

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA Name

San Mateo-Foster City School District

CDS Code:

41690390000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The San Mateo-Foster City School District uses federal funds to supplement and enhance student literacy, mathematical practices and skills, social-emotional development, and family/parent education and involvement so that under-served students can achieve readiness for college, career, and lifelong learning. Federal funding also supports professional learning for teachers and an academic summer school for the district's lowest performing students. Key features reflected in the LCAP include

- 1) Enhance direct support for striving readers by providing additional reading specialists at four school-wide Title I schools
- 2) Professional development for reading specialists to build teacher expertise and student literacy using a variety of strategies including Reading Recovery, small group instruction, and intensive intervention for aspiring readers
- 3) A new language and literacy teacher on special assignment to help upper elementary and middle school teachers develop literacy among students in grades 4-8 who are not yet meeting grade-level standard expectation
- 4) Support for mathematical practices and skills through professional learning for teachers and intervention for students who are not yet meeting grade level standards in mathematics
- 5) Support for the implementation of science curriculum that supports Next Generation Science Standards
- 6) Support for teachers who do not yet have a professional clear credential (including mentoring for teachers who are pre-credential - "ineffective or inexperienced teachers")
- 7) Direct support for English Language Learners as well as support for teachers to more effectively help students with English Language Development
- 8) Support for Social Emotional wellness through professional learning in school and classroom culture, restorative practice, and responsive classrooms
- 9) Support for active lifestyles, conflict resolution, and leadership skills through the Playworks program

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The San Mateo-Foster City School District has four broad goals that incorporate the eight state priorities:

- -Basic Services (Priority 1 & 2) Teachers and Staff, State Standards-aligned Curriculum, Facilities, and Course Access)
- -Academic Achievement (Priority 4 & 8) (Curriculum, Assessment, Equity, Instruction, and Professional Learning)
- -Wellness (Priority 5) Culture and Climate, Equity, and Attendance
- -Family Engagement (Priority 3) Parent Involvement and Engagement

All students, including Title I and Unduplicated students receive basic services that extend to all eight state priorities. Additionally, unduplicated students (English Language Learners, Socioeconomically Disadvantaged, Homeless, and Foster Youth) receive supplemental funds to give them additional opportunities to achieve grade-level expectations on state standards and improve their likelihood of readiness for college, career, and lifelong learning. Federal funds supplement the basic and supplemental funds with further services to under-performing students in the areas of literacy, mathematics, English language development, social-emotional wellness, and family engagement. This is achieved by focusing funding around our district goals in the Local Control Accountability Plan (LCAP).

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The San Mateo Foster City School District is the largest school district in San Mateo County. Educating 12,800 students from diverse backgrounds, the vision of the district is to Educate and Inspire students to live, lead, and learn with integrity and joy. Students come to San Mateo Foster City speaking over 20 languages. 2,864 of our students are learning English as a second language. 68% of our students speak Spanish, 5% speak Mandarin, 5% speak Japanese, 2% speak Russian, and 1% speak Portuguese. The remaining languages represented in higher numbers include Cantonese, Hindi, and Arabic.

30% of the students who attend SMFCSD schools come from families who qualify for the free/reduced lunch program according to the San Mateo County census data. On the Consolidated Application and Reporting System, this data is used as the district's poverty criteria.

Distribution of Funds - School-Wide Programs

In San Mateo Foster City school district, it was determined through comprehensive needs assessments and data evaluation that four of our schools needed Title 1 school-wide program assistance. The poverty criteria used to identify these schools was whether 50% or more of a school had enrolled students who qualified for free/reduced price lunch, according to the San Mateo County census data.

