

San Mateo-Foster City SD Supplemental Instruction and Support Plan

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Plan Descriptions

How parents, teachers, and school staff were involved in the development of this plan:

In the development of SMFCSD's AB86 Acceleration Plan, staff convened input, planning, and feedback meetings with several stakeholder teams and community partners. These meetings included reviewing the program requirements of AB86; reading a short article on research-based best practices; asking participants to suggest what strategies they thought would address student "unfinished learning" and accelerate student learning; and providing feedback on a draft of proposed strategies and funding allocations. These meetings were with the following stakeholders:

1. The SMFCSD Stakeholder Advisory Team is composed of a family and a staff representative from each of the district's 21 schools; the leads from the district's classified and certificated bargaining units; the lead from the district's management representative organization; and the lead of the district's PTA Governance Council. The Advisory Team met three times (April 15, April 29, May 13 2021), focused on providing input and feedback on the district's AB86 plan.
2. The Special Education District Advisory Committee is composed of central Special Education leaders, site leaders and Special Education teachers, and families of students with IEPs. The SEDAC met on April 20, 2021 to provide input on current and potential strategies both for the AB86 plan and the district's LCAP.
3. The Labor Management Initiative group is composed of classified and certificated staff, the leads from the district's classified and certificated bargaining units, site leaders and central management. This group met on April 21, 2021 to provide input on potential strategies for the AB86 plan.
4. District certificated staff and their bargaining unit Governing Council representatives met twice on April 26 and 28, 2021 to provide input on current and potential strategies both for the district's LCAP and the AB86 plan.
5. Similarly district families participated in three input sessions (May 4, 5, and 10, 2021) to provide input on current and potential strategies both for the district's LCAP and the AB86 plan.
6. The district's leadership team--composed of central and site, classified and certificated managers--also met three times (April 15 and 29, and May 13 2021), focused on providing input and feedback on the district's AB86 plan.
7. In the AB86 planning for summer programs, district leaders also met with several community service organizations and non-profit childcare providers to design expanded summer enrichment programming.

How the needs of students will be assessed:

Through the 2020-21 school year, each SMFCSD school has developed and continued to curate a list of “urgent needs” students, based on the following criteria: attendance; engagement during distance and in-person learning; language/literacy and math benchmark performance; staff or family referral for academic or social-emotional concerns (typically through school “care team” processes); and the student/family’s demographic match to historically underserved groups (English Learners; newcomer, foster and homeless youth; students with IEPs; economically struggling families). These lists are currently being used to offer students priority placement in the 2021 summer programming described in this AB86 plan.

These lists will continue to be curated during the 2021-22 school year, with added criteria of CAASPP and ELPAC performance and on-going social-emotional screeners. School staff will use this information on students’ assessed needs to deliver the planned classroom-based differentiated Tier 1 “first” instruction and targeted Tier 2 academic/social-emotional supports; to refer students to the planned Tier 2 extended learning and enrichment programs; and to provide the planned Tier 1-3 health and wellness supports (actions described below).

How parents and guardians of students will be informed of the opportunities for supplemental instruction and support:

The following approaches to informing families of the opportunities for supplemental instruction and support will be implemented with the expectation and supporting resources that ensure that families receive this information in their primary language. All written communications from specific staff and the school in general will be translated. All family conferences and engagements will be supported by on-demand translation.

Extending Learning & Enrichment: Summer programs

1. District and school direct invitation via telephone, text, and/or email to families of students with priority placement.

Extending Learning & Enrichment: “Outside the Day” and “Additional Days” Tier 2 targeted programs/Tier 1-3 Health and Wellness Supports

1. School/site leader regular written communications (email and online postings of weekly-monthly updates) and engagements with all families regarding the opportunities of these programs and supports.
2. School/teacher/counselor/staff direct written communication and/or family conferences regarding referral to these programs and supports.

