

SMFCSD School-wide Increased/Improved Services for Unduplicated Students

GOAL 2 ACADEMIC ACHIEVEMENT: STUDENTS WILL MAKE PROGRESS TOWARD MEETING OR EXCEEDING GRADE LEVEL CALIFORNIA STANDARDS.		
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>
2.2.1 Increase supports for teachers to provide small group instruction to targeted students (para educators at Audubon, Beresford, College Park, Fiesta Gardens, Lead, Laurel)	Increase site-based instructional supports for unduplicated students	Small group instruction for unduplicated students eliminates the “one size fits all” approach to instruction. Small group instruction 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 essential to target specific learning needs of unduplicated students.
2.2.2 Provide increased support for targeted students during after-school Homework Clubs/Tutoring programs (Abbott, Bayside, Borel, Bowditch, Fiesta Gardens, Sunnybrae)	Increase site-based instructional supports for unduplicated students	This targeted supplemental support provides unduplicated students with critical extended time for academic learning (re-teaching; additional scaffolding) from staff at the school site.
2.2.3 Provide increased support for targeted students using library/media academic services (additional library/computer staff hours at Abbott, Borel, Sunnybrae)	Increase site-based instructional supports for unduplicated students	District surveys of our community, and other surveys of our area at large, show a large gap in unduplicated student use of librarians and technology (researched as a “digital divide”). This strategy remediates the “divide” by providing additional library media center staffing to support unduplicated students in access and use.
2.2.5 Increase middle school Dean of Student services to strengthen Tier 1 instruction and social emotional supports for targeted students (Bayside 1.0 FTE, Borel .67 FTE, Abbott 1.0 FTE)	Increase site-based instructional supports for unduplicated students	The Dean of Students supports unduplicated students who were at risk of failing. The Dean monitors student progress using grades and district benchmarks and helps support students in efforts to improve attendance/behavior and develop academic routines. Such progress monitoring--especially at the middle school level when students have

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		multiple teachers--informs students, families and teachers 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.)
2.2.6 Provide additional time for teachers to assess targeted students, analyze data, and plan re-teaching strategies for targeted students (Sunnybrae, College Park, Lead)	Increase site-based instructional supports for unduplicated students.	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.
2.5.1 Support site-based professional learning on instructional strategies and/or exemplar classroom observations (Borel, College Park, Fiesta Gardens, Foster City, Laurel, Brewer Island, North Shoreview Montessori, Parkside, and San Mateo Park) 2.5.3 Support site-based professional learning on Tier 1 and 2 instructional strategies and supports, across all sites, as identified in site SPSAs	Increase site-based 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.
2.8.3 Increase and improve supports for English Learners through Newcomer classes and program resources at Abbott and Bayside Middle Schools	Increase and improve supports for English Learners through site-based	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

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	teachers and staff providing targeted interventions	this as a focus, school sites recognize that English Language learners need additional support to master English. Middle school Newcomer programs provide needed instructional and social-emotional support to enable newcomer students to accelerate their English literacy development.
2.8.4 Increase services for English Learners through classroom interventions provided by teachers, who in turn are supported by para-educators providing services to other, non-EL students in the classroom (Bayside Academy, Bowditch, Laurel, Foster City)	Increase and improve supports for English Learners through site-based teachers and staff providing targeted interventions	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.
2.9.1 Increase math learning supports for English Learners, SED Students, and other struggling performers through additional Math Foundations classes at the middle school.	Increase and improve Mathematics learning supports for English Learners, SED Students, and other math struggling performers	This support class is a second math class principally directed to supporting unduplicated pupils in developing mathematical fluency and conceptual understanding and providing additional support for grade level learning. 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 addition to grade level mathematics to help close the gap in mathematical concepts so they can be successful in grade level mathematics.
2.9.5 Increase teacher team math inquiry and planning time in the Abbott Complex elementary schools (Beresford, Meadow Heights, Fiesta Gardens, Laurel, & George Hall ES) through a cadre of permanent subs who release teachers from their classrooms during the school day.	Increase and improve Mathematics learning supports for English Learners, SED Students, and other math struggling performers	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

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		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.
2.9.6 Increase and improve math professional learning supports for teachers and administrators district wide through a Math Teacher on Special Assignment who lead training, team inquiry, coaching and model teacher observation (for schools outside the Abbott Complex).	Increase and improve Mathematics learning supports for English Learners, SED Students, and other math struggling performers	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.
2.10.2 Increase services to students that promote high expectations and college-readiness and provide academic and social-emotional supports, through implementation of AVID electives in middle schools	Increase services to students that promote high expectations and college-readiness and provide academic and social-emotional supports, through implementation of the AVID program in middle schools	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.

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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>
3.2.5 . Provide increased social-emotional safety supports to targeted students at middle schools through School Resource Officers.	Increase and improve social-emotional supports for unduplicated students.	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 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.
3.3.9 (New) Support site-based professional learning on Tier 1 and 2 social-emotional support strategies, across all sites, as identified in site SPSAs	Improve social-emotional supports for unduplicated students through safe, positive, engaging learning environments.	High-quality site-based training and coaching are essential to providing quality professional learning that builds school-wide and classroom social-emotional supports for unduplicated students. Site-based training and coaching provides teachers with learning opportunities where they receive training and get feedback from the coach on the systems of support with their own students.
3.6.4 Improve wellness supports at LEAD ES for targeted students by providing an additional counselor.	Improve wellness supports and safe, positive, engaging learning environments for targeted students at sites through additional school	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,

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	site counseling, social emotional learning, and intervention programs and services:	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 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.
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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.		
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>
4.2.5 Support site-based professional learning and planning for family engagement, across all sites, as identified in site SPSAs	Increase instructional and social-emotional supports to targeted students through SITE-BASED efforts to strengthen school-home communications, integrate family assets into the school's services, and engage families to deepen their support for their child's academic and social-emotional growth in alignment with the school.	High-quality site-based training and coaching in family engagement are essential to build school-wide and classroom practices that integrate the assets of families of unduplicated students. 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.