's K-8 math and 6-8 literacy assessment system.

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2.4.2 Increase and improve math professional learning supports for teachers and administrators through expanded collaboration with Silicon Valley Math Initiative (SVMI).	Increase and improve professional learning services for administrators and teachers, to improve instructional supports for unduplicated students.	High-quality training and coaching are essential to providing quality professional learning that raises and accelerates student achievement. SVMI training and coaching provides teachers with learning opportunities where they work collaboratively to analyze student work and plan re-teaching lessons.
2.4.4 Increase and improve professional learning supports for for teachers through Teachers on Special Assignment in Math and Science that provide site-based and district-wide support.	Increase and improve professional learning services for administrators and teachers, to improve instructional supports for unduplicated students.	High-quality site-based training and coaching are essential to providing quality professional learning that raises and accelerates student achievement. Site-based training and coaching provides teachers with learning opportunities where they receive training, get to teach alongside a coach, watch the coach deliver instruction and get feedback from the coach on their instruction with their own students. Teachers are supported to learn and apply immediately in their teaching practice during a lesson or the next day.
2.4.5 Increase supports for classified and certificated staff to earn teaching credentials & certifications in hard to fill math, Montessori and science positions by providing extra-time and training costs.	Increase and improve professional learning services for administrators and teachers, to improve instructional supports for unduplicated students.	The District experiences the same labor-shortage challenges that other districts experience, particularly in hard-to-fill contents (math & science) where unduplicated students face distinct learning challenges (math, in SMFCSD's case). This circumstance is compounded when a district attempts to prioritize building a more representative teacher work force—particularly representative of unduplicated students. One way to address these challenges is to support teacher candidates in hard to fill positions with incentives that specifically prepare them to be strong teachers, such as these planned supports for earning credentials and certifications.
2.4.7 Increase and improve professional learning supports for teachers to provide quality Tier 1 and Tier 2 instruction to targeted students, through site-	Increase and improve professional learning services for administrators and teachers, to improve	High-quality site-based training and coaching are essential to providing quality professional learning that raises and accelerates student achievement. Site-based training and coaching provides teachers with learning

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based Language and Literacy Teachers on Special Assignment (ToSA).	instructional supports for unduplicated students.	opportunities where they receive training, get to teach alongside a coach, watch the coach deliver instruction and get feedback from the coach on their instruction with their own students. Teachers are supported to learn and apply immediately in their teaching practice during a lesson or the next day.
2.4.10 Increase and improve professional learning for teachers and administrators to provide quality Tier 1/2/3 supports through services provided by Director of Curriculum & Instruction (1.0 FTE for elementary services and 1.0 FTE for middle services).	Increase and improve professional learning services for administrators and teachers, to improve instructional supports for unduplicated students.	High-quality site-based training and coaching are essential to providing quality professional learning that raises and accelerates student achievement. Site-based training and coaching provides teachers with learning opportunities where they receive training, get to teach alongside a coach, watch the coach deliver instruction and get feedback from the coach on their instruction with their own students. This Director supports the professional learning of the site coaches and manages their planning with school principals.
2.7.1 Improve and increase supports to sites to advance quality instruction for English learners, design high-quality language programs, and monitor and evaluate supports for English Learners, through the management of a Coordinator of Support for English Learners.	Provide district-level support for English Learners, SED students, and other struggling readers to make progress in learning English and achieving academic standards.	Coordinator of EL Support will provide support for ELD implementation across the district. The coordinator will ensure Principals are trained in Ellevation, oversee the newcomer programs, and support training around ELPAC. The coordinator will work with EL Coaches around EL Achieve, providing feedback, structures and guidance on how schools will implement ELD.
2.7.6. Improve and increase site-based reading intervention supports for targeted students by providing Reading Specialists to sites.	Provide district-level support for English Learners, SED students, and other struggling readers to make progress in learning English and achieving academic standards.	Reading specialists support classroom teachers and provide small group and 1:1 interventions for unduplicated students struggling with reading. Struggling readers lack key foundational skills needed to read. Early identification and support by Reading Specialists is essential to accelerating students to achieve grade level standard, as described in the research of Richard Allington and Marie Clay.

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2.7.7 Support school/district inquiry and strengthen reclassification procedures through the use of data systems for monitoring English Learner performance data	Provide district-level support for English Learners, SED students, and other struggling readers to make progress in learning English and achieving academic standards.	Providing data supports for teacher teams and site leaders to monitor performance data of English Learners and reflect on effective practices is essential to having data-driven instruction. With this support, teacher teams review formative, benchmark, and summative assessment data to learn what is working, determine instructional next steps, and recommend EL students for reclassification.
2.9.2 Improve math learning supports for English Learners, SED Students, and other struggling performers through student use of specialized math learning software.	Increase and improve Mathematics learning supports for English Learners, SED Students, and other math struggling performers	ST Math software develops students' conceptual understanding of grade level concepts, and particularly supports the math learning of struggling readers. This software will be used in intervention classes and extended-day tutoring to address gaps and re-teach content to unduplicated students.
2.11.1 Increase learning time for targeted students through Summer School and Kick Off to Kindergarten programs	Increase academic supports for English Learners, SED students, and other struggling learners through extended learning opportunities	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. Summer School provides extra time for instruction and academic support. Through our data analysis we have seen students who have access to summer school do 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
2.11.4 Improve student access to academic learning and supports through bus transportation from after school intervention/homework programs. Improve family engagement with schools in support of their student's academic learning through bus transportation to and from school community events.	Increase academic supports for English Learners, SED students, and other struggling learners through extended learning opportunities	Sites will provide extended school hours for tutoring and homework support that allow for teachers to interact with students who are struggling academically for longer throughout the day. Students who are SED and EL will be receiving this service with targeted support. According to a Harvard study, students who participate in afterschool programs demonstrate effective growth in language arts