Enhancing Classroom-based differentiated Tier 1 “first” instruction and Tier 2 targeted academic/social-emotional supports

1. Teacher written communications (email and online postings) to families regarding classroom learning and activities.
2. Teacher contacts and/or conferences with specific students and their families, about the academic and social-emotional supports happening in the classroom.

3. School/site leader regular written communications (email and online postings of weekly-monthly updates) and engagements with all families regarding expected Tier 1 “first” instructional approaches targeted Tier 2 academic and social-emotional supports, in all classrooms.

The SMFCSD plan to provide supplemental instruction and support:

Extending Learning & Enrichment: Summer programs

SMFCSD plans to implement 4 types of summer programming, as part of the AB86 “extending learning” priority.

1. The first is a full-day, four-week, in-person, academic-focused summer school (morning), with an afternoon enrichment program. SMFCSD is planning for approximately 500 identified “urgent needs” of rising 1st-8th students (as noted in the assessment section above) to build academic capacity in language, literacy and mathematics practices, with certificated classroom teachers. Afternoon care will provide time for students to engage in social activities through play and facilitated learning around growth mindset and Mindfulness. As part of this program, SMFCSD is also offering its Extended School Year (ESY) program for approximately 140 students who are identified through their IEP currently in PK-8th to receive extension of services received during the regular school year. In addition to their regular services, students will participate in functional daily living activities and sensory experiences.

2. The second type of summer programming is a full-day, four-week, in-person, enrichment-focused summer program, managed by the district’s after-school Annex staff and targeting approximately 100 1st - 8th grade students of historically underserved families currently in the SMFCSD Annex distance learning hubs. The Annex summer program will nurture the academic and emotional success of students in a safe, respectful, and responsible environment, focused on community and connection.

3. The third type of summer programming is a full-day, four-week, in-person, enrichment-focused summer program, managed by community service organizations and non-profit childcare providers and targeting approximately 450 1st - 8th grade students of historically underserved families. This “summer camp” program will offer a variety of fun, hands-on learning activities that encourage campers to work together with their campmates to accomplish daily challenges.

4. The fourth type of summer programming is a half-day, one-week, in-person Math Boost program for approximately 80 rising 6th grade students. The focus of the program is to boost students into heterogeneous Math 6 classrooms with more mathematical confidence, a connection to a math teacher at their MS site, and a growth mindset.

All students will have access to free lunch meals and snacks in these programs.

The district is budgeting \$1 million for this 2021 summer programming and assuming, for planning purposes, the same allocation for the 2022 summer programs.

Extending Learning & Enrichment: “Outside the Day” and “Additional Days” Tier 2 targeted programming

As part of the AB86 “extending learning” priority, SMFCSD plans to implement, during the 2021-22 school year, additional learning programs outside the regular instructional day--after school at elementary and optional before and after school at middle school. These programs are intended to be time-bound support, targeting the “unfinished learning” needs of identified students and focused on using engaging, culturally responsive, project-based strategies. A key component of this planning is for central office staff to support each of the district’s 21 schools to develop and staff extended learning programming, well-grounded in best-practice, that fit the “urgent needs” of their students and builds on the Tier 2 targeted and Tier 3 intensive instructional strategies and resources of each school. To that end, each school will be allocated AB86 funding based on their enrollment and “equity” percentage of English Learners and students from economically struggling families: a. six elementary schools with student enrollment below 400 and lower “equity” percentage will be allocated \$40,000 for each school (\$240,000 total); b. eleven elementary schools with student enrollment above 400 or higher “equity” percentage will be allocated \$55,000 for each school (\$605,000 total); and c. the four middle schools will be allocated \$55,000 for each school (\$220,000 total). This funding will be applied as each school designs, but is intended to support extended learning program costs, including the extra-time and/or hiring for teachers, para-educators, or external tutors. With central support, sites will monitor the outcomes of their program for targeted students, using the assessments and data-collection strategies described above.