SMFCSD schools participating in programs funded through the state's consolidated application process are required to develop a Single Plan for Student Achievement (SPSA). The content of the SPSA must be aligned with goals for improving student achievement and address how funds will be used to improve academic performance. SMFC schools applying for funds have developed dedicated SPSA goals that address Title 1 funding and cycle of improvement to support students who are socio-economically disadvantaged. The supplemental services and resources are meant to support the district's four goals:

1. All students receiving base programming
2. Advancement of subgroups in english language arts and mathematics
3. School Wellness, Positive Culture and Safety
4. Meaningful Family Engagement

The district uses a the metric of the eligibility of children for Free/Reduced Price Lunch programs. The district annually ranks schools based on the percentage of children from low-income families. Schools with poverty percentages over 50% are reviewed for School-wide Title 1 program funding.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The San Mateo-Foster City School District has had pre-credential (ineffective or inexperienced teachers) in three categories: Special Education, Substitutes for Teachers on Statutory Leave (TPSL), Science teachers, and Language Immersion teachers. While low-income and minority students are not currently taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers, the district addresses the needs of those teachers by providing one-on-one mentors who support with curriculum development, implementing standards for the teaching profession, and other practical areas of teaching. We applied for and secured a competitive grant to help teachers become fully credentialed in Special Education while receiving intensive, individualized support.

In addition to these professional learning supports, the District also has several safeguards that keep low-income and minority students from being taught by ineffective, inexperienced, or out-of-field teachers:

- We offer a financial incentive for veteran teachers to remain at schools with high incidence of students who are minority or low-income.
- Site administrators are encouraged to consider teacher experience when placing students so that our newest teachers have lower incidence of students with extreme needs
- The human resources department carefully monitors credential qualifications, and ensures that out-of-field teachers are not placed at our lower-performing schools. Very few teachers are on board-approved waivers, and those teachers are not teaching in schools with the highest incidence of low-income or minority students.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The San Mateo-Foster City School district family engagement policy includes both district and site-level engagement practices.

At the district level, representatives from each school participate in a District Advisory Committee (DAC) and District English-Language Advisory Committee (DELAC) that meets quarterly. This DAC/DELAC meeting has two functions: Educate families on topics including the challenging State academic standards and assessments that monitor progress and help teachers improve the academic achievement. Receive input from families on strategies that should continue, those that need to begin, and those that are not effective and need to be modified or discontinued.

Community Outreach is another district-level program directed at parent engagement was instituted in the 2018-2019 school year. This program involves employment agreements for community outreach personnel, who ensure that information related to school and parent programs, meetings, and other activities that help families assist their children in both social-emotional and academic development.

Preschool families are invited to a series of parent education workshops that share “joys and challenges” of growing preschoolers.” This series responds to the needs and questions presented by people registered for the group.

The Preschool Parent Advisory Council (PAC) strengthens communication between administration, staff, and parents. The PAC meets regularly throughout the year to advise on center policies, events, and program. The Parent Involvement Project (PIP) conducts ten Parent Education Nights for PIP preschool families, including home visits by the preschool teachers and community resource fair to gather information about available resources.

The Parent Involvement Project (PIP) extends to TK and K families at three elementary schools: George Hall, LEAD, and Fiesta Gardens.

Site-level parent involvement includes work with the site council as well as Parent Engagement Seminars. These activities build on and incorporate strategies from the Family Engagement Network. The Site Council is a body that gives input to the School Plan for Student Achievement (SPSA) based on data. Family engagement seminars educate families on how to more fully participate in the education, literacy, and social-emotional wellbeing of their children.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA’s schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable: SMFCSD has no such programs.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Services for Homeless children and youth in San Mateo Foster City School District focus on providing comprehensive academic and social emotional supports. School leaders and District program supervisors ensure first that homeless youth are identified. School sites then have a variety of student study team, case management, and counseling resources that not only help to identify students who move in and out of homelessness, but also track their attendance and academic progress, and support them with physical and social-emotional and mental health resources. District and site resources fund academic extended-day resources which support students to meet rigorous state standards.