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## SMFCSD District-wide Increased/Improved Services for Unduplicated Students

GOAL 3 WELLNESS: STUDENTS WILL ENGAGE IN ONGOING HEALTHY LIFESTYLES SUPPORTING SOCIAL, EMOTIONAL AND PHYSICAL ASPECTS.		
ACTION/SERVICE	DESCRIBE HOW ACTION/SERVICE IS PRINCIPALLY DIRECTED TO AND EFFECTIVE USE OF FUNDS TO MEET YOUR GOALS FOR UDPs	DESCRIBE HOW ACTION/SERVICE IS THE MOST EFFECTIVE USE OF FUNDS (INCLUDING ALTERNATIVES CONSIDERED AND SUPPORTING RESEARCH, EXPERIENCE, OR EDUCATIONAL THEORY) TO MEET YOUR GOALS FOR UDPs <i>[Only applicable for districts below 55% UDP or (non-charter) schools below 40% UDP]</i>
<p>3.2.1 Provide increased counseling supports and services to targeted students at middle schools through 4 additional counselors</p> <p>3.2.2 Provide increased counseling supports and services to targeted students at elementary schools through 3 additional counselors</p> <p>3.2.3 Provide increased counseling supports and services to targeted students at elementary schools through additional counseling interns.</p> <p>3.2.4 . Provide increased counseling supports and services to targeted students at middle schools through School Safety Advocates and Groups.</p> <p>3.2.6 (New) Provide increased social-emotional supports and resources to Newcomer, Homeless, and Foster Youth students through the case management services of social workers.</p>	<p>Increase and improve social-emotional supports for unduplicated students.</p>	<p>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., &amp; 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 and case management as priorities to support students through trauma and other issues so that they are able to be engaged in school and have positive pupil outcomes.</p>

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<p>3.3.1 Increase site-based professional learning opportunities for elementary teachers and principals, including coaching, to support implementation of Positive Behavior Interventions and Supports (PBIS)</p> <p>3.3.2 Increase site-based professional learning opportunities for middle school teachers and principals to support implementation of Restorative Practices, through release and extra time.</p>	<p>Improve social-emotional supports for unduplicated students through safe, positive, engaging learning environments.</p>	<p>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.</p>
<p>3.3.7 Improve social-emotional supports for targeted students through site and district staff professional learning on best "student wellness" practices.</p>	<p>Improve social-emotional supports for unduplicated students through safe, positive, engaging learning environments.</p>	<p>SMFCSD is focusing on increasing student Wellness through a variety of professional development options to improve school connectedness and recognition of when students are experiencing mental health challenges. School connectedness has a strong research base as a protective factor for youth. Students with strong school connectedness are less likely to engage in substance use, early sexual initiation, violence, and thrill seeking behaviors. Research indicates the improved educational outcomes for students who are connected to their school, including they are more likely to attend school, stay in school longer, and to have higher grades and higher test scores [US Department of Health and Human Services, Center for Disease Control and Prevention, Fostering School Connectedness: Improving Student Health and Academic Achievement (2009)].</p>
<p>3.4 Improve wellness supports and safe, positive, engaging learning environments district-wide through the services of a Wellness Coordinator.</p>	<p>Improve social-emotional supports for unduplicated students through safe, positive, engaging learning environments.</p>	<p>As noted above, SMFCSD is focusing on increasing student Wellness through a variety of professional development options to improve school connectedness and recognition of when students are experiencing mental health challenges. The Wellness Coordinator coordinates these options, supports sites with their implementation, and coaches teachers.</p>

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<b>GOAL 4 FAMILY ENGAGEMENT: STRENGTHEN SCHOOL-HOME COMMUNICATIONS; INTEGRATE FAMILY ASSETS INTO SCHOOL SERVICES; AND ENGAGE FAMILIES TO DEEPEN THEIR SUPPORT FOR THEIR CHILD'S ACADEMIC AND SOCIAL-EMOTIONAL GROWTH IN ALIGNMENT WITH THE SCHOOL.</b>		
ACTION/SERVICE	DESCRIBE HOW ACTION/SERVICE IS PRINCIPALLY DIRECTED TO AND EFFECTIVE USE OF FUNDS TO MEET YOUR GOALS FOR UDPs	DESCRIBE HOW ACTION/SERVICE IS THE MOST EFFECTIVE USE OF FUNDS (INCLUDING ALTERNATIVES CONSIDERED AND SUPPORTING RESEARCH, EXPERIENCE, OR EDUCATIONAL THEORY) TO MEET YOUR GOALS FOR UDPs <i>[Only applicable for districts below 55% UDP or (non-charter) schools below 40% UDP]</i>
4.1.5 Strengthen integration of family assets into schools and family engagement by expanding District LCAP and school SPSA efforts to get input and feedback from families.	Increase instructional and social-emotional supports to targeted students through DISTRICT efforts to strengthen school-home communications, integrate family assets into the school's services, and engage families to deepen their support for their child's academic and social-emotional growth in alignment with the school.	Reaching out to parents through multiple channels will help us inform and build capacity in parents of students who are English Learners or socioeconomically disadvantaged (unduplicated). These resources improve engagement across all student groups though they are targeted to increase engagement of parents of unduplicated students. The involvement of parents in the LCAP and SPSA processes is imperative to developing quality LCAP/SPSAs that address 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.