In addition, to support these site-based extended learning programs, the district will allocate another \$1.2 million to support Tier 3 intensive, “high dosage tutoring” (at least 3 times per week) for identified students at each school. This tutoring resource may take several forms: 1. in-person tutoring by teachers and/or paraeducators, trained by the district and supported with shared district curricula; 2. in-person tutoring by local, community providers, trained by and supported by their organizations; or 3. online, synchronous (“live) tutoring by vendors that train and support their own staff. The development and support for these tutoring resources will be managed centrally and allocated to sites based on each site’s extended learning design and resources. For budget planning purposes, the district has researched a variety of tutoring options and arrived at an “average” cost for 500 tutoring slots, three times a week, for the year--at a total cost of approximately \$1.2 million.

The district also plans to extend learning by providing additional days, during the fall, winter and spring vacation breaks. Central staff will work with schools to implement site and/or central-based, intersession, in-person programs, that are (as noted above) designed to target the “unfinished learning” needs of identified students and focus on using engaging, culturally responsive, project-based strategies. In allocating \$100,000, the district anticipates these programs may take two forms: delivered by district teachers and paraeducators, and/or by local community providers.

To provide the described implementation and monitoring support to sites and to manage the cross-site program, professional development and materials needs, the district will coordinate an Extended Learning team, composed of existing central office and site leaders, and hire a teacher on special assignment as an additional support for sites (\$125,000). For students who regularly rely on district bussing, transportation will be provided so that all students can have full access to the described extended learning programs. All students will have access to free snacks in these programs.

The total budget for this extended learning programming is \$2.49 million in AB86 funds.

Enhancing Classroom-based differentiated Tier 1 universal instruction and Tier 2 targeted academic/social-emotional supports

Recent SMFCSD benchmark assessments and distance learning research have clarified that unfinished learning is pronounced in mathematics, and therefore SMFCSD is prioritizing enhancing classroom-based differentiated Tier 1 universal and Tier 2 targeted instruction in mathematics. Because the transition from 5th grade elementary to 6th grade middle school mathematics is particularly challenging, the district is focusing AB86-funded enhancements on Math 6 instruction by hiring four additional Math 6 teachers and one Math teacher on special assignment, to reduce student-to-teacher ratios and to strengthen Tier 1 and 2 differentiation strategies through team teaching and “lesson study” professional learning (\$625,000 total; \$500,000 from AB86 and \$125,000 other one-time funds). At the elementary level, the district will extend and enhance math professional learning, lesson study, and teacher team planning and collaboration by hiring three additional site-based math teachers on special assignment (\$375,000 total other one-time funds). The focus will be on building capacity for differentiated instruction, for strategies promoting the CA Math Practices, and for classroom communities that nurture mathematical confidence and a growth mindset. The district has planned for teacher team extra time, for implementation of improved diagnostic and benchmark assessments, and for additional social-emotional learning data collection, to support teacher inquiry and monitoring of student progress (\$89,000 total).

In the current 2021-24 LCAP planning, the district has identified critical investments to enhance classroom-based differentiated Tier 1 universal and Tier 2 targeted instruction in language and literacy. Investments in instructional resources and teacher professional learning (training, teacher coaching, team collaboration) will strengthen integrated and designated English Language Development (ELD) instruction for English Learners, inclusion practices for students with IEPs, differentiation, and acceleration interventions for identified students. Given this, the district has identified fewer AB86 funds to address unfinished learning in language and literacy, allocating \$25,000 to support teacher extra-time for learning and planning.

Based on strong stakeholder feedback, the district has identified that addressing the problem of unfinished learning must include Tier 1 universal practices that build joy and engagement in learning and respond to the cultural experiences of SMFCSD students and families. In addition to strategies that address the mental and emotional health needs of our students coming out of the pandemic (see following), stakeholders strongly recommended strategies that address the diversity of our students, the equity challenges that many face, and the need for inclusive classroom and school communities that rebuild confidence in our public schools. The district therefore is planning to expand the mostly school-based professional learning strategies for cultural responsiveness, diversity, equity and inclusion into a district-wide initiative, and has allocated \$50,000 toward this work.