Data also shows that homeless students struggle to be in school every day and to consistently access extended-day interventions and supports, which undermines their ability to meet rigorous state standards. In addition, homeless families often struggle to support their students academically because they do not regularly engage with teachers and support staff at school. For families and students, lack of transportation is reportedly a significant cause of these problems. To ensure that lack of transportation is not a barrier to being in school every day and to attending extended-day supports, the district also provides bus passes to families with low performing, homeless children who do not have transportation to and from school. Over 350 bus passes will be issued in the 2019-2020 school year.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The San Mateo-Foster City School District has a network of federally-funded preschools as well as fee-based preschools. For each student transitioning from the “no-fee” preschools, their Desired Results Developmental Profile (DRDP), which summarizes their strengths and needs, is provided to the receiving elementary school, so students can coordinate and deliver services immediately to their new students. When needed, the preschool staff also communicates with the receiving school principal about specific students that do not have an Individual Education Plan (IEP), but need additional support to be successful in Kindergarten or Transitional Kindergarten.

Elementary schools also contact preschool teachers at the beginning of the school year if there are questions about a student who has been in our preschool program. Parents are recruited to attend the open house of their assigned elementary in the year before transitioning to elementary school, and the district gives entering families information about class assignments, so families can arrange to meet the elementary teacher immediately at the start of the year. Finally, the district runs a summer transition program for students and families identified as in need of extra support.

The San Mateo-Foster City School District is a Kindergarten through Eighth Grade (K-8) school district, so there are strong, articulated supports for students and families transitioning from 5th grade elementary classes to 8th grade middle school. Each middle school coordinates with the 4-5 elementary schools in their “complex” (or feeder pattern) to provide information to students and families, at the elementary schools, and to facilitate 5th grade classroom visits to the middle school. Site leaders and counselors also participate in articulation meetings where class performance and assessment data from the elementary school is shared with the middle school to support class scheduling and the readying of academic and social-emotional supports

As students exit eighth grade, there are a variety of transition supports between SMFCSD and the unified high school district. High school district staff conduct literacy and math assessments at the SMFCSD middle schools to facilitate class placement. For students who might need additional support, a group called Counselor Watch provides an opportunity to articulate specific needs of students. The high school district has numerous orientation and information meetings for families, who are able to request placement in one of the six high schools in the district. Orientation events are opportunities for incoming ninth graders and families to learn about key support classes, to receive informational packets with class schedules, and to ask questions of the school’s counselors.

A short time after the orientation, students attend a programming event where they meet with a counselor and actually select classes in consultation with counselors. Schedules are available to families in the spring on the website for the unified high school district. Each student with an Individual Education Plan (IEP) has a scheduled meeting with representatives from both the elementary and high school district.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Identification of students for the Gifted And Talented Education program (GATE) begins with universal screening of students in third grade. Students who achieve a cut score on district benchmark and reading assessments are offered the opportunity for further assessment. Principals or families may nominate any other student for that assessment. Once identified, many students opt to remain in a heterogeneous classroom where the rigorous California Content Standards prepare students who are ready for college, career, and lifelong learning.

Identified students may also opt into a specialized class for gifted students in the fourth and fifth grade. In middle school, they may transfer to Bayside STEM Academy to participate in a core class of English/Language Arts and Social Studies.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The San Mateo-Foster City School District has several systems to provide professional growth and improvement, including these major initiatives

Language and Literacy:

- -Monthly teacher training in key content (e.g., quality, standards-aligned Tier 1 and 2 instruction in the three literacy shifts) provides new and developing teachers and teacher teams with regular opportunities to build their instructional knowledge and skill.
- -Reading specialists and language/literacy teachers on special assignment (ToSA) at every school, including enhancements for Title I school-wide programs with additional specialists and ToSAs, support teacher team inquiry and planning (e.g., Lesson Study), coach and provide observation and feedback to teachers on their language and literacy instruction. The professional learning and development of these teacher leaders are held by a cadre of central leaders who focus on building facilitation, coaching, inquiry, and instructional knowledge and skills.
- -In 2019-20, "Model" Classroom Teacher Leaders will be trained and coached to model quality language and literacy practices for new and developing teachers to observe and learn from. By providing small group, intensive professional growth opportunities for these classrooms, the teacher leaders will be able to develop meaningful teacher leadership.

Mathematics:

- -The model of ELA teacher leaders is expanding to mathematics in the 2019-2020 school year. Additional teachers on special assignment are being hired to coach teachers and facilitate teacher teams in schools with low-performing mathematics students. This professional growth opportunity will expand the capacity of both multiple-subject and single subject teachers in the field of mathematics, and will develop leadership among the math teachers on special assignment.
- -K-2 teacher leaders in Early Math Learning Initiative (ELMI) will continue to have the opportunity to develop leadership in math education. At the same time, professional growth opportunities are opening for teachers in third grade to use the ELMI strategies in third grade after a successful 3-year implementation in grades K-2.

Summer School Professional Growth and Collaboration: District coaches and instructional leaders will team with classroom teachers to create professional learning communities focused on lesson study (cycles continuous growth) to plan instruction specifically designed to increase student learning.

- -Language and Literacy: Teachers will learn engagement strategies to raise the academic expectations for lowest performing students in reading, writing, language arts, and speaking and listening
- -Mathematical Practices: Teachers will use prompts to engage students in academic discussions related to mathematical practices.

Social-emotional learning:

- -The LEA has engaged in the Positive Behavior Support and Intervention (PBIS) network with the San Mateo County Office of Education. We know that student engagement and success are closely tied to the positive interactions and relationships they have at school. Teacher professional growth and improvement in the social-emotional learning of students will lead to greater student success.
- -Restorative Practices: Under the leadership of the Wellness Coordinator, teachers and site leaders have the opportunity to learn relationship and community building strategies and activities that focus on proactive, positive interactions between all members of the classroom.
- -Leadership training in Restorative Practice gives teachers the opportunity to learn both program information and presentation skills so that Restorative Practice can be taught to a broader group of teachers faculty meetings.

Principals had the opportunity to attend Trauma Sensitive Classroom training with Dr. Martha Merchant from UCSF. That training was followed by a series of opportunities for professional learning of resilience for teacher or site leaders. This professional learning helps educators including leaders, teachers, and support staff recognize trauma and stress responses. Participants learn tools to help students, staff, or families navigate stress responses. This includes immediate crisis responses as well as understanding the root causes: neurological responses that influence behaviors, and tools for reducing the severity of the response over time.

- -School counselors receive training on Mindful Schools so that they can teach mindfulness in the schools they serve.

Science: As we evaluate and adopt a new curriculum based on Next Generation Science Standards (NGSS), teachers will be paid to participate in professional learning on shifts in the science classroom. Teachers who participate in professional growth activities will have opportunities to share their understanding with others in teacher leadership roles.

Physical Education and Health

- -The district has recently hired single subject physical education teachers to take small groups from each classroom to teach physical education. In addition to providing the classroom teacher a smaller class for part of the day, student wellness leads to better academic success. Title II dollars were used for professional learning for these teachers
- -The content and delivery of health education, particularly in the area of sexual health, requires training for teachers who are new to a grade level or new to the district. Consequently, we have allocated Title II dollars to this professional development activity.

Principal and other Administrator Professional Growth and Development:

Administrators who are new to the Administrative Services Credential enroll in an Administrator Induction Program, where a one-on-one mentor works with the new administrator to meet the requirements of the professional clear credential. Administrators may choose from multiple programs available in the Bay Area.

Administrators new to the district, or new to administration attend a district New Administrator professional growth series. This is an ongoing cohort that works on professional skills as well as district goals and initiatives.

Support for Struggling Teachers

- -Peer Assistance and Review (PAR) is a support system for veteran teachers. Managed by a panel of four teachers and three administrators, teachers may request support in the California Standards for the Teaching Profession. These standards include engaging all students in learning, creating effective environments for student learning, understanding and organizing subject matter, lesson planning, assessment, and development as a professional educator.
- -The PAR panel assigns a mentor, who meets with the participating teacher weekly to complete cycles of inquiry that include planning, teaching, reflection, and application of findings in ongoing cycles.
- -When a principal evaluates a teacher and finds that they are not yet proficient in two or more of the standards, that teacher can be referred to PAR. When a teacher has three standards that are unsatisfactory, participation becomes mandatory. In this situation, the mentor works with the teacher for at least two hours per week, and collaborates with the principal to improve practice. Regular reports are given to the PAR Panel, who recommends additional support or alternative direction for the consulting teacher.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable: San Mateo Foster City School District does not have any schools in the Comprehensive Support and Improvement program.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The San Mateo-Foster City School District curates the following data measures and supports teacher inquiry at sites and leader inquiry centrally using these measures:

Reading assessments

- -Fountas and Pinnell (F & P) for grades K-5: This assessment data identifies student instructional and independent reading levels, and enables teachers, with the support of the Literacy Continuum, to develop “next step” instructional moves to accelerate student literacy development.
- -Scholastic Reading Inventory (SRI) for grades 6-8: This assessment identifies student reading lexile level and supports middle school teachers to plan appropriate literacy scaffolds for reading grade-level complex text and to group students for small group instruction
- -English Language Proficiency Assessment for California (ELPAC): This assessment monitors the progress of English Language Learners and is key to timely reclassification of students

Galileo Benchmark Assessments: Using Galileo assessments, teachers and administrators in grades 3-8 can evaluate both literacy/math attainment and growth to design and adjust instruction.

Mathematics Performance Benchmark Assessment: In 2019-20, the district will finish development of a math performance assessment, for grades K-8, which will support teacher math lesson study and instructional planning.

California Assessment of Student Performance and Progress (CAASPP) is the state summative assessment for grades 3-8 State dashboard indicators from the California Assessment of Student Performance and Progress (CAASPP) are included in each Site Plan for Student Achievement (SPSA) that are presented to the board of trustees for approval, and are posted publicly.

California Healthy Kids Survey (CHKS), along with attendance and suspension data helps us determine school climate and target professional learning for sites that are underperforming in this area.

Student Social Emotional Learning survey: In 2019-20, the district will implement additional student surveying that collects student reports on their development of social emotional learning competencies. Site and central leaders will use this data to assess progress to stated social emotional learning goals and to adjust school and classroom practices.

Teacher/Staff surveys: In 2019-20, the district will implement teacher/staff surveying that collects reports on professional conditions in schools and professional learning needs. Site and central leaders will use this data to assess progress towards stated goals for working conditions and staff development and to adjust school and classroom strategies.

It should be noted that, as part of the district’s efforts to close student equity gaps, teacher teams, school and district leadership teams will sort this data by key “unduplicated student” groups, including English Language Learners, homeless, foster youth, socioeconomically disadvantaged students, and racial/ethnic student groups. These equity analyses will drive implementation and adjustment of differentiated strategies intended to accelerate the learning of these student groups.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The San Mateo-Foster City School District has a full-time Coordinator for English Learner Services that works with central leaders, site leaders, teachers on special assignment, model teachers and classroom teachers to build capacity for teaching a rigorous curriculum that includes strategies for English Language Learners in a variety of contexts--structured English immersion; dual language immersion; English Language Development; Newcomer; and long-term English Learner intervention. Essential practices included in this professional learning series include

- -Access and Rigor: ensuring that all English Language learners have full access and engagement in the academic demands of the California State Content;
- -Integrated and Designated English Language Development time to ensure that English Language Learners receive daily instruction and practice in oral and written language across all disciplines;
- -Data-driven Decisions so that program placement and instructional decisions are grounded in the regular analysis of evidence;
- -Asset-based Approach that leverages the linguistic and cultural assets of our students and ensures that students are active contributors to their own learning and that of the community
- -Whole Child: Making sure that teachers, administrators, and other staff create conditions that support the physical, intellectual, and emotional safety of all children, and that we leverage family and community supports.

In addition to the professional learning specifically led by the EL Coordinator, all “literacy” professional learning, led by literacy program specialists and teachers on special assignment, is focused on “language and literacy” content and instructional strategies, as identified in the CA ELA/ELD framework. In this respect, Title III professional learning priorities are embedded in all literacy professional learning in SMFCSD.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A - The San Mateo-Foster City School District does not have a cohort of immigrant children and youth.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In the 2017-2018 school year, the San Mateo-Foster City School District adopted a new English-Language Arts/English Language Development (ELA/ELD) curriculum that has embedded pedagogy and strategies for English Language Learners in both designated and integrated English Language Development.

To enhance the instructional strategies in the core curriculum, the district is providing ongoing professional development to both principals and teachers at schools with high concentrations of English Language Learners. This professional learning opportunity stresses:

Strong Pedagogy

- -Student-centered environment with abundant opportunities to talk
- -Backward maps from large and small learning outcomes
- -Instructional sequence that includes a gradual release of responsibility
- -Ongoing assessment to inform teaching processes

Language Learning

- -Blueprint for language instruction throughout the day: both Constructing Meaning (integrated) and Systematic (dedicated) English Language Development
- -Vision for explicit language instruction based on a brick and mortar metaphor. In this practice, conceptual language of academic and interpersonal tasks are the bricks, and functional language is the mortar that holds them together
- -Metalinguistic awareness that empowers students to express the sophistication of their thinking

Purposeful Leadership

- -Shared vision across district, sites, and classrooms
- -Belief that goals are attainable through collective and individual efficacy, academic emphasis, and trust
- -Continually deepening knowledge to build capacity and take ownership of the work
- -Actions that lead to desired results.

In addition, the district is intensifying its development of key support programs for English Learners, particularly in our Dual Language Immersion, English Language Development, and Newcomer programs. Resources are focused on strengthening the instructional scheduling of these programs, specifically at the middle school level; providing additional social-emotional supports; and intensifying the professional learner of teachers for these programs to ensure the curriculum and instructional strategies found in these programs align with the latest research, best practice, and CA ELA-ELD frameworks.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students entering the San Mateo-Foster City School District are given a home language survey. If a language other than English is spoken at home, the initial English Language Proficiency Assessment for California (ELPAC) is given. Students who are not yet proficient in English are flagged in our student data system (Aeries) as English Language Learners, and the school receives a folder with an English Language Development Progress Profile to monitor and document progress.

Using the core curriculum along with specific English Language Development in both integrated and designated ELD, students access the rigor and richness of the California Content Standards in all disciplines.

San Mateo-Foster City School District provides a support class for English Learner students in grades 6 - 8 who are new to schools in the United States. Students are recommended to the class by the Education Services Department after their language is assessed using the ELPAC. Parents/Guardians of students who score at the Level 1 on the ELPAC may choose to enroll the student in a Newcomer class housed at Abbott Middle School or Bayside STEM Academy. In the Newcomers class students receive intensive support in a sheltered three-period Core that includes English Language Arts and English Language Development (ELA/ELD) and then mainstream into other core subjects: Math, Science, and Physical Education. Students are evaluated with multiple measures each grading period to determine if they are ready to transition to the mainstream program with language support classes.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title IV funds are new to the district this year, and are targeted toward priority C, supporting safe and healthy students. Because many of the conflicts that led to disciplinary actions were happening during recess time, the District contracted with Playworks to help students stay active and build valuable life skills through play during the hour-long lunch and recess time mid-day. In the first year of implementation, principals report that students are responding positively to the goals of Playworks: developing effective conflict resolution as students acquire tools to work out disagreements and differences; developing leadership through a sense of fairness, confidence, and communication; and active engagement in play that translates to participation in class and better attendance.