The total budget for these actions to enhance classroom-based differentiated Tier 1 universal instruction and Tier 2 targeted academic/social-emotional supports is \$1.15 million, of which \$650,000 is in AB86 funds.

Enhancing Tier 1-3 health and wellness supports

SMFCSD and its stakeholders recognize that addressing the physical, mental, emotional, and social health and wellness of our students, coming out of the pandemic is a critical priority. The district received strong feedback that reducing class size, particularly where class sizes are largest, is an important Tier 1 strategy for re-building community and connection. As such the district is planning to allocate \$1.5 million, out of other one-time funds, toward reducing class size in the 2021-22 school year and will engage in negotiations with our teachers labor union to reach a consensus on its impacts.

The district also made significant progress over the last year in strengthening leader, teacher and staff capacity to implement a variety of practices that build community and connection in the classroom and on campus. These include: trauma-informed Instruction, Restorative Practices, 2nd Steps social-emotional learning curriculum, and Responsive Classroom. The district plans to continue and expand the professional development in these practices for the 2021-22 school year (\$50,000).

In addition, the district recognizes that students returning to school after the pandemic need support with safe, collaborative play and learning/relearning how to navigate campus in socially and emotionally positive and inclusive ways. Also, students may need continued help with physical distancing if circumstances require it in the fall (particularly at lunch). To provide this social-emotional Tier 1-3 support and learning, the district plans to hire and train additional paraeducators who can work at recess and lunch, in classrooms and extended learning spaces (\$1 million).

The district also plans to expand the integrated supports available to students and families and move toward a model of providing them with “full service community school” resources. The district will hire three additional elementary counselors to enhance the small group and 1:1 mental and emotional support for students (\$350,000 cost, from other one-time funds). The district will hire one more social work program specialist to build out a team of school social workers and social work interns, to expand the district’s capacity across the district to connect newcomer, foster, and homeless students and their families to school and community-based resources (\$135,000 cost). The district will also hire additional Community Services specialists to ensure that all schools with higher enrollment of English Learners and students from economically-struggling families have dedicated staff to support effective communication and to build “full service” resources at each school (\$600,000 total cost; \$175,000 in AB86 funds and \$425,000 in other one-time funds). Also, school staff will be supported when they provide additional services beyond the work day (\$14,000). Finally, to coordinate these expanded community services and wellness programs and staff, the district will hire a program specialist (\$140,000). It should also be noted that part of these full-service resources include continued family access to free meals: the district will continue to provide all students and families with children 18 and younger with free breakfast, lunch, and snacks, through the 2021-22 school year.

The total budget for these actions to enhance Tier 1-3 health and wellness supports is \$3.775 million, of which \$1.5 million is in AB86 funds.

Expenditure Plan

Supplemental Instruction and Support Strategies	Budgeted Funds	Actual Expenditures
Extending instructional learning time (including extended day tutoring)	\$4,490,000	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports (e.g, enhanced school-day instruction, professional learning)	\$ 600,000	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning (e.g. health, counseling, mental health services)	\$ 1,464,000	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$ 0.00	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$ 0.00	[Actual expenditures will be provided when available]
Additional academic services for students (e.g.assessments and progress monitoring)	\$ 50,000	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$ 50,000	[Actual expenditures will be provided when available]
Indirect Cost 6.28%	\$445,880	[Actual expenditures will be provided when available]
Total Funds to Implement Supplemental Instruction and Support Strategies	\$ 7,099,880	[Actual expenditures will be provided when available]

How these funds are being coordinated with federal Elementary and Secondary School Emergency Relief Funds received by the LEA:

The funds outlined here are planned to support the above actions through August 2022. Where “other one-time funds” are identified in the narrative, these refer to district AB86 In Person Instruction funds, LCAP LCFF funds, and other local funds that will be used to support the actions through August 2022. Current district planning is focused on how to use ESSER 2 and ESSER 3 funds to extend most of these actions, particularly those involving hired staffing, through the 2022-23 and 2023-24 school